EDUCATION PERFORMANCE AND DISCIPLINE: THE CASE OF SECONDARY SCHOOLS IN KAREMO DIVISION, SIAYA DISTRICT, KENYA

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2011

DECLARATION

1
This is my original research project report and has not been submitted for any study programme in any other university.

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E54/CE/10060/2004

Signature ___________________  Date: ___________________

I confirm that the work reported in this project was carried out by the candidate under my supervision as the university supervisor.

Signature ___________________  Date ___________________

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DEDICATION

This work is dedicated to my beloved wife, Jayne, and to our sons Charles, Aggrey and Albert, all of whom have been a constant source of inspiration ever since my undergraduate days; a constant source of encouragement when times are hard financially and academically; a constant source of joy whenever I go back dejected. If it were not for YOU, this would not have been possible.
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Miss Irene Oloo, of St. Peter’s Cathedral, diligently typed my Proposal and my other academic work during my course, and I hereby register my appreciation.

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Any factual or contextual errors in this work are purely mine and do not reflect on the contributions or help I may have obtained from the cited personalities.
ABSTRACT

Indiscipline in educational institutions has become a major concern not only for educational managers, but for the society at large. Over the years, indiscipline cases have been reported across school categories. The impact has implications for schools in general and school administration in particular. Teachers cannot perform their core duty of facilitating learning. Consequently, education performance is likely to suffer.

This study sought to investigate the relationship between school discipline and education performance in secondary schools. The main objective of the research was to determine the impact of discipline on educational performance. The specific objectives were to analyze the factors causing indiscipline in secondary schools and to determine the factors leading to good educational performance. The population of the study was thirteen (13) secondary schools in Karemo Division of Siaya District, Nyanza Province. Stratified random sampling was used to select six schools and simple random sampling used to select the actual respondents to whom the research instrument was administered. From a total population of 227 teachers, 58 were taken for the sample and from 5200 students, 1560 were taken. The researcher used two different questionnaires, one for the students and another for the teachers. The Kenya Certificate of Secondary Education (KCSE) results were also used in the analysis. The KCSE results, as an indicator of performance, were looked at vis-a-vis the schools’ history of indiscipline cases, or lack of such cases.

The results of the study showed that there was a significant relationship between education performance and discipline. Schools that reported fewer indiscipline cases had relatively better educational performance as compared to those that had more indiscipline cases over the five year period under review. The major conclusion drawn was that school discipline holds the key to good performance in institutions of learning.

The study therefore recommends that schools should adopt disciplinary procedures that enhance personal discipline among all the stakeholders, and more so among the students. Schools should involve learners in formulating discipline codes and encourage guidance and counseling for handling errant cases.
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ABBREVIATIONS AND ACRONYMS

KCSE – Kenya Certificate of Secondary
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study
Many people view indiscipline as a contemporary crisis, which is fast becoming a trend in schools. In Kenya, the emerging issue is that indiscipline in schools does not discriminate. It transcends the boundaries of gender and school categories. The impact has implications for schools in general, and for educational performance in particular. Instead of teaching, teachers spend more time ‘managing’ classroom disruption. This interferes with their output as a result of lack of morale and low job satisfaction.

Wright & Keetley (2003) state that in many cases, schools have seen a significant increase in staff turn over rates where indiscipline cases are high. This suggests that the issue of indiscipline has now become a significant problem, not only for education generally, but also for the systems, which formalize educational processes.

Therefore, to successfully achieve the objectives of a school or university, all the members of the education organization are required to strictly adhere to the various behaviour patterns necessary for optimum performance (Okumbe, 1998). It is imperative that educational managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal-attainment. Eshiwani, (1993) adds that maintained school discipline enhances proper learning.
In a rejoinder, Gekonge (2002) states that disciplined people have control, which leads to high morale and consequently, increase in performance and productivity with reduced labour force per unit. This is because people know what they are doing, why they are doing it, and how it is done.

1.1.1 Types of Discipline
There are two types of discipline, namely, preventive discipline and corrective discipline.

1.1.2 Preventive Discipline
The underlying principle is to instil self-discipline among the organizational participants. Educational managers strive to attain self-discipline within their organizations, since this raises morale and therefore, productivity. In encouraging preventive discipline, educational managers should provide an enabling environment in which expected standards are stated positively.

1.1.3 Corrective Discipline
Corrective discipline is aimed at discouraging further infringement of a rule. The administrative action meted out is a disciplinary action. This is aimed at reforming the offender, deterring potential offenders from similar action and maintaining consistent effective group standards. The disciplinary action should be applied progressively to give the subject the opportunity for self-correction before serious penalties are imposed. Progressive discipline also enables an educational manager and the subjects to have enough time for remedial action, which ensures conformity to the set standards.

Both Preventive and Corrective discipline can be found in the Secondary School situation. The former is seen when schools provide discipline guides in the form of rules and regulations that clearly spell out the undesirable behaviour and the repercussions of engaging in such behaviour. It can also be in the form of punishment meted out publicly to offenders with the aim of having such punishments act as deterrent measures to potential offenders. In the case of Corrective discipline, the punishment meted out to an offender, say a suspension, detention or even corporal punishment, is meant to make the offender
change for the better and abide by the laid down regulations. It must be noted that even though corporal punishment has been outlawed in Kenyan schools, most schools still practice some form of corporal punishment.

1.1.4 Causes of Indiscipline
Wright & Keetley (2003) identify three risk factors that can often lead to indiscipline and violence occurring in schools. These include external and internal issues relating to schools, such as demographic composition of the school, class size, staff cohesion, teaching materials, class boundaries within schools; socio-demographic characteristics of pupils and staff and psychological health of pupils and staff.

More evident causes are, according to Bakhda, (2004) are, first, inconsistent communication among parents, schools, teachers and pupils. Parents and Guardians perceive their role as being ‘external’ to the school environment, with respect to addressing issues of indiscipline. Therefore, a gap currently exists between ‘internal’ roles and influences (i.e teaching staff) and ‘external’ roles and influences (i.e parents) and the strategic links that could be made to provide a joint approach to addressing pupil behaviour from both parties. Secondly, there is lack of clarity surrounding the defining of indiscipline perspectives, the inconsistency of response to incidents by teaching staff, as well as support staff. Thirdly, policies deployed by schools concerning pupil behaviour are felt by teaching staff to be insufficient in meeting both staff and pupil needs. This is exacerbated by a lack of training and continuous professional development for teaching and non-teaching staff on behaviour management. Fourthly, schools have been known to have inconsistent use of punitive measures by the teaching staff, which blurs the boundaries of what individual teachers consider to be appropriate, or inappropriate behaviour. Finally, an inappropriate curriculum, lack of flexibility to address pupil needs, lack of appropriate support structures for young people in transition between primary and secondary school establishment can also be seen to have a direct bearing on indiscipline and violence occurrences in schools.

Both Griffin (1996) and Awiti (2009) seem to concur that the above mentioned risk factors not only disrupt educational programmes in the school, but also create a situation in which relationships are marred among the stakeholders in the school setting. This inevitably
reflects badly on every measurable aspect of performance in the particular school in which such factors are prevalent.

1.1.5 School Disciplinary Guideline.
The Ministry of Education has advised school heads to use counseling techniques in dealing with school children. For serious problems, the Head Teacher is expected to summon the parents or guardians and seek their assistance in finding a solution. School Management Committees (SMC) or Boards of Governors (BOG) can assist in sorting out difficult discipline cases. It is therefore necessary to have School Management Committees and Boards of Governors involved in discipline cases.

Exceptional cases meriting suspension should be referred to the District Education Officer (DEO), or the Provincial Director of Education (PDE), who will advise the Head teacher on the appropriate action.

1.2 Statement of the Problem
There has been a mass wave of indiscipline in Kenyan schools, with cited cases of student/student rape, teacher/student rape, sodomy, bullying, drunkardness, destruction of school property through fire and / or stoning, unwanted pregnancies, among other serious offences. Indeed, these heinous acts have continued to dog the Educational Administration System since the 1997 St. Kizito and 1999 Kyanguli tragedies. The issue of indiscipline in schools continues to capture the attention of Kenyans, as evidenced in the year 2006 by the incidence of sodomy in Upper Hill School, Nairobi, and several cases of arson reported in the press. This has led to low productive contribution to group effort through talent, knowledge, skills and bad working habits.

These scenarios further threaten the educational learning environment and more so educational performance, thus calling for immediate intervention measures, lest the situation gets out of hand.

The research study therefore focused on the extent to which indiscipline in schools affects educational performance.
1.3 **Purpose and Objectives of The Study.**
The purpose of this study was to determine the impact of discipline on educational performance. The specific objectives were:

i. To analyze the factors causing indiscipline in schools.

ii. To determine the factors leading to good educational performance.

iii. To draw policy recommendations that can guide education managers in improving performance in secondary schools.

1.4 **Research Questions**

i. What are the factors causing indiscipline in schools?

ii. To what extent are students/pupils responsible for indiscipline in schools?

iii. How does discipline contribute to good educational performance?

iv. What can be done by different stakeholders to ensure discipline in schools?

1.5 **Significance of the Study**
The significance of this study can be seen in how it can help to inform a national plan to develop a comprehensive programme in combating violence and indiscipline in Kenya schools. Such a plan would aim at reducing indiscipline and violence cases in secondary schools to enable effective teaching and learning. The findings, conclusions and recommendations may also be used as a source of reference to researchers who are interested or working in the field of schools discipline.

1.6 **Research Assumptions**
The basic assumption in this study was that discipline in schools is a major contributory factor to good educational performance. Conversely, it was assumed that indiscipline would lead to poor educational performance. Specifically, the study adopted the following assumptions:

1. Indiscipline in various magnitudes existed in all secondary schools.

2. Schools sampled for the study were representative of the Division.

3. The respondents in the study were in a position to accurately identify the relationship between discipline and performance.
4. The level of understanding of the respondents was high enough to enable them answer the questions fairly and accurately.

1.7 Scope and Limitations
The study was confined to Karemo Division of Siaya District in Nyanza Province. Therefore, the findings would not be generalized to cover other parts of the country. This is mainly because schools in a single Division in one District may not accurately reflect general behaviour trends that can cut across the country. Unless other Divisions in other Districts are representatively sampled, such findings cannot be said to reflect the position in as heterogeneous a country as Kenya.

Secondary schools’ performance for 5 years (2004-2008) was taken to be of interest, and levels of discipline for the said period were determined. This provided a long enough period within which to discern trends that could easily reflect a relationship between the variables.

Karemo Division has 13 secondary schools, of which 9 are mixed day, 1 is Girls’ Boarding; 1 Boys Boarding, 1 Girls Day & Boarding. Of the total number 5 are private schools and 8 are public schools.

The following specific limitations were identified:

1. Time: the researcher was not able to undertake an extensive study given the short period available.
2. Money: the study was funded from personal resources, which are limited.
3. Bias of the respondents may not have produced accurate results because each respondent was commenting about a school in which they were direct stakeholders.

1.8 Theoretical Framework
participation in school decision-making processes. In a rejoinder, Curwin and Mendler, (1980) expanded this list to include such things as children wanting attention, being bored, feeling unfairly treated and feelings of rejection and/or frustration. For example, in 1980, Kisumu Day Secondary School students were sent home after holding a strike complaining about low syllabus coverage and tyrannical rule by the prefects (Nkinyangi, 1981).

This study borrowed heavily from Wayson & Pinnel, (1994), who found out that in the United States of America and Canada, schools tended to reduce discipline problems by improving operations in seven areas namely:

- The way people work together to solve problems and make decisions.
- The degree to which students feel they belong to the school.
- The way rules are developed, understood and enforced.
- The formal curriculum and the styles of instruction.
- The way personal problems are handled for both staff and students.
- Relations with parents and the community.
- The general appearance, organization and utilization of the physical facilities.

