THE CAUSES AND EFFECTS OF
INDISCIPLINE IN GARISSA SCHOOLS:

A CASE STUDY OF COUNTY HIGH SCHOOL

BY

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DECLARATION

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

KISAKA N. JOSEPH

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

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DEDICATION

To my loving parents who brought me up and sent me to school. I also dedicate this work to my dear loving teachers who taught me from Primary up to University.
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The central problem of this study was that despite discipline being a pre-requisite for the success of any school, indiscipline cases have been on the rise. The school investigated was a three-streamed boys school called County High School in Garissa District and has earned itself a name in the district as one of the most indisciplined schools. Thus, the increasing indiscipline cases has raised concern especially among the stakeholders like parents, and consequently this prompted research into the issue. That school ought to have been moulding students into morally upright citizens and enable them succeed academically for them to participate in national development; and yet this school has ended up failing to achieve this goal. In fact, this has translated into a great loss of the human resource, which are students who have not benefited academically and morally after undergoing through the school process.

The purpose of this study was to analyze in details the indiscipline cases in County High School. The objectives of the study are the types of indiscipline cases in County High School, the causes of indiscipline, the effects of indiscipline, the role of the community in promoting indiscipline and finally the steps being undertaken by the school to curb indiscipline. This is a case study of County High School in Garissa District. The target population included one head teacher, ten parents, twenty-five teachers and one hundred and thirty-eight students. The information was elicited by the use of questionnaires, interviews and observation. Data were analyzed by use of descriptive statistics and observation.

The findings show that the main indiscipline cases in County High School are: fighting amongst students, drug abuse and lateness for instance to class and school assembly; while major causes of indiscipline are influence of drugs, lack of dialogue, laxity of parents and of the school administration. According to the findings, the effects of indiscipline are: poor performance, high dropout rate, occurrence of strikes in the school, damage to school property and also low enrolment in the school. Poor performance was found to be caused by persistence of indiscipline in the school, students admitted in form
one performed poorly in their K.C.P.E National Examinations, scarcity of teachers in some subjects and regular sending of students home to collect school fees. The high dropout rate was found to be caused by prolonged suspensions, lack of school fees, and personal differences of students with teachers and the school administration. Strikes were found to be caused by lack of preparation by teachers, misappropriation of school funds and lack of teacher in some subjects. Finding reveal that damage to school property is caused by fighting over use and possession of school property, school not strict in punishing deviant students, and damaging accidentally school property. Finally, low enrolment as an effect is caused mainly by poor performance.

According to the findings, the role the community played in promoting indiscipline was by selling drugs to students and not reporting indiscipline cases by students outside the school to the school administration. Finally, the findings show that the major step being undertaken by the school to curb indiscipline is by strengthening the department of guidance and counselling.

The study recommends that the concerned parties should play their roles effectively, and the department of guidance and counselling should be strengthened.
CHAPTER ONE

INTRODUCTION

It takes time to learn how to teach well, and even then one never learns once and for all. Teaching is not like driving a car or adding a column of figures. Each group of students one works with has different needs and present new challenges. Like any craft, one learns teaching by practicing it and by finding models, other teachers whose practice one admires and can study. For any effective trained teacher, his or her efforts would be in vain if he or she is teaching indisciplined students. A disciplined school always carries a good name and in normal circumstances this discipline translates into good academic performance and the children molded there can also fit and be of use to the society outside.

1.1 BACKGROUND TO THE STUDY

Globally, discipline is very important for the success of any institution. Bafoua (1983) in his research describes how discipline in ancient Greece was part of education. Bafoua (1983: 12) says that:

The whole life of the individual, all his activity, even his family and conjugal relations were submitted to the state and carefully regulated by it. Everything aims at the selection of the race, at the hardening of the individual, at the preparation of the steady, sober, crafty soldier, ready for all hardships and all sacrifices, animated by the absolute discipline. Men and women remained submitted to the old who were the authorities of the city.

Bafoua (1983), explains that discipline was of paramount importance in the Greek society and it is that discipline that made Sparta strong, and a respectful and glorious city in the world. He goes on to say that in our present society, we need discipline too, and without it, we cannot achieve many successes, make progress or prosper. According to Bafoua (1983),
that is why there are established laws in each country. Including our schools, there are rules and regulations and yet, indiscipline cases are still high.

Lister (1974) in his book on ‘Deschooling’ paints a picture to show that indiscipline is a world phenomenon and gives England as an example. Lister (1974:1) says that:

In England, with its belief in conservative change, there is growing evidence that things are far from well; ‘school refusal’, ‘lesson refusal’, truancy from urban schools and damage to school buildings are growing features of the system.

Lister (1974) is right in view of indiscipline being a world-wide menace since nearly everyday, it is heard on television sets and radios that things have gone wrong in particular schools of the world in form of strikes, drug abuse like smocking, drunkardness, rape and many such indiscipline cases.