However, this study mainly focused on the relationship between education performance and discipline.
1.9 Conceptual Framework

Education Performance

[Dependent variable]

Independent variables

- Student & staff participation in formation and implementation of rules and regulations
- Staff and students’ relations
- Syllabus Coverage
- Head of institution and management practices
- Student Leadership and the prefect system
- Corporal punishment
- Boycotts and riots
- Truancy and Chronic Absenteeism
- Use of Drugs and Alcoholic substances

Fig 1: Schematic conceptual framework
(Source: Author, 2011)
The model shows how different factors acting as independent variables can impact on education performance as a dependent variable.

The independent variables identified were seen as some of the major factors that were either causes of student unrest and indiscipline in schools, or results of such indiscipline. According to Wayson and Pinnel (1994), addressing these factors would improve operations in the school. The concept of this study was therefore that schools in which operations were running smoothly would focus on the core business of an educational institution, ergo, improved performance.

Students and staff participation in formulation and implementation of rules and regulations is expected to create harmony or reduce indiscipline in schools. This assumption is made on the premise that all will understand and accept the consequences of their behaviour in the school. A harmonious relationship is expected to enhance education performance.

Staff-student relations are crucial in the smooth running of the school’s operations and programmes. This includes the relations built and maintained between and among the human personnel in the school, namely, the teaching staff, the non-teaching staff and the students. Poor human relations in the school are likely to adversely affect educational performance. It is expected that the negative attitudes developed by the various persons in such situations will negatively impact on their respective inputs into the common pot of education performance.

Syllabus coverage may result into fulfillment or frustration among the students. It is expected that low syllabus coverage will lead to students’ frustration as a result of their inability to respond appropriately in Continuous Assessment Tests and examinations. Conversely, high syllabus coverage is likely to build the students’ confidence in the learning process and ultimately as they are tested. Whether high or low, therefore, syllabus coverage is expected to have an impact on education performance.
The way the Head of the institution is appointed, and his management style, may also affect the institutional programmes. New leaders in new institutions tend to come with various leadership styles, which may not necessarily conform with the leadership culture already established in these institutions. It is common knowledge that some Heads are also appointed through political patronage and influence, in total disregard of the qualifications, abilities and experience. It is expected that the school’s performance will be influenced by how the Heads steer the institution programmes.

The prefect system of an institution may also contribute to the education performance. In some schools, prefects are elected by their peers, giving the students a feeling of ownership in the school. Where prefects are appointed by the school authorities, the acceptance and cooperation of the general student body will depend on how fair the appointments are seen to be. Again some schools bestow a lot of power on prefects, while others do not. Whatever the case, the prefect system adopted by the school is expected to influence student – student relations. For instance, in schools where prefects wield a lot of power, they tend to be tyrannical, leading to students’ dissatisfaction and ultimately to disruption of school programmes.

Corporal punishment has been widely used over the years in instilling and controlling school discipline. Where corporal punishment is accepted as a norm, it is expected that the administration of such punishment will help re-direct students’ behaviour towards more positive activities that are geared towards promoting good performance. If corporal punishment is not accepted, the practice itself is enough to contribute to disaffection and riots against what the students may consider as authoritarian leadership.

Boycotts and riots lead to disruption of school programmes, specifically on the school calendar. In addition, destruction of school property will lead to shortage of learning resources. This is likely to affect a school’s educational performance.

Truancy and chronic absenteeism impinge directly on the contact hours between teachers and students. Truancy may lead to cheating in examination when the learner uses dishonest means in an attempt to pass examinations. In deed, cheating in itself is a sign of
indiscipline. In external examinations like Kenya Certificate of secondary Education (KCSE), the penalty for cheating is disqualification of the culprit, or even of the school. Chronic absenteeism has a similar effect because the student doesn’t cover the syllabus adequately.

Use of drugs and alcoholic substances is likely to have two major effects. First, the practice impairs the mental capacity of the users to the extent that learning is virtually impossible. Secondly, rampant usage among student will lead to undesirable behaviours like hooliganism, which end up disrupting learning. In each case, either the individual, or the whole school is affected. If no effective learning is taking place, we cannot expect good education performance.

1.9 Operational Definition of Central Terms.

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<td><strong>Discipline:</strong></td>
<td>The mental and moral training that enables one to be skilful, respectful to others, empathic, obedient to rules and time conscious.</td>
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<td><strong>Preventive Discipline:</strong></td>
<td>An administrative action taken by an educational manager to encourage employees and students to follow the standards, rules and regulations, which prevent infractions.</td>
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<tr>
<td><strong>Corrective Discipline:</strong></td>
<td>An administrative action that follows an infraction of a rule, and which is intended to serve as a deterrent to the offender and other potential offenders.</td>
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<td><strong>Progressive Discipline:</strong></td>
<td>A disciplinary action that proceeds from an oral warning to a written warning and onto a suspension and finally to a dismissal.</td>
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<td><strong>Performance</strong></td>
<td>The ability to do a piece of work which needs special skills and to produce the desired outcome.</td>
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CHAPTER TWO
REVIEW OF LITERATURE

2.1 Introduction
This chapter reviews the literature relevant to the research problem under investigation. It seeks to determine if there is a relationship between school discipline and education performance. It looks at what others have said about discipline in general and school discipline in particular. It cites specific cases both locally and abroad, and examines the danger that such cases have visited upon society in general and the schools in particular.

There have been cases of indiscipline around the world involving school students. The same has permeated to the local schools. There are also general indiscipline cases that seem to be peculiar.

The review is organized around the following themes:
- The concept of discipline.
- The international perspective of indiscipline.
- Indiscipline in education institutions.
- Relationship between discipline and education performance.
- Risk factors that can often lead to indiscipline.
- Managing indiscipline in schools.

2.2 The Concept of Discipline.
Torrington & Hall (1987) define ‘discipline’ as the regulation of human activity to produce controlled performance. It ranges from the guard’s control of a rabble, to the accomplishment of lone individuals producing spectacular performance through self-discipline in the control of their own talents and resources. Wayson & Pinnel (1994), attempt to look at the concept of discipline from two perspectives:
- To correct behaviour by external controls.
- To develop internal control over one’s own behaviour.

From the outset, it is obvious that the concept of discipline goes hand in hand with the concept of indiscipline, and that both are factors dependent upon the individual, and the environment in which he lives.
Wilson (1971) sees discipline as the order that is maintained in a working situation. This implies that for an optimum working relationship to be achieved, order must be maintained. In the school context, this means the learnt state of affairs in which the interactivity of students, teachers and situation produces an environment conducive to learning. (Dickson, 1963)

The concept of discipline may further be looked at from the perspective of the respective players, especially in a school situation. Camille, (1964) identifies teachers and pupils as the major players, where ‘major players’ in this context refers to the people who are most concerned. According to him, teachers see discipline as an important factor that assists them to accomplish their work, but to the students, it is an inhibition imposed on them by the adults, to which they must submit until emancipated. Perhaps, this conflicting view is the reason why indiscipline permeates through our educational institutions. As long as the two major players’ views are not in consonance, there is bound to be misunderstanding of what discipline entails, the results of which is that indiscipline will set in.

Ayieko, (1988) asserts that discipline is the acceptable behaviour that a student learns through a period of time and which produces a conducive atmosphere for learning to take place. The key word here is “acceptable behaviour” because society is the ultimate judge of whether behaviour is acceptable or not. Should one’s behaviour fail to meet predetermined societal norms, he will be adjudged as indisciplined. Ayieko further states that acceptable behaviour can only be learnt if the environment is set to meet the desired behaviour, without which the student will only learn behaviour that appeals to him.

Behaviour, as has been said, is a product of the individual’s innate being and the environment in which he lives. Both desired and undesired behaviour are therefore learned. Curwin & Mendler, (1980) came up with three paradigms that govern concepts about the causes of undesired behaviour and the types of behaviour desired from children.

- The cause of misbehaviour is assumed to reside within the individual, and misconduct arises because of bad tendencies, innate qualities, or willful maladaption.
• Behaviour is seen to be caused by external forces that impinge upon the individual in ways that elicit undesired behaviour.

• Behaviour is seen to be a result of transactions between individuals and environmental forces whereby both individual characteristics and environmental ones are considered important determinants of behaviour.

Discipline and indiscipline, are abstract terms, which are only manifested in an individual’s behaviour. Thus when we talk of discipline, we are in essence considering behaviour. This means that behaviour is the overall manifestation of discipline in an individual, or even group.

Classroom discipline is an integral component of the learning environment. The problems brought about by classroom indiscipline include the fact that the learning atmosphere will have been interfered with, thus making it unconducive. Curwin & Mendler (1980) define a classroom discipline problem as a situation in which the needs of the individual conflict with the needs of the group or authority who represents the group. A discipline event occurs in the classroom when an individual behaves in a way that meets his needs, or at least that he perceives to meet his needs, and these behaviours prevent the group from meeting group needs. In school, this typically means that a discipline event occurs when a student’s behaviour prevents other students from learning, or the teacher from teaching. From this perspective, the concept of discipline refers to behaviour that is supportive of group norms and objectives.

Self-discipline means that an individual is able to select which appropriate needs will be met at a given time, and is able to express those needs with regard to the social context in which they occur. Thus a self-disciplined student is able to focus his attentions on the task at hand, and reserve focusing his attention to other stimuli until a more appropriate time.

Good discipline may be self-discipline, but it still behoves society to instill discipline in the children as they grow up. If we trace the role of the society in instilling discipline in the traditional African set-up, we see the heavy responsibility that society took upon itself. Commenting on indiscipline in schools, Nzioka, (1974:8) asserted:
In the traditional African society, every member of the tribe or clan regarded it as his/her duty to correct or punish a child who was found doing wrong. As such, the whole society joined in the training of the child.

This communal concern, however, did not absolve parents from their inherent duty. As Ayieko, (1988:54) put it, “…traditionally, discipline of children was the responsibility of the parents because the children spent all their time with the parents.” The coming of modern education has, complicated the issue. Parents seem to have abdicated their roles, but teachers don’t seem to be ready to take up this role. Be that as it may, it would seem that the changing times have placed this onerous task squarely on the shoulders of teachers. Indeed, as Kamunge (1987) observed, the schools carry a heavy responsibility of ensuring that those who go through it come out as disciplined members of the society. Kamunge’s observation, it would seem, places the teachers in a position of ensuring that the children are well disciplined.

The issue of discipline cannot be left as the role of one set of adults only. After all, teachers are also parents and parents are the first teachers to their children. What matters, and determines a child’s behaviour in the final analysis, is the discipline style adopted by the particular adult responsible for discipline, especially during a child’s formative years. Wayson & Pinnel, (1994:16) observed:

Discipline style is one of the most important parts of parenting. As soon as the infant can move, the adult must attempt to regulate that child’s behaviour to protect the child and point the child in healthy directions. In other words the parents must provide guidance and discipline.

They go on to identify three discipline styles: Authoritarian, where the parent gives strict rules to the child, with little discussion of the reason for the rules; Permissive, where the parent gives the child few rules and rarely, if at all, punishes misbehaviour, and Authoritative, where the parent is an authority figure to the child, but provides good explanations for all rules and freely discusses them with the child.

The style adopted by the parent/adult, it would seem, greatly determines how disciplined a child grows. The “because I say so” approach of authoritarian parents rarely seems to work, and often creates covertly defiant children. The authoritarian parents are openly critical of their children and frequently give them instructions on how to behave. Rules are
enforced by punishing a child who does not obey, sometimes quite harshly. As for the permissive style, the child is given great respect and autonomy but often too much independence at too early an age. The result is a child who does not know how to handle autonomy and independence, hence an indisciplined one.

The authoritative style of discipline is more practical and effective. In allowing their children to freely state their opinions about rules, and sometimes being persuaded to alter the rules by a logical argument from them, authoritative parents give children a great sense of involvement in their own rules. Authoritative parents emphasize reinforcement of appropriate behaviour and affectionate warmth over punishment and often do not use any physical punishment at all. They encourage independence, but within clearly defined limits to take the child’s level of development into consideration. In short, authoritative parents show their children that they are loved and respected, but provide the amount of authority that the child needs.

Lahey (1982) talks of parents, but it is obvious the understanding can easily be extended to include teachers who are in loco parentis. Thus, our understanding of discipline is that acceptable behaviour exhibited by an individual, but which depicts his experiences from his upbringing.

2.3 Discipline: An International Perspective.

Discipline in general, and school discipline in particular, transcends international boundaries. Countries all over the world have expressed great concern for the levels of indiscipline among pupils. In an article “Discipline and conduct in schools” Wayson & Pinnel, (1994) observed:

Discipline and pupil conduct have always been concerns for school personnel and to a lesser extent, for parents and the general public. Since the early 1960s, however, discipline and conduct have become major issues for public discussion. The concern seems to be worldwide, though more is known about the situation in the US and Western Europe.

In “Schools and Socialization”, Morrison and McIntyre, (1971:74) held that it has consistently been found that differences in attainment among British children are much closely related to their school than to their home environment… the influence of school variables is far from negligible.
One of these variables, undeniably, is the level of discipline maintained by the particular school. Discipline factors, including those factors that society would classify as indiscipline, may therefore be seen from the perspective in which they contribute to determine the level of educational performance. If a school maintains high levels of discipline there is likely to be positive growth and development for both teachers and students.

Studies have found that teachers consistently rate “managing disruptive students” to be the leading stressor in their professional lives. Polls conducted across the US by Gallup international have shown discipline to be the public’s number one concern regarding schools. [Curwin & Mendler, (1980:28)]

Indiscipline in schools, as has been observed, is not a preserve of one country, or one continent. In “The Campus War” Searle, (1972:11) reported:

... a survey across the country would reveal there is hardly a major university in the US which has not been through at least one sizable student revolt. Sit-Ins, Strikes, Marches, the systematic disruption of classes, bombings of university buildings, the counter use of police, tear gas, mass arrests, the closure of the entire university- all have become quite common.

So, what we see in our institutions are not isolated cases, but a manifestation of a worldwide problem. The issue is, how does it affect the core mission of the institutions of learning?

2.4 Indiscipline in Educational Institutions.
Youth unrest in schools and colleges, according to NCCK (1992:8), has been a major problem affecting our society. The number of learning institutions which have been hit by the disturbance is large... the unrests have been manifested in strikes and other incidences of indiscipline such as class boycotts. Ogungo, (1969) defined students’ strikes as the last resort by which students register protest against what they consider to be misadministration of the schools; the hue and cry to the public and the government that there is something wrong somewhere which needs correction; a challenge to the philosophy on which our educational system is based.

Nkinyangi, (1981) observed that students’ rebellions against established authority have occurred in practically every country with significant student communities. He goes on to give several examples, including:
The 1978 case of Ghana’s University of Science and Technology in Kumasi, when students gathered at a busy traffic intersection and hurled missiles at passing motorists.

The 1980 case of a Primary Schools’ strike in one of Senegal’s regions, over alleged misconduct and embezzlement of school funds.

In Kenya, Nkinyangi calls these “A Litany of Ills: 1980 Students’ Disturbances.” This is because in that year, there was at least one reported strike each day somewhere in the schools system. He cites the following examples:

- Lari Secondary School, Kiambu District, where students set their school ablaze and stoned anyone in sight, causing damage of school property estimated at 150,000/=.

- Mary Leaky Girls’ Secondary School, Kiambu District, where the students burned down the school library and several classrooms, an estimated loss of more than 3.5 million.

- St. Andrew’ High School, Kisumu, where students damaged school property worth more than 37,000/=.

One can say that as in other countries, schools in Kenya have become like dormant volcanoes likely to erupt any time.

MOEST (2000) identified the various forms which unrest and indiscipline in schools can take: truancy, chronic absenteeism, rudeness and disrespect, unacceptable verbal expression of dissatisfaction, drug and alcoholic substances abuse, non-compliance to rules and regulations, destruction of property, bullying, boycotts, riots, assaults and indecent behaviour e.g. rape and arson. Irungu, (1987) and Muya (1987) had already expounded on these same forms. To date, these constitute the major forms of indiscipline among the youth.

As early as 1974, indiscipline in schools had already become a major concern in Kenya. Nzioka, (1974:9) wrote:

The type of hooliganism encountered in our Kenyan schools is the outward manifestation of growing lack of traditional respect for authority, and especially authority of elders… it takes the form of throwing stones, molesting people in cars, abusing elders, etc.
Nzioka’s observations suggest that then, and even now, indiscipline among our school-going youth was and is a major concern because it is not confined to protests in schools alone. Whenever there is a discipline problem in school, especially one resulting in riots, there is no knowing how far the effects may reach. The grievances may be against the school system, but the general public is never spared. Indeed when students express their anger, the public is left “holding the baby”, directly when lives and property are lost, and indirectly by meeting the costs of such destruction. According to Ndakwa, (2000)…

“Secondary school students express their anger through unrests, which culminate in death of students… and destruction of property”.

In an article headlined “Battle Fields,” The East African Standard of July 26th 1995 reported:

Students and police turned Nairobi and Egerton University Campuses into battlefields yesterday as the students violently protested against a controversial new fees structure. Scores of students were injured, six of them seriously, when fully armed anti riot police stormed university halls of residence, clubbing and flushing out cowering students. [EAS, (1995:1)]

This goes to show that the problem was, and is not confined to secondary schools alone. It is only that Secondary schools are many and spread throughout the country, and when there is a spate of riots, the ripples are felt all over. Apart from the spread, it is also on record that quite a number of secondary schools have suffered one form of student’s indiscipline or another. According to the East African Standard of Friday August 10th 2001, 4% of the country’s 3000 secondary schools had experience not just unrest and strikes, but such serious cases as arson in only three months. As the article suggested, “… There is real good reason to act fast.”

The following cases of students’ unrest were well documented in various articles in the Kenyan press between 2001 and 2002:

- Kyanguli Secondary School _ April 2001
- Chebara Secondary School (Marakwet) – September 2001
- Kitui High School and Egerton University - October 2001
- Kimathi High School (Nyeri) – November 2001
- Kabianga High School – February 2002
- Sameta and Tinderet High Schools – March 2002
- Kang’itit Girls’ Secondary School (Turkana) – May 2002
Menengai and Kangaru High Schools – June 2002
Laikipia Mixed, Miu (Machakos), Moi Kaptuma High Schools and University of Nairobi - July 2002

[Source: MOEST (2002)]

These examples are only the tip of the iceberg; there are less serious indiscipline cases which may not have attracted the attention of the press. The issue is, we cannot deny the fact that our learning institutions do experience interferences with academic programmes due to students’ indiscipline. What remains to be established is the relationship between discipline and educational performances.

2.5 The Relationship Between Discipline and Educational Performance

In an article “Caning and Discipline in Schools,” Mutunga writes:

There is one very bad enemy of education. The name of the enemy is lack of good discipline…This ranges from bad behaviour, disrespect and lastly general ignorance…When the discipline of children becomes worse, pupils feel free to abuse their teachers, to refuse to do home work, refuse to listen carefully to lessons, refuse to be given punishment…as a result, the teacher feels less powered, and due to pride in the minds of the ill-disciplined pupils, they fail when they do their examinations. [Mutunga, (1981:24)]

There is no gain-saying the role discipline plays in the general education of an individual, and by extension, in his performance of educational activities, including performance in examinations. The Spartans in ancient Greek, for instance, saw this and their general Curriculum was meant to instill physical and mental discipline in the youth. Griffin (1996) subscribes to this thought when he says “Good discipline brings good results in every field of school endeavours”.

Good discipline should start to be instilled to the young right at the nursery school. By the time he goes to standard 1, the child should be ready to respect the parents, teachers and all elders. According to Mutunga, (1981) students in secondary schools, colleges and even university are expected to have been taught how to behave well. Eshiwani, (1993) posits that school discipline must be maintained at all times because it is only when there is discipline that proper learning can be expected to take place. In a rejoinder, Okumbe (1998:115) avers.

To successfully achieve the objectives of a school, all members of the organization are required to strictly adhere to the various behaviour patterns necessary for maximum performance.
Discipline can therefore be seen as a prerequisite to learning, because its presence creates an atmosphere where exchange of information can freely take place. A disciplined class, and by extension, a disciplined school, presents an ideal condition for teaching and learning. This is because interpersonal relationships between the learner and the teachers are well developed to allow proper communication between them.

Order, according to Nzioka (1974), is Heaven's first law. He goes on to assert that a disciplined life is an orderly life; a disciplined nation an orderly nation. It is in the midst of discipline and order that a nation or an individual can make genuine progress in any desirable direction. According to Mutunga, (1981), children in the 1950’s and 1960’s were well disciplined as a result of which they obeyed rules, did punishments given to them and also passed their examination well. In short, they adhered to the natural order of things and this helped them achieve their goals in education.

Writing on “Discipline and Conduct in Schools”, Wayson & Pinnel, (1994:252) had this to say:

Discipline is integrally related to the culture of a social system, both national and communal. Norms and mores impact heavily upon educational systems and upon their students as well. The values that determine desirable conduct derive from cultural imperatives, as do the means for educating youth (and others) into good behaviour. In deed, what is desired as disciplined behaviour, are perhaps better gauges of the link between schooling and social values than any other factor in the school.

It is important that we look at educational performance from a wider perspective; beyond examination results. Education moulds the individual and prepares him to perform certain functions in the society. How he performs these functions reflect on how well he benefited from the education process, which in turn hinges on his discipline. It is in this light that we reflect upon the words of Smith (1969) when he said: “For a school system to function properly, the conduct of the pupils must conform to conditions that are conducive to learning.”

Discipline is one important area in education that helps to create a better learning environment for students in schools. The Kenya Government in the Gachathi Report of 1976 included this in the broad educational objectives as “... to assist youth to grow into
And Eshiwani (1979) identifies the school as the social institution charged with the responsibility of preservation and transmission of culture; the inculcation of appropriate values and attitudes. This puts the school in the unenviable position of ensuring that the society has disciplined members who can contribute well to national development. We see a good summation in Ziro (2002:73):

Discipline…is essential, particularly during the early years in both primary and secondary schools. It is not only key to good academic performance, which all parents, students and teachers cherish, but also a preparation for success through life.

How then, do we identify a disciplined school? Ayieko (1988) puts it simply that to many Kenyans, a disciplined school is where students perform well in examinations. Examinations have become a very integral part of our education system, and constitute the major yardstick with which we gauge the functionality of a given school. To do well in examinations, however, one needs adequate preparation. As has been pointed out, this is done in the classroom. Classroom discipline therefore becomes important.

In institutions of learning, classroom discipline is fundamental for academic success, while indiscipline, on the other hand, leads to academic failure. Indiscipline interferes with the rights of other people. [Ziro, (2002:65)]

When there is indiscipline, we see a chaotic situation in which no proper learning can take place.

Mbiti, (1974) asserted that discipline in the classroom is the basis of control. According to him, no lesson can be a success without discipline. In this respect we reflect upon the words of Eachus, (1974:69):

The importance of effective management of classroom behaviour cannot be understated. One disruptive child can obstruct the learning of a classroom full of children. Less severe disruption can interrupt and simply waste time. There are also many types of behaviour that, while not disturbing others, keep the individual himself from actively learning.

Discipline has a direct relationship to academic standards. They both move in sympathy, discipline taking the lead. Stressing the importance of school discipline as it relates to academic standards, Osigemhe, (1974:42) wrote: “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”. If, therefore, we can work towards ensuring a disciplined school and classroom environment, it is almost certain that we will see improved educational performance.

2.6 Risk Factors That Can Often Lead to Indiscipline.

Scholars and commentators the world over have advanced theories about students’ indiscipline in institutions of learning. Curwin & Mendler (1980) give an expose’ of two theories of discipline. The first is attributed to the Plato - Dewey - Rousseau school of thought, which talks about internal control. This set of theories proposes that the more schools attempt to coerce, manipulate, control and shape the behaviour of students, the greater the likelihood of discipline problems. Here, the cause of discipline problems is seen as a result of the school’s interference with the natural growth process of the child. The second school of thought, this one attributed to John Locke, talks of Strict External control. The theory avers that pleasantness of school is irrelevant and schools should engage students in a mental toughening process, which is of value in itself. Here, the cause of discipline problems in schools is seen as schools’ attempts to be pleasant to the students.

In an article “Why Strikes are Prevalent in our Schools,” Ogungo, (1969) cited food crisis, poor administrative machinery, poor human relations and lack of students’ participation in schools’ government as the major causes of strikes. In “Discipline And Human Development,” Curwin & Mendler (1980) expound on this list to include such things as children wanting attention, being bored, feeling unfairly treated, lack of trust for adults and other children, experiencing schools failure, wanting power or control over others, fear, a desire to prove something to friends and a feeling of rejection and /or frustrations. It can therefore be seen that causes of indiscipline in schools can be as myriad as there are institutions. What is important to note is that when misbehaviour occurs in institutions, there may be a large combination of causes. In institutions of higher learning, especially the universities, fear of the unknown has been cited as a contributory factor to students’ unrest. In “The Campus War” Searle posits:

With the declining economic pressure to go out and have a money-making career, the world outside (the university) has come to be seen as ugly and unattractive; a wasteland without opportunities for a satisfying life. Whatever reasons one may have had for getting into the university in the first place, once in, one stays in because anywhere else is just too awful to contemplate.
When students’ apathy gets to this level, they look for ways of ensuring their continued stay on campus, or at least the maintenance of their status as students. The best way to do so seems to be a disruption of academic programmes.

If university students can disrupt academic programmes to “prolong” their studentship, it follows that school students, who have more to fear for the loss of protection offered by schools, will be even more destructive. What students fail to grasp is that such disruptions impinge negatively on their learning ability. Searle, (1980) identifies students, the administration and faculty as the main actors in students’ unrest. He says that each plays a role in causing students’ unrest. The students, of course, are in the center of it all; the faculty is blamed for failure to listen to students’ grievances and failure to guide the students accordingly. The administration takes a share of the blame, mainly because students will most likely be reacting to a system of administration that does not allow the proper channels of problem resolution.

According to Searle, (1972), one of the underlying causes of students’ unrest is the obsolete structure of the contemporary institution. For the system of examinations, credits, departments, courses and governance are simply too obsolete to support good governance. Searle criticizes this structure by saying:

Ultimate authority is placed in the hands of those least competent to exercise it- the trustees; responsibility is lodged with an agency not given sufficient authority to carry out its divided charges- the administration; enough authority to wreck the administration and no responsibility for governance is held by the faculty; no authority or responsibility, but enough power to disrupt the university to the point that governance is impossible rests with a sub-set of the students. [Searle J. (1972:48)]

Nzioka, (1974) pointed out that parents are to blame as a cause of indiscipline in our schools. According to Nzioka, when parents discuss teachers in the presence of students, the students are exposed to real or imaginary weaknesses of the teachers in particular, and adults in general. The immediate effect is for students to lose faith in what the teachers tell them to do. Nzioka further points out serious lack of cooperation among members of staff as another cause. There are elements of undermining authority among some members of
staff, and this portends a situation of potential unrest. Thirdly, when teachers lack proper knowledge in the subject matter, there is the likelihood that students will rebel, mainly because they are not intellectually challenged. The administration - right from the Ministry, to the school administration - must also be blamed. For instance, when the Ministry appoints incompetent heads (probably due to corruption), the effect is to sacrifice discipline and performance at the altar of political expediency.

In what at first looks like a digression, but is in fact a homing in on the immediate causes of indiscipline, Nzioka (1974) cites the following risk factors: absence of corporal punishment in schools; political influence in school discipline; intimidation by people in high positions and parents’ and teachers’ misconduct. Nzioka supports corporal punishment by saying:

…The use of the cane for correcting acts of indiscipline in the past promoted learning, not only of the subjects taught in the school, but also the type of behaviour that was expected of a school child. This was consistent with the education practices in the African Traditional Society. [Nzioka (1974:10)]

Probable despair or impatience with the establishments, as well as the school administration’s pace of effecting reforms may lead students to believe that only dire force can shake them from their Buddha-like silence. The use of force could also be a spontaneous response to deeply rooted frustrations and feelings of powerlessness. According to Nkinyangi, (1981), these factors should not be overlooked when considering factors that are likely to cause student unrest.

Mbiti, (1974) asserts that the chief executive of a school is the headmaster. The success of any school depends on how effective the headmaster is as an administrator. It is imperative to add that the school cannot realize any form of success if the discipline levels are low. Maundu, (1980) agrees with this when he avers that the general school and classroom discipline is dependent on the administrative, supervisory and leadership styles of the Head teacher, who is the overall person in charge of all the school matters. The understanding here is that the administrative skills of the head teachers play a major role in determining the discipline levels in an institution. As Nganje, (2000:61) puts it,

…Members of the public, especially parents, have voiced their complaints and discontentment with the schools, most of them blaming the teachers, especially head teachers, who are the people in charge of administration of discipline in schools.
In Kenya the Quality Assurance and Standards section of the Ministry of Education, and the Office of the President’s Efficiency Monitoring Unit, have presented numerous reports touching on the weakness of the school managers. According to the East African Standard, (2001) many of these are a prefect study in mismanagement. It would appear that these chronicled cases of financial impropriety, neglect and laxity have a direct relationship with indiscipline cases in schools.

In 2001, then Kenya’s Vice President Prof. George Saitoti, was quoted in the press saying:

Foreign cultural influence was to blame for the escalating violence in schools.
The fast rate of information dissemination from the outside world has made our youths exposed to negative cultural practices. [Daily Nation, (2001:3)]

The world has become a global village, and the way information flows around the world is quite different from the days of old. It is a fact that western values are not exactly the same as African Values.

Students themselves have their own opinions concerning the causes of indiscipline. In August 2001, the East African Standard reported that Coast students attributed widespread school unrest to breakdown in communication between them and school administrators. The students were presenting their views to the Task Force on Schools’ Unrest at Aga Khan Secondary School. At the same forum, the students identified lack of proper guidance and counseling and harsh disciplinary measures implemented without student’s knowledge as another factor. Around the same time, In an article titled “School Unrest: Drug Abuse Blamed”, the Kenya Times cited increased cases of drug abuse and lack of dialogue between students and school administrators, coupled with lack of guidance and counseling lessons in the curriculum as the prime causes of unrest in learning institutions. [KT, August 27, 2001]

Causes of students’ unrest can therefore be seen to be varied, depending on which podium one is standing. Students have their views; so do parents and the society at large. What remains is for these causes to be tackled, with a view to routing them out, since unrests in general have a negative effect on the students, the institution and the society at large.

2.7 Managing Indiscipline in Schools.
President Richard Nixon of the U.S is quoted as having said:

You cannot solve the problem of student disorder by solving this or that political problem, because there are always going to be such political problems. What is really necessary is a change in attitude on the part of the student. And that is not the responsibility of the national government; it is the responsibility of the teachers and faculty. [Searle, 1972:34]

This understanding is what should guide the management of indiscipline in schools.

The onus of maintaining good discipline in schools rests with the school administration, (Ayieko, 1988). Be that as it may, the role played by society in general and parents in particular, in shaping students’ behaviour cannot be gainsaid. The interventionist view, advanced by John Dewey, observed that

… The broad effort to employ the education of the young as a means of realizing certain social purposes cannot be dismissed as propaganda without relegating to that category all endeavor at deliberate social control. The minimal implication is that social control through moral education is permissible. [Elliot, 1986:36]

In managing discipline in schools, teachers should first take a stand on a common approach, or at least a common approach among teachers in specific institutions. It has been found that there is a lot of confusion about maintaining discipline in schools. Elliot (1986) identifies some of the sources of this confusion. One is the tendency to over generalize from a few cases. Administrations are better advised to treat each case on its own merit. Another source is the disagreement about whether it can or should be taught in schools. Statements that discipline should be taught in the home or church, or that it is absorbed from society appear side by side with charges that schools have abdicated their responsibility for turning our disciplined students. As long as teachers and administrators do not take a common approach, and take the responsibility, we cannot manage student indiscipline.

Communication is one aspect in management that, if well utilized, can go a long way in managing students’ indiscipline. Mittambo, (1986) posits that communication does not mean dialogue, standing on a table with a megaphone responding to students’ demand. “It is really a multilevel exchange process that requires a general level of understanding of what is being done and why it is being done.” He goes on:

Experience has shown that when there is an effective forum for communication between the students and the authorities, ugly confrontations can be averted. This much more so when there is a legitimate students’ representative body through which they can channel their grievances. [Mittambo, (1986:48)]
In *School Mastery*, Griffin (1996) fully supports this view, and advances the use of the “Baraza” system, which in his opinion, has recorded tremendous success in Starehe Boys’ Centre.

Professor George Saitoti, then Kenya’s Vice President, was quoted in the press as not only agreeing with Mittambo’s views, but also expounding further on arenas of communication for students. In an article headed “*Tap Talents to End Riots*”, Professor Saitoti said:

> The recent state of violence in learning institutions should be addressed urgently. Schools could utilize music and other creative skills among students to enable students understand themselves and the community.

*[Daily Nation, Aug17.2001:2]*

Mutunga (1981) believes that discipline can only be instilled thoroughly if parents respect and also do not attack teachers in the presence of their pupils. Several times it has been reported that some parents, especially those in high positions, tend to harass teachers who punish their children, only to blame the teachers when their children fail examinations. This attitude of parents contributes greatly to indiscipline problems in schools, and managing it is a key step in the management of indiscipline in schools.

When leaders, parents and even school managers say that standards of education have fallen due to poor management (*DN*, August 2001), this is taken as an admittance that management plays a great role, not only in maintaining discipline in schools, but also in ensuring high educational standards. School managers should therefore look for ways of ensuring that the school system runs in harmony. Ayieko, (1988:42) offers a valuable opinion when he says:

> …There is need for an acceptant, non-judgmental environment that encourages children to express their feelings, because misbehaviour is caused by frustration when “significant others” fail to attend to the child’s needs

Curwin & Mendler, (1980:97) suggest the following methods of discipline:

- *Client – centred therapy* – listening in a reflective way to a person’s thoughts and feelings, and then feeding back the message that was heard.
- *Values clarification* – helping youngsters answer some of their questions and building their own value system.
- *Transactional analysis* – analyzing transactions, understanding and paying attention to what goes on between two or more people.
- Teacher effectiveness training – providing teachers with a model of communication that includes “active listening”.
- Behaviour modification- learning depends on events that occur after certain behaviour.

Schools can try any combination of these suggestions depending on their specific circumstances.

But over and above these, it is prudent to observe that discipline problems will not be solved if the subject (students) cannot be self – disciplined. Self – discipline is the essence of all discipline; with self-discipline, we gain internal control, and are able to regulate our behaviour for our own betterment and the betterment of society at large. This is what Curwin & Mendler mean when they say:

Self –discipline means that an individual is able to select which appropriate needs will be met at a given time, and is able to express those needs with regard to the social context in which they occur. Thus a self – disciplined student is able to focus his/her attention on the task at hand, and reserve focusing his/her attention to other stimuli until a more appropriate time. [Curwin & Mendler, (1980:101)]

2.8 Conclusion
In a study conducted in the United States, Wright & Keetley (2003) noted that the impact of indiscipline has implications for schools. Teachers are compelled to spend more time dealing with indiscipline cases at the expense of teaching. Granted, classroom management is part of the teachers’ role, but when disruptions occur, the teacher’s patience is tested to the limit. Gekonge (2002) observed that discipline is a mundane concept but it is very important in corporate and national growth. Without effective discipline, little can be achieved in organizations. Disciplined people have control, which leads to high morale and consequently, increase in performance and productivity.

In the school situation, the teacher has to face many problems, including lack of morale and lack of job satisfaction. Above all, schools in many cases have seen a significant increase in staff turnover rates. Wright & Keetley’s research study focused upon both the extent and causes of violence. They consider the multiplicity of contexts, which could be argued to exacerbate issues in indiscipline, and ultimately violence.
Gekonge talked of the general significance of discipline; how discipline is important in ensuring a good working atmosphere, thus improving productivity. The current study differs in the sense that it set to focus on educational performance and discipline in secondary schools. It therefore looks at discipline within a specific context.

In their study, Wright & Keetley (2003) have addressed the following specific questions:

- What strategies are implemented to address the issues of violence and indiscipline in schools?
- What body of knowledge exists about effective behaviour interventions, and what are the gaps in knowledge?
- What range of practical interventions is used to address issues of violence and indiscipline in schools?
- What are the gaps that currently exist surrounding measures/interventions to address indiscipline and violence, and what ways can these be overcome?

The study findings identified three (3) risk factors that can often lead to indiscipline and violence occurring in schools. These are:

- External and internal issues relating to schools, i.e. demographic composition of the schools, class size, staff cohesion, teaching materials and class boundaries within the school.
- Socio – demographic characteristics of pupils and staff.
- Psychological health of pupils and staff.

While the European study focused on the causes of indiscipline and violence, it fails to diagnose its impact on education performance, which the researcher’s study focuses on. However, the focus groups for Wright & Keetley (2003) is broad as it interviewed parents, teaching staff, agency representatives and young people, unlike the researcher’s narrow focus groups of teachers and students. Further, the researcher studies the students and not pupils. A clear distinction can be drawn here in the sense that the former are older learners in secondary schools while the latter are younger learners in primary schools.
Notwithstanding, the study of Wright & Keetley (2003) shed light on the researcher’s study.

According to Eshiwani (1993), only when there is good discipline can proper learning be expected to take place. He continues to observe that in primary schools, most of the learners are young children who will respond readily to the directions of the head teacher and other members of staff. On the contrary, most of the learners in secondary schools have a feeling that they are above direction, and that they would like to have their own way of doing things. They are at the stage where any source of authority is abhorrent, if only to show that they are independent. The implication here is that levels of indiscipline are higher in secondary schools than in primary schools, hence the focus of this study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This section comprises of the description of the research design, study population, sample and sampling techniques, data collection instruments and procedure, and methods of data analysis.

3.2: Research Design
The study adopted an exploratory approach using descriptive survey to investigate the relationship between discipline and performance in secondary schools. Descriptive survey designs are used in preliminary and exploration studies to allow the researcher to gather information, summarize, present and interpret the data for purposes of clarification, according to Gall, Borg and Gall (1996). Note that descriptive survey research is intended to produce statistical information about aspects of educational training that interest policy makers and educators. By involving a broad category of stakeholders, the study fits within the cross – sectional sub-types of descriptive survey study designs.

The study used Kenya Certificate of Secondary Education (K.C.S.E.) results and questionnaires to yield the necessary information.

3.3 Area of Study
The study was carried out in the administrative area known as Karemo Division of Siaya district. Siaya District is in western Kenya, specifically Nyanza Province. The District has fifty –two (52) secondary schools in the following categories: 8 boys’ schools, 9 girls’ schools, and 35 mixed schools. (Siaya District Education Report, 2005)
Karemo Division was chosen for this study because it is one of the Divisions in the District with low academic performance. The diversity of the population of Karemo Division presented another area of interest. This is because the Division has both a rural and an urban population, with some schools situated in Siaya Town and others in the rural areas.

3.4 Study Population
The population of this study comprised a total of 5200 students, being students from secondary schools in Karemo Division, Siaya District, which presented candidates for the Kenya Certificate of Secondary Education (K.C.S.E) examination between 2004 and 2008, covering a period of 5 years. Most government plans take 5 years. Therefore, the study took the government trend, since the period is considered elaborate enough from which some trend can be discerned. In addition to the students, the population comprised a total of 260 teachers from the same schools.

The discipline, career and examination masters and mistresses in the 13 schools were relied upon to fill the questionnaires. In addition, current students’ opinions were sought to establish the relationship, if any, between discipline and education performance. This is because the actual students who sat for the examinations during the period to be reviewed were not available.

3.5 Sample and Sampling Techniques.
Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, 2005). A sample is a finite part of a statistical population whose properties are studied to gain information about the whole.

Stratified Random sampling technique was used to select six schools whose career, examination and discipline personnel were asked to complete the first questionnaire. The schools selected, comprising 46%, were in the categories of 2 boys’ schools, 2 girls’ schools and 2 mixed schools. This technique is appropriate because it ensures representation of all sub groups in the study population. Mugenda and Mugenda (1999) opine that as big a sample as possible is desirable in social research. Indeed, they suggest a
percentage as high as 50%. The researcher therefore considered 46% to be appropriate. Simple random sampling was then used to select the actual respondents. A list was drawn of the different categories of the personnel, as suggested by Orodho, (2005), and then systematic sampling was applied.

Four schools within the Division were randomly selected for pilot Study. Thirty percent of the sample population was applied, where possible.

The table below shows the sampling frame.

**Table 3.1 Sample frame**

<table>
<thead>
<tr>
<th>Categories of respondents</th>
<th>Total No.</th>
<th>No. selected</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy head Teachers</td>
<td>13</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>Examination committee members</td>
<td>107</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Disciplinary committee members</td>
<td>107</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Students</td>
<td>5200</td>
<td>1560</td>
<td>30</td>
</tr>
</tbody>
</table>

**3.6 Instruments of Data Collection**

The data was collected by use of a questionnaire. Sufficient copies of two questionnaires, one for the teachers and another for the students, were sent to each school, targeting the following Personnel:

- The deputy head teacher, who is in charge of both the academic and discipline committee.
- 2 panel members in the examination committee
- 2 panel members in the discipline committee
- Current students.

According to Mugenda and Mugenda, (1999), questionnaires are commonly used to obtain information about population, and each item in the questionnaire is developed to address a specific objective, research question or hypothesis of the study. Consequently, the first three targets, being teachers, were requested to respond to the same questionnaire. This is because they interact a lot with students and play a crucial role in educational performance and discipline. A different questionnaire was addressed to current students. As the people
directly affected by negative performance, it was necessary that their view be sought in an attempt to determine the relationship between discipline and performance.

3.7 Pilot study.
The purpose of this exercise was to enable the researcher to gain physical access to the research setting, build trust and develop relationships. The researcher first visited and briefed the school management on the timetable for the research events. The respective school managements were requested to provide the following documents:

- KCSE results’ rolls for the past five years.
- Offence book.
- Students’ disciplinary file.
- Internal examinations’ merit lists.

The documents were analyzed in terms of their use and purpose to determine their relevance to quality performance in examinations. It is believed that documents usually indicate people’s sensation experience and connote opinion, values and feelings, (Goets and Le Compte, 1994). Their effects are essential to the power of introspection. Guba and Lincoln, (1981), assert that documents, when used accordingly, increase the reliability or internal validity of the study.

The pilot study also aimed at identifying the problems that participants might encounter while responding to the items on the questionnaire. This helped to establish whether the aims were clear or ambiguous.

3.8 Validity and Reliability of Instruments.
Reliability refers to the consistency with which an instrument measures and produces similar results when it is used, (Cohen and Manion, 1994). Test and Retest, post test and split analysis was conducted to check on stability of performance of the instrument. Maturation of subjects between sessions and influence of memory, which may lead to spuriously high reliability coefficient, was controlled as advised by Cohen & Manion, (1994). The reliability coefficient value was constantly at 0.85.
An instrument’s validity is based on how the instrument fulfils the function it is supposed to perform (Kerlinger, 1973), Cohen and Manion, (1994). In evaluating the research instrument to ensure validity, different scholars were consulted and modification made on the questionnaire on the basis of their advice.

### 3.9 Data Collection Procedure

The researcher was the key instrument in data collection. Such a human instrument is said to undermine the integrity, that is, the value free approach to research, according to Dunsmuir and Williams (1991). The researcher therefore planned to take necessary precautions to ensure that the key elements of scientific integrity are upheld. In this study, the questionnaire, as an instrument of data collection, was employed. According to Orodho, (2005), the main precaution to take with the questionnaire is to ensure the literacy levels of the respondents. This aspect was taken care of in view of the fact that all the respondents had an acceptable level of literacy, being Secondary school students and teachers.

After obtaining the necessary introduction from the District Education Officer (DEO), the researcher visited the sample schools and introduced the purpose of the research. With the assistance of the teachers, the questionnaire was administered to the sampled students at one sitting. This was meant to ensure that all respondents submitted their completed questionnaires. It also ensured that the respondents did not compare their responses and probably change, which would otherwise distort the information. As for the teachers, they were left with the questionnaires which were collected two days later. This gave them enough time to make references where necessary, especially concerning recorded and filed data like cases of indiscipline and KCSE results analyses.

Orodho, (2005) argues that the questionnaire is preferred in data collection because it is easy to administer to a good number of respondents, who respond individually. The questionnaire enables data collection about a person or from a person by asking them rather than watching them behave. Orodho, (2005) agrees with Mugenda and Mugenda (1999) on the use of questionnaires to obtain information about a population, arguing that it is the most objective instrument.
Some of the shortcomings of this instrument as documented by Mugenda and Mugenda (1999) include the fact that it does not give in depth information, and that closed questions restrict the responses of the respondent. To address these, the researcher employed minimal closed questions, and a fair combination of open questions, leading questions and follow-up questions.

3.10 Data Analysis Procedure
In this study, both qualitative and quantitative methods of data analysis were used. In depicting the themes and patterns at any level during and after data collection, the data transcript was reduced and transformed using units of analyses of codes. A code, according to Miles and Huberman (1984), is an abbreviation or symbol applied to a segment of words, sentence or paragraph of transcript, in order to classify the information. Codes are categorized.

Such codes include key words, phrases patterns of behaviour, informant beliefs…events that repeat themselves and stand out as important themes. [Bogdan and Biklen, (1982:66)

The codes enabled the researcher to spot the information quickly, cluster all the segments relating to the particular research question and concept of themes, as espoused by Miles and Huberman, (1984). The coding was arrived at by carefully studying data to identify the regularities, patterns and topics covered by the data. The guiding topics were made from the issues addressed by the questionnaire items. From the teachers’ questionnaire, the topics covered included causes of indiscipline, examination performance levels, discipline cases handled and the relationship between discipline and educational performance. From the students’ questionnaire, the guiding topics were factors associated with students’ indiscipline, how discipline contributes to good education performance and suggestions on how different stakeholders can improve discipline standards in educational institutions.

Words and phrases representing these topics and patterns were noted and assigned codes. The use of contact summary sheets greatly facilitated the creation of these codes. A contact summary sheet is a single sheet containing a sense of focusing or summarizing questions about a particular field contact (Miles and Huberman, 1984). From these contact summary sheets, it was easier to identify the codes. The use of qualitative method of data analysis allowed the data to be collected, transcribed, analyzed and categorized as per the emerging
themes. In the quantitative method, both descriptive and inferential statistics were used. Such data was analyzed, computed and frequency and summary tables constructed.

Responses to open ended questions were recorded word for word to determine the frequencies of each response. The responses giving similar answers were then converted into percentages to illustrate relative levels of opinions. As for K.C.S.E results, analysis was done using bar graphs, pie charts, and line graphs. These presented comparative performance at a glance, which was then related to the corresponding periods during which indiscipline may or may not have been prevalent.

CHAPTER 4
DATA ANALYSIS, PRESENTATION AND DISCUSSION
4.1 Introduction

The purpose of this study was to determine the impact of discipline on education performance. Specifically, the study sought to analyze the factors that cause indiscipline in schools and to determine the factors that lead to good education performance.

The objectives of the study were to analyze the factors causing indiscipline in schools and to determine the factors leading to good educational performance. The research questions that were drawn from these objectives were used to guide the themes under which these findings are discussed, namely:

- Factors causing indiscipline in schools.
- Level of students’ responsibility for indiscipline in schools.
- Contribution of discipline to good educational performance.
- Role of stakeholders in the enhancement of discipline in schools.

4.2 Data Analysis Procedure

Descriptive statistics were used in the analysis of data. This involved the assessment of the state of discipline in the study population, vis-a-vis the general performance in education activities with a bias towards performance in examinations. Various variables found in the school system were considered and their impact on performance analyzed. Such variables included, but were not limited to: student and staff participation in formulation and implementation of rules; staff and student relations; syllabus coverage; management practices; student leadership system; corporal punishment, use of drugs and alcoholic substances. The values of the variables were expressed in terms of ratios and percentages, and presented in frequency tables. Out of the sample of 1618 respondents, there was a 100% response due to the control measures described in section 3.9 above. However, the responses tended to vary according to the factors influencing discipline in schools.

The resultant relationship between each variable and discipline in the school are discussed in this section.

4.3 Factors Influencing Indiscipline in Schools.
Both teachers and students tended to agree that there are myriad factors responsible for indiscipline in schools. These ranged from rules and regulations, to relationships between and among school personnel to methods of correction and other external factors like use of drugs and parental/political interference in schools’ discipline matters.

Table 1 below shows the responses obtained from students in relation to factors influencing discipline in schools.

**Table 4.1: Factors influencing discipline in school.**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental neglect</td>
<td>128</td>
<td>8.22</td>
</tr>
<tr>
<td>High-handed administration</td>
<td>233</td>
<td>14.96</td>
</tr>
<tr>
<td>Poor syllabus coverage</td>
<td>328</td>
<td>21.01</td>
</tr>
<tr>
<td>Peer influence</td>
<td>302</td>
<td>19.34</td>
</tr>
<tr>
<td>Indiscipline among elders</td>
<td>111</td>
<td>7.11</td>
</tr>
<tr>
<td>Fear of examinations</td>
<td>145</td>
<td>9.27</td>
</tr>
<tr>
<td>Poor communication structures</td>
<td>212</td>
<td>13.60</td>
</tr>
<tr>
<td>Dislike of certain subjects</td>
<td>101</td>
<td>6.49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1560</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the table above, it is evident that factors associated with the schools’ authority, and the contribution of elders were considered to influence indiscipline more. These factors combined accounted for 64.9% as factors directly related to indiscipline in schools. They were parental neglect, high handed administration, poor syllabus coverage, indiscipline among elders, and poor communication structures. The single most causative factor was poor syllabus coverage, with the highest number of respondents giving this as a factor influencing indiscipline in schools. On the other hand, dislike of certain subjects was the least factor associated with indiscipline in schools. This is directly attributed to the
teachers, and by extension to the school administration, which is tasked with supervising teachers.

It would appear that most schools practiced authoritarian leadership, where students’ involvement in decision-making is minimal, if at all. In an authoritarian discipline environment, students are told what to do and theirs is only to follow orders. Their views are not sought, much less considered in the implementation of any decision, even when such decisions affect them directly. This results into a dissatisfied student population. They feel left out, with no sense of ownership of the school’s activities. Acts of indiscipline are therefore seen as a way of “hitting back” on authority. It is like they are making a statement: “We are a major part of this school”.

Peer influence as a single factor came a close second to poor syllabus coverage. This was attributed to the fact that a student population ready to hit back at authority can be easily influenced. Something as simple as a variation in the diet in Boarding schools was noted to have sparked off wild riots, when students used this as an excuse to run amok while, in real sense, they were rebelling against authority. Student respondents also mentioned the fact that they would riot, or had rioted when lights went out, something they knew so well was beyond the control of the administration. Interestingly, students had never rioted when teachers missed class; the closest case was a soft boycott when particular teachers they felt close to were transferred.

Put together, high-handed administration and poor communication structures accounted for 28.56% of the reasons for indiscipline in schools. It should be noted that communication is in itself a function of administration (Okumbe, 1998) and if proper communication structures are not put in place, then it is the administration that is failing the system. Bakhda, (2004) puts it more succinctly when he says:

> Communication is an integral part of management. Lack of communication, or ineffective communication may result in chaos, misunderstanding, lack of confidence in the management team and insecurity among the institution’s personnel.

He goes on to list several methods that administrators can use to communicate, including announcements at school assemblies, person to person, memos posted on notice boards and even newsletters. What Bakhda also stresses is effective communication, which is all about
clarity, conciseness, completeness, coherence, concreteness, consistency and correctness. It would appear that most school heads do not use effective communication, and are therefore seen as high-handed. This in itself invites disaffection, especially among the student population, who also feel they must be heard. To gain the attention of the administration, and by extension, of the wider community, they resort to riots and other forms of indiscipline.

In response to the question on what could be done by various stakeholders, a whooping 76% of the students favoured face-to-face communication. This suggested that they preferred dialogue, where their views could also be heard. Table 4.2 below shows the various responses indicated by the students.

Table 4.2: Methods of addressing indiscipline problems

<table>
<thead>
<tr>
<th>Suggested Method</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face communication</td>
<td>1186</td>
<td>76.02</td>
</tr>
<tr>
<td>Written warnings</td>
<td>46</td>
<td>2.95</td>
</tr>
<tr>
<td>General warnings during assembly</td>
<td>102</td>
<td>6.54</td>
</tr>
<tr>
<td>Punishing offenders</td>
<td>98</td>
<td>6.28</td>
</tr>
<tr>
<td>Rewarding disciplined students</td>
<td>128</td>
<td>8.21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1560</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Specifically, the students indicated that they would prefer one-on-one dialogue, meetings and “barazas” as effective ways of face-to-face communication. This would seem to support Griffin’s (1996) position on the system that had shown tremendous success in Starehe Boys’ Centre. The “baraza” system is the use of open air fora, or meetings, where students are allowed to air their views on matters affecting them, and to give suggestions on how they think a particular issue could be resolved. The use of meetings as a management tool cannot be gainsaid. Apart from being opportunities for collective decision making, meetings give participants a sense of ownership, and a feeling of pride that their contributions are valued. Therefore, these findings and Griffin’s position are in tandem with Hynes (2005), who advocated for frequent consultative meetings between leaders and their subjects.
Teachers’ responses were diametrically opposed to the views expressed by the students. While it would appear that students laid most of the blame on teachers, teachers themselves felt that responsibility for indiscipline in schools lay with parents and the students themselves. This is evident from the fact that teachers indicated that parental neglect and peer influence were the most important factors, as shown in the frequency table below.

Table 4.3: Teachers’ views on factors influencing discipline in school.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental neglect</td>
<td>43</td>
<td>74</td>
</tr>
<tr>
<td>High-handed administration</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Peer influence</td>
<td>8</td>
<td>13.9</td>
</tr>
<tr>
<td>Fear of examinations</td>
<td>4</td>
<td>6.9</td>
</tr>
<tr>
<td>Dislike of certain subjects</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Out of fifty eight respondents, forty three of them, (74%) tended to believe that indiscipline among students was caused mainly by parental neglect, a factor that pointed towards low parental supervision. This, according to them, exposed students to external influences like drugs and alcohol, which corrupted the students’ minds, leading to indiscipline. This would appear to be in agreement with the position adopted by Awiti, (2009), who says:

> Parents no longer supervise their children sufficiently, and are not usually present to inculcate acceptable moral behaviour to their children. Parents are quick in parting with gifts to compensate for their continual absence.

Teachers would therefore like to see increased parental involvement in the discipline of students. Unfortunately, it did not come out clearly what the same teachers, as parents in their own right, had done to correct this anomaly. We note also that once students go to boarding schools, they spend 75% of their time (nine out of twelve months) under the care of teachers. So, apart from the fact that teachers are themselves guardians or biological parents to other students, they are in-locus-parentis to the students under their charge. If
parental neglect is considered a major contributing factor, then teachers must take their share of the blame.

Peer influence (13.9%) and Fear of examinations (6.9%) accounted for a further twelve respondents, leaving a negligible 5.2% attributing causes of students indiscipline to other factors.

4.4 Level of Students’ Responsibility for Indiscipline.

In this context, “Responsibility” was taken to mean the extent to which students contributed to indiscipline. The different categories of respondents (teachers and students) expressed dissimilar views on this issue, as shown in tables 2(a) and 2 (b).

Table 4.4(a): Teachers’ views of students’ responsibility

<table>
<thead>
<tr>
<th>Students are</th>
<th>Responsible</th>
<th>Not responsible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>48</td>
<td>82.76</td>
<td>10</td>
<td>17.24</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4(b): Students’ views of students’ responsibility

<table>
<thead>
<tr>
<th>Students are</th>
<th>Responsible</th>
<th>Not responsible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>312</td>
<td>20</td>
<td>1248</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>1560</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Teachers and students expressed diametrically opposed views. Forty eight of the respondents among teachers, accounting for 82.76%, felt that students were responsible for indiscipline. In contrast a closely comparable 1248 (80%) of the student respondents indicated that the students were not responsible. This could be a typical case of one group defending their own turf, and therefore passing the blame to the other group.
Students felt that they were victims of circumstances, and that their acts of indiscipline were merely reactive. In other words, they were reacting to what they perceived as mistreatment from people in authority, or mirroring what they saw in the society. Some of the reasons cited by students included:

- Teachers failing to be good role models in terms of social behaviour.
- Unnecessarily severe punishments in cases of infringement of rules.
- Teachers failing to listen to their grievances.

Teachers, on the other hand held the opinion that it was the students who were responsible for indiscipline in schools. They expressed the view that secondary school students were no longer children and were therefore in a position to know the right channels to follow in finding solutions to social and academic problems in the schools. Teachers felt that learners in secondary schools were old enough to distinguish between good or bad. Self discipline, according to the teachers, was the only appropriate discipline and secondary school students were expected to be self disciplined. This can be seen to be in agreement with Bakhda, (2004) when he says:

Discipline is the most important component in running an educational institution. No progress can be made without it. … It is manifested when the school becomes a harmonious, respectable and secure place. *It teaches students to take responsibility for themselves, and trains them to become aware of their actions and the consequences of these actions.*

(Emphasis mine)

4.5 Contribution of Discipline to Good Education Performance

The opposing views of students and teachers on responsibility not withstanding, it was found that both categories were in total agreement that good performance in educational activities, including performance in examinations, directly hinged on discipline. The views expressed by the respondents, as well as the analysis of the sample schools’ results, confirmed Griffin’s (1996) and Bakhda’s (2004) opinions that good discipline brings good results in every field of school endeavours. Bakhda (2004:70) affirms it this way:

In a school, discipline can be assessed from the degree of academic achievement, or from behaviour. Academic discipline may mean handing in assignments in time, trying to do one’s best, being attentive in class, preparing adequately and fully for examinations, and all other activities related to academic pursuits.
What he does not say, but is equally true, is that good discipline is expected from all members of a community if any success is to be recorded in their activities. This is not only in terms of examination performance, but in all measurable activities that constitute educational performance. Teachers and support staff must show high levels of discipline, not only to give students a good example, but more to guide them in their own activities that contribute to the educational performance of the school.

The question “Does discipline impact on educational performance?” was posed to the teachers, while the students were asked: “Is there a relationship between indiscipline and poor education performance?” The respondents who answered positively are shown in table 5 below.

Table 4.5: Positive relationship between discipline and educational performance.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>58</td>
<td>41</td>
<td>70.69</td>
</tr>
<tr>
<td>Students</td>
<td>1560</td>
<td>1383</td>
<td>88.65</td>
</tr>
<tr>
<td>Total</td>
<td>1618</td>
<td>1424</td>
<td>88.00</td>
</tr>
</tbody>
</table>

This explains why a massive 1424 (88%) respondents indicated that the impact of discipline on performance was very great, implying that total institutional discipline was the key to good educational performance.

Table 4.6 below summarizes schools’ KCSE average performance index against indiscipline cases handled by the disciplinary committees.

Table 4.6: KCSE performance index and indiscipline

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Indiscipline cases</th>
<th>Average Performance Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>28</td>
<td>6.648</td>
</tr>
<tr>
<td>2007</td>
<td>35</td>
<td>6.245</td>
</tr>
<tr>
<td>2006</td>
<td>40</td>
<td>5.643</td>
</tr>
<tr>
<td>2005</td>
<td>43</td>
<td>4.310</td>
</tr>
<tr>
<td>2004</td>
<td>44</td>
<td>4.312</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>5.432</td>
</tr>
</tbody>
</table>
The sample schools posted average performance indices for the years as indicated above. The analysis found that the higher the indiscipline cases, the lower the performance index. The year 2008, with the lowest indiscipline cases, had the highest performance index. In contrast the year 2004, with the highest indiscipline cases, had the lowest average performance index. The total average indiscipline cases also matched the total average performance index, with figures very close to the year 2006 when both indiscipline cases and performance index were at a median. Performance in examinations, as a measure of educational performance can therefore be seen as directly related to discipline.

The figure below may help visualize the comparison.

*Figure 4.1: K.C.S.E performance and Indiscipline*

On academic performance alone, these findings are in tandem with the opinion of Bakhda (2004) who advocates for a school code of conduct. He states:

A school should be a harmonious, secure and productive learning institution. It should encourage individual development, self-confidence and indeed, self-discipline. It should teach its students how to cope with their peer groups, the school community, the community at large and the country in which they live. A good school develops a secure and happy learning atmosphere and at the same time ensures that its students are well behaved, well spoken, considerate to others and adaptable to different situations in life.

Much as performance in examinations happens to be the most common and measurable indicator of educational performance, it is not the only one. Individual schools sampled reported that even in non-academic activities like sports, the teams’ performance tended to
show a direct relationship with levels of discipline. Discipline in sports would be manifested by such things as respect for the coach’s authority, adherence to practice sessions and teamwork. Teachers’ and students’ observations were that their teams tended to perform better in sports and games when the individual members exhibited high levels of discipline. In team activities like the ball games, schools that had higher levels of indiscipline could not show good performance.

Other co-circular activities like music, drama, debate and science congress, suffered similar fates, commensurate with the respective levels of discipline in the sampled schools. These activities, though not purely academic, can be seen to be educational in nature, since they contribute to the total education of the person in an educational institution. This goes to show that education is not only in the cognitive domain. The affective and the psychomotor domains play equally important roles in the education of an individual. Performance in these domains is also dependent on how well one behaves at the individual level and in the respective groups or teams to which they belong. In the psychomotor domain, for instance, the extent to which one maintains physical discipline of the body parts will determine how well he coordinates his movements. If discipline is the training of the body (or mind) to respond appropriately, then the area of sports and other physical activities would require very high levels of discipline. A delayed response as a result of lack of exercise for instance, would be very costly to a sportsman. Equally important is how such a person relates with others involved in the same area of psychomotor skills development. Suffice it to say that a disciplined person will perform better in whatever field they choose to participate.

4.6 Role of Stakeholders in the Enhancement of Discipline in Schools.
Respondents identified the following as direct stakeholders in the education sector:

- Parents
- Teachers
- Schools Administration
- Government
These are the different groups of people who have interest in the school, and are therefore concerned with the day-to-day goings-on. The core function of an educational institution is the provision of educational services, which respondents felt, goes hand in hand with discipline. As direct stakeholders, therefore, these groups were seen to have a role to play in the enhancement of discipline.

Figure 4.2 shows the extent to which the respondents felt the various stakeholders should be concerned with discipline in the school.

Figure 4.2: Stakeholders’ concern with discipline.

![Figure 4.2: Stakeholders’ concern with discipline.](image)

[Total number of respondents: 1560 students]

Thirty one percent of the respondents felt that teachers had the greatest role to play in the enhancement of school discipline. This was the highest percentage, indicating that a majority of the respondents would hold teachers directly responsible for any acts of indiscipline in the schools. As adults in whose company the learners spend most of their time, teachers are seen to be able to provide good examples to their charges, to detect indiscipline cases before such can blow out, and to correct errant students. By providing good examples, the teachers act as role models. The power of role modeling in behaviour modification cannot be gainsaid. It is a fact that students in our secondary schools are in the adolescent age group. According to psychoanalyst Erik Erikson (1968), the major challenge
of adolescence is the creation of an adult identity. If the adolescent can identify with a responsible and disciplined adult, he learns to be responsible. Learners will strive to behave the way the adults they admire behave. Teachers are also in a position to detect wrong behaviour, and therefore to institute immediate corrective measures, or even preventive measures. Through their training in basic psychology, teachers should be able to identify learners with problems and help such learners for the benefit of the school in general. Bakhda’s (2004) suggestions on how teachers can enhance discipline in their schools include:

i. Cultivation of mutual love and respect between teachers and their students.

ii. Teachers to reward and appreciate good conduct and behaviour.

iii. Providing a full academic and co-curricular programme, which ensures that students are kept busy for the greater part of the school day.

iv. Allowing students to explain themselves in cases where they are accused of infringing the rules.

v. Appropriate professional behaviour from the teachers, including proper dressing and punctuality.

vi. Mastery of the subject matter and lesson presentation in an interesting manner.

The methods of correction adopted by teachers may also contribute to indiscipline cases. As has been observed, authoritarian methods rarely succeed; instead, they serve to alienate the young people and sometimes, planting the seeds of rebellion. In the absence of professional counselors, the role of guidance and counseling falls squarely on the teachers. This is why teachers are considered to be more responsible.

At 27%, the school administration took the second position. It should be noted that school administrators are basically teachers, and so their role in the enhancement of discipline is not any different from that of teachers, i.e. role models, detection and correction. The administration can, however, be seen to have an added responsibility: formation and implementation of rules. According to Okumbe (1998) students should be well informed about the school rules and the consequences of breaking them. This is a function of administration (communication) and it is expected that the said rules will be clear and copies given to all concerned. When new rules are made, or the old ones modified as
situations dictate, the same should be communicated to the relevant people promptly. Okumbe advocates that administrators should set good disciplinary actions, following McGregor’s “hot stove rule”. In this rule, McGregor emphasizes that a good disciplinary action should follow precisely the consequences of a burn from a hot stove. Before you touch a hot stove, you have already been warned by the fire. When you touch it, you will be burnt immediately, and this burning will be consistent each time you touch the stove. Finally, the burning will be impersonal, regardless of your size, position, age or sex. By ensuring the application of these principles, the administration will enhance school discipline.

Parents were also identified as people who should be concerned with discipline in the school. Three hundred and forty three (22%) of the respondents indicated that parents should support the teachers and the school administration by:

- Paying fees in time.
- Guiding their children when out of school.
- Providing sufficient financial support for personal needs.
- Closely co-operating with the teachers on academic matters.
- Showing respect for teachers.

It is noted that “parents” here included guardians and any other person or body that sponsored learners in educational institutions. By paying fees in time, the students are able to attend to their school work without undue interference. Parents should also provide proper guidance by giving clear and firm instructions, and by being good role models. In terms of financial support for personal needs, girls were identified to be more vulnerable. This is because their needs are generally more than boys’ needs. If not provided, temptations can lead them to deviant behaviour, like sexual relationships, which will affect their educational performance. Co-operating with teachers on academic matters is paramount. Parents can be viewed as the third stone of the traditional hearth, where the pot cannot be stable without any one of them, the other two being students and teachers. Constant checking of students’ school work by the parents will go a long way in instilling discipline among the students, as this shows them that their education is a joint effort. Finally, parents should not only respect, but be seen to respect teachers.
presence of their parents, students should have no reason to doubt the integrity of their teachers.

The government, through the Ministry of Education, was identified by 250 (16%) of the respondents as having a role to play in the enhancement of discipline. The main area of responsibility for the government was seen to be the provision of teachers as the respondents felt that some indiscipline cases could be directly attributed to the absence of teachers. Nyongesa, (2007) identified idleness and unsatisfied needs as some of the factors that cause indiscipline in the classroom, and, by extension, in the school. The absence of teachers will be a contributory factor to idleness and the students will not be able to meet their needs. Thus, the fact that the Government is not able to provide sufficient numbers of teachers in our schools can be considered as a significant factor in the indiscipline cases reported. Lack of teachers in our schools has also been cited as a cause of poor performance.

Those who identified the Government’s role in the enhancement of discipline further indicated that the Government was the foremost policymaker. It could therefore contribute to the enhancement of discipline by making policies that promote harmony in the school, like:

- Outlawing political interference in school discipline issues.
- Giving clear guidelines on parental responsibility on school discipline issues.
- Use of guidance and counseling as means of correcting errant students.
- Providing practical policy guidelines on management of indiscipline cases in schools.

Respondents observed that the role of the Government should not end at mere policy making; it should go ahead and put in place structures that ensure the implementation of such policies. These should include severe punishment for those found to be interfering in schools’ discipline as well as training and deploying guidance and counseling personnel to all institutions of learning. Unfortunately, the Government has already failed to provide regular teaching personnel, let alone those with specialized training in guidance and counseling. It should be noted that guidance and counseling is usually a post-graduate
course, and not many teachers have taken up such training. Again, when they do, the 
Government cannot remunerate them commensurate with their qualification. They are 
therefore likely to leave government service, thereby exacerbating the problem. 
Interference may also be difficult to control since those who perpetuate it are well 
connected individuals.

Other stakeholders identified were the Boards of Governors and the local communities. 
These accounted for 4% of those perceived to be concerned with school discipline. The 
boards were seen as being concerned with institutional development, and also as managers 
on the ground, representing the Ministry of Education. Their role would be to guide the 
Chief Executive Officer (The Principal), and to ensure that the decisions made on the 
ground did not impinge on the rights of the students. Such decisions include, but are not 
limited to, fee increment, unchecked expenditure and variation in the diet, in case of 
boarding schools. The local communities, as stakeholders, should cultivate harmonious 
relationships with the schools in general, and the students in particular. It was agreed that 
the school did not exist in isolation and that what happened in the school affected the 
surrounding environment, and vice-versa. In essence, therefore, the school and the 
community must be seen to exist in a symbiotic relationship: they need each other in equal 
measure. Lack of harmony between them is likely to lead to unnecessary tension. Cases 
have been reported where students go on the rampage targeting members of the immediate 
community. Their grievances may not necessarily be with the community, but the fact that 
there is tension is sufficient excuse for them to vent their anger on the community members 
and their property.

In sum, it was agreed that all stakeholders had a role to play in enhancing discipline in the 
school. The other side of this argument would also hold true: that the same stakeholders 
could easily cause indiscipline in schools, depending on how well they play their roles. 
Nyongesa, (2007) defines indiscipline as a deliberate refusal to do what is right, and failure 
to achieve a stated objective. Indiscipline by any of the stakeholders would be likely to 
cascade to the level of the students. Indeed, the stakeholders identified are themselves role 
models for the students, and their behaviour can influence the students negatively or 
positively.
4.7 Summary

This study had set out to investigate the impact of discipline on educational performance. Specifically, the study investigated the factors that cause indiscipline in educational institutions and the level of responsibility of various stakeholders for school disciplinary standards. Further, it sought to find out how discipline contributes to good educational performance. The main research findings were that discipline is a learning process which entails a willingness to put forth all the effort required to achieve a chosen objective, in this case, good educational performance. Where discipline is used well, the individual is guided to make reasonable decisions. With discipline as a mode of behaviour, smooth running of an organization, and thus organizational performance, is assured. Schools that recorded low indiscipline cases also recorded relatively better performance than those that had more indiscipline cases over the same period. Likewise, it was found that adults, particularly teachers and parents, had a great influence on school discipline. The level to which these adults played their role determined, to a great extent, the level of school discipline, or lack thereof.

In relation to strategy formulation, the results showed that formulation and implementation of school disciplinary procedures would best be done with the involvement and active participation of all stakeholders. Students indicated that knowing what is expected of them, and understanding the rationale for a particular action undertaken by school management would go a long way in enhancing discipline.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study, draws conclusions from the findings and provides recommendations for further studies on the relationship between educational performance and discipline.

5.2 Summary of the Study
The study sought to investigate the influence of discipline on educational performance in secondary schools in Karemo Division of Siaya District. Discipline is regarded as a guide, which springs from within an individual, evoking self control, self direction and self reliance. It must be borne in mind that indiscipline cases have pervaded our society and educational institutions to the extent that in some schools, no meaningful work takes place. This scenario makes it difficult for stakeholders to work as a team, and therefore, the educational objectives of the school can not be met. The child is a partner in the educational process, and the teacher is expected to be a friend and a guide. It is by establishing a good working relationship between the teacher and the learner that proper learning can take place. With proper learning, both academic and non-academic performance will be enhanced.

The problem in Karemo Division was seen as unique from the perspective that the area encompassed both a rural and urban population. Further, it presented a unique combination of various school types, i.e. boarding and day, single sex and mixed schools. A study of discipline and educational performance in secondary schools would act as a basis for policy makers with regard to putting in place policies that enhance discipline. The importance of the education sector to Kenya’s overall development cannot be gainsaid. It is through education that we train our labour force to take charge of our economic development. Thus, anything that presents a possibility of affecting educational performance needs a careful study with a view to establishing a relationship, if any, and to propose measures that can help alleviate the problem.

The theoretical framework applied in this study was that reducing discipline problems in organizations improved operations, and therefore, performance of the organizations. Education production function theory indicates that productivity is a function of various
variables put into the industrial process. The independent variables examined were all factors that may influence the discipline levels in a school.

The study reviewed related literature by looking at the concept of discipline, an international perspective of discipline and indiscipline in educational institutions. It further looked at the relationship between discipline and performance, risk factors leading to indiscipline and managing indiscipline in schools. The literature review identified a gap in the previous studies that had focused on causes of indiscipline and violence, without explicitly describing how discipline, or lack of it, contributed to educational performance.

Stratified random sampling was used to select six out of the 13 schools in Karemo Division. Of the remaining seven schools, four were randomly selected for pilot study. In total, 1560 students and 60 teachers were sampled. The technique of stratified random sampling ensured fair representation of the study population, since a proportionate number of schools was selected among the different school categories. From the selected schools, Deputy Head teachers were sampled on the basis of them being in charge of both academics and discipline. Simple random sampling was then used to select 24% of the teachers from both the Examination and Disciplinary committees. Again, simple random sampling was used to select 30% of the students.

The data collection instruments used were the questionnaire and documentary evidence in form of KCSE results. The questionnaire was used mainly to obtain the responses of both teachers and students on various matters pertaining to discipline. Both open and closed questioning techniques were employed.

The responses were recorded as per the questions. From these responses, the variables, namely student and staff participation, student and staff relations syllabus coverage, management practices, student leadership systems, corporal punishment, boycotts and riots, truancy and use of intoxicants were analyzed. Variables such as administrative practices and stakeholder relationships showed strong direct correlation with discipline levels and by extension, with educational performance.
5.3 Conclusions

The study set out to establish the relationship between discipline and education performance in secondary schools in Karemo Division of Siaya District, Kenya. The research revealed that schools where discipline was upheld tended to perform better than those with low levels of discipline. Good performance was not restricted to examinations, but was replicated in all areas of education, including co-curricular activities. The major conclusion drawn was that indiscipline negatively affected teaching and learning in schools, and by extension, general organizational activities that would otherwise contribute to the achievement of goals. As observed by Awiti, (2009), discipline is the epicenter of success of a school.

Another conclusion reached was that indiscipline cases abound in schools where communication structures were not well defined, or where such structures were not used effectively. Right from induction or orientation, students should be informed about the school’s expectations, rules and regulations. They should be enlightened about the philosophy and precepts underpinning these expectations. Contemporary managerial communication advocates for the use of listening and two-way communication (Hynes, 2005). It is only effective communication that can bridge the gap between leaders and the led. Using effective communication ensures that the led feel part and parcel of the organization, and therefore uphold the aspirations of the school. Thus, it behoves managers of educational institutions to ensure there is effective communication in their institutions.

While causes of indiscipline could be myriad, the study isolated the following:

- Psychological problems among the students, mainly attributed to the confusion associated with their development stage.
- Lack of proper guidance from adults, mainly parents and teachers.
- Administrative practices that failed to take into account the needs of the students and strategic management concepts.

It was concluded that in most schools where indiscipline pervaded, the school authorities failed to identify students with psychological, personal, home and family problems. Such schools tended to deal with indiscipline cases en masse, without considering the peculiarity
of each case. As a result, their perceived solutions to indiscipline ended up antagonizing the students, rather than correcting them. Guidance should be done with passion, endurance and patience. Awiti, (2009) held that these attributes build good schools, but more importantly, build solid foundations for the future of the young children. Without proper discipline, very little can be achieved in terms of teaching and learning.

Punishment as a function of administration should be administered in a manner consistent with human dignity and in conformity with conventions of rights of children. For punishment to be effective, it must be ascertained beyond reasonable doubt that the student committed the offence. If a student is punished but he is not convinced that he did wrong, he begins to see punishment as unfair rather than as a logical and fair consequence of inappropriate behaviour. A common dictum in law states that it is better to let the guilty go free than to punish the innocent. Effective punishment should be meted immediately after the incidence, should be brief, consistent and commensurate with the kind of offence committed.

School leaders should understand that mistakes are part of life and it is only natural that students will always make some poor choices. A rigid state which allows no margin for errors may push students towards rebellion. Fairness and consistency in dealing with students should be an obsession. Above all, disciplinary measures should be used as opportunities to help students focus on the core business of the institution – teaching and learning. It is only when students see discipline as an integral part of their learning that they can internalize it and make it a focus in their school life. Healthy discipline is part of a comforting school environment. Effective discipline provides a foundation for self-discipline and good performance in academics and related educational pursuits. It helps students to be happy and well adjusted, ready for any activity that promotes learning.

5.4 Recommendations
The study found that schools had experienced different indiscipline problems that tended to interfere with their educational programmes. When programmes were interfered with, educational output was affected, leading to low performance. This showed a direct relationship between discipline and educational performance. For these reasons, and given
the inevitable potential of good performance in revolutionizing students’ life expectations, and by extension, the country’s socio-economic status, the researcher gives the following recommendations in line with the findings:

i. The government of Kenya should put in place measures that ensure learners are informed, educated and trained on the application of rational thinking, in order to be responsible members of the school community and good citizens.

ii. The government should expose all teachers to guidance and counseling programmes as refresher courses. This would help equip the teachers with skills to handle students’ discipline problems before and after occurrence.

iii. School leadership should take all appropriate measures to ensure that good discipline is sustained. This could be through adhering to principles of discipline, which include disciplinary procedures being in harmony with total educational goals; discipline being positive and constructive rather than negative and punitive; recognizing that discipline is not an end in itself, but a means for the successful functioning of the school programme, and that discipline procedures and policies are basically preventive and corrective but never retributive.

iv. The school authority should identify students with different problems and deal with them individually, before they become problematic students. School authority should be pro-active in anticipating issues and problems before they arise, with a view to finding solutions.

v. Schools should provide an effective mechanism through which students can freely, and without any intimidation, air their complaints to the school administration. When students’ grievances are addressed in good time, they are likely to reciprocate with gratitude and good discipline.

vi. Schools should develop techniques that help control both inappropriate learning and indiscipline problems. Such techniques include rewards, behaviour modification and self-direction.

vii. The school system in general, and teachers in particular, should strive to ensure proper and timely syllabus coverage as a way of enhancing performance. This would help in two ways: equipping students with appropriate knowledge and skills for good performance, while keeping them away from undesirable behaviour.
viii. All stakeholders should work together to motivate learners towards good discipline as a way of directing their energies towards good performance. A school reward system would go a long way in recognizing the efforts of those who perform well in different academic and non-academic endeavours.

5.5 Issues for Further Research
This study should not be taken as being conclusive. There will be need for future researchers to:

i. Carry out further research on the same topic using larger samples.

ii. Carry out a similar study to the current one in other regions with similar characteristics and with different characteristics.

iii. Identify and carry out research with other variables that may impact on education performance.

REFERENCES


Daily Nation, August 17th 2001, Nairobi, Nation Newspapers Ltd.


APPENDICES

APPENDIX 1
RESEARCH INSTRUMENTS.

1a) Educational Performance and Discipline Questionnaire for Teachers.

INTRODUCTION
This research is being conducted in partial fulfillment of the requirements of the award of the degree of Master of Education of Kenyatta University. Several studies have pointed towards a relationship between discipline and education performance. The purpose of this study is to determine the impact of indiscipline on educational performance in secondary schools in Karemo Division, Siaya District. The data collected in this research will be treated with confidence and will be solely for research purposes.
Kindly respond to the items as appropriately as possible.

**SECTION A: RESPONDENT BACKGROUND**

1. Gender  
   - M  
   - F  

2. Length of service_________years

3. Number of stations worked:________________

4. Position Held (please tick the appropriate box)
   - Deputy Head  
   - Panel Member

5. In which committee do you serve?______________

6. Length of service in committee:______________

**SECTION B: EXAMINATION PERFORMANCE AND DISCIPLINE.**

1. How many students do you have?
   - Less than 100  
   - 100-400

2. How many teachers do you have?

3. What is the general performance of your school in KCSE?
   - Good  
   - fair  
   - poor

   If poor what are the possible causes?

4. What factors cause indiscipline in your school?

5. (a) Does discipline impact on educational performance?
   - Yes  
   - No.

   (b) If yes, to what extent?
   - Very Great  
   - Great  
   - Moderate
6. Which subjects are poorly performed in KCSE in your school?

____________________________________________________________________

State why____________________________________________________________________

____________________________________________________________________

7. What is the status of your school library?

Less Stocked □ Half stocked □ Fully Stocked □

If other, specify __________________________________________

8. Do you experience human relation problems?

Yes □ No □

If yes, state kind and nature

____________________________________________________________________

____________________________________________________________________

9. What leadership style is used in your schools?

Democratic □ Autocratic □ Free reign □

If other, specify __________________________________________

10. a) How many serious indiscipline cases have you solved for the last two years?

____________________________________________________________________

b) How do you deal with indiscipline cases?

Recommended Expulsion □
Recommended suspension □
Administer punishment in school □
Refer to guidance and counseling □
INTRODUCTION

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Kindly respond to the items as appropriately as possible.

SECTION A: RESPONDENT BACKGROUND.

1. Gender: M [ ] F [ ]

2. Age in years: 13 [ ] 14 [ ] 15 [ ] 16 [ ]
   17 [ ] 18 [ ] above 18 [ ]
3. Current level: Form 1 Form 2

Form 3 Form 4

4. Number of secondary schools attended before joining current schools:

None One Two more than two

5. If more than one state reason(s) for changing:

__________________________________________________________________________

__________________________________________________________________________

SECTION B: EXAMINATION PERFORMANCE AND DISCIPLINE.

1. When would you say that a student’s behaviour amounts to indiscipline?
   When the student does something contrary to laid down regulations
   When the student does something that is harmful to others
   When the student defies person in authority, whether that person is fair or unfair

2. The following are some of the factors associated with indiscipline among student.
   Indicate on a scale of 1-8, where 1 is the most common factor and 8 the least common

   Parental neglect High –handed administration
   Poor syllabus coverage Peer influence
   Indiscipline among elders Fear of examination
   Poor communication structures Dislike of certain subjects

3. Has your school ever been involved in mass indiscipline cases like strikes and riots?
   Yes No

   If yes, what were the major reasons?
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

4. Is there a relationship between indiscipline and poor education performance?
Yes  No

If yes, to what extent?
Very great  Great  Moderate

5. Which of the following categories of students perform well in internal and external examinations in your school?

Those who are generally of good behaviour.
Those who work hard, irrespective of behaviour

6. How does discipline contribute to good education performance?

Discipline students are more likely to follow instructions.
Discipline students are generally clever.
Discipline students are like to undertake their tasks with minimal supervision.

7. Suggest what can be done by the following groups of people to improve discipline standards in educational institutions.

Parents: .................................................................

Teachers: .................................................................

Schools administration: .................................................................

Government: .................................................................
APPENDIX 2
LETTER OF INTRODUCTION
APPENDIX 3
NCST RESEARCH AUTHORIZATION
APPENDIX 4
SIAYA D.C.’s RESEARCH AUTHORIZATION
APPENDIX 5
COPY OF SIAYA D.E.O.'s RESEARCH AUTHORIZATION