Interviewed by a journalist about students’ strikes in the Daily Nation of 30th July 1974, Dr. A. W Rogan-Kamper (1974:16) gave one of the causes of these strikes as:

Imitation of foreign behaviour patterns in wake of modern mass media depicting cinematic violence and youth rebellion in other parts of the world has been a major complementary reason to students’ indiscipline.

According to the same Daily Nation paper, the Kenyan students are intoxicated with foreign propaganda and influenced by all the pornographic literature and crime films, and hence more and more of the youth have emulated the very worst. This is indeed an indication that indiscipline is an international problem, which needs to be looked into.
According to Kabiru Kinyanjui (1975), the attempt to attribute students' protests to foreign influence is tantamount to saying that our students are not capable of thinking for themselves and interpreting their social situations. He says this attitude seriously underestimates the creative abilities of our youth. Kabiru Kinyanjui (1975) also points out that the schools which had strikes are predominantly (95%) rural schools, far removed from the foreign influence that is prevalent in our urban areas. He says if the argument of foreign influence was true, we would then expect the affected schools to be mainly in urban areas. Thus, the students attending schools in urban centres are the most likely to be exposed to foreign influence referred to above than those in rural schools.

In every country, there is an effort to enforce discipline in schools because discipline always brings with it good results. Richardson's (1948) study of girls in a secondary school in London in 1947-48 provides experimental support for democratic methods involving groups. She found that the thoroughly integrated a group becomes through democratic organization, the happier it becomes, and the more efficient it becomes in terms of achievement.

According to Bafoua (1983), indiscipline leads straightway to the great wrong that the Congolese society suffers, that is:

Juvenile delinquency, children show lack of notorious respect even in their respective families. They have become unbearable. A characterized disorder prevails in the school institutions.

Bafoua (1983), continues to say that indiscipline in secondary schools leads to the training of bad citizens. He says at the age of adult, these pupils will be unconscious workers and
bandits. Bafoua (1983), says they will have no respect for the public property and that of the others, and will commit all kinds of theft and create insecurity in the country.

Anderson (1972), mentions that serious outbreaks of indiscipline of the strike type occurred in Zambia. Mwanakatwe (1968), explains how a commission of inquiry was set up by the then Governor of the Northern Rhodesia to investigate outbreaks of indiscipline at six secondary schools in March 1960. According to him, politics was involved at this time of increasing militancy in the struggle for independence but some of the students' complaints were against African rather than European members of staff. He said some teachers were claimed to remain aloof from students, disregarded their feelings and lacked dedication to students. Mwanakatwe (1968), further says irritant disciplinary restrictions were also mentioned, lack of continuity with staff; students' anxiety over lack of qualified teachers in key subjects; and the cultural gap leading to antagonism from expatriates—all these were identified as sources of trouble in Zambian schools.

Anderson (1972), explains a case in May 1970 when president Banda himself ordered the closure of a secondary school in Malawi following a complete breakdown in discipline among pupils and staff. Furthermore, Anderson (1972) still gives another case where strikes occurred in secondary schools and technical institutions in Dakar, Senegal in May 1968: where police reported smashing of windows in a school run by a religious order. He says that by the end of that month, all secondary and primary schools had been closed bringing formal education in Senegal to a complete standstill.
Bending (1963) argues that West African students are no longer passive, authoritarian or willing to accept the teacher’s word as a gospel. Bending (1963) further explains that there has been a wind of change in the West African classroom and pupils are now ready to question, disagree and rebel sometimes. Hence, it is not advisable for teachers and school administrators to force rules and regulations on students without explaining them to students. Students should also be listened to whenever they question, disagree and rebel. They should not be judged as wrong before being heard.

Anderson (1972), explains that for a Ugandan student to drop-out before sitting the Cambridge examination is a waste of hundreds of hard-earned shillings. He says students must succeed and hence the fanatical cramming and torchlight studying in the small hours. Thus discipline is very important to retain students in school. According to Anderson (1972), particular outbreaks of disciplinary trouble with young people will have particular, localized causes - but in so many areas of the world, developing and developed, there seems to be widespread disaffection among the young, threatening wastage and loss of the potential.

El-Abd (1969), further records that 22 times between 1955 and 1969 the education of hundreds of young Ugandans was temporarily disrupted by the so called school ‘strikes’. El-Abd (1969), further says that these strikes are not confined to Uganda but they are all too frequent occurances in tropical Africa, reported from places as far apart as Malawi and Senegal.

Kabiru Kinyanjui (1975), gives a case where students reacted violently in the form of a strike when the headteacher refused to listen to them. He says that the students and prefects made
attempts to resolve their problems through a dialogue with the headmaster, but the school
headteacher refused to listen to their grievances.

In Kenya, there have been various disturbances in schools in the form of strikes and other
indiscretion cases like drug-taking, truancy and drunkardness. This is a very serious problem
when we look at the resources invested into these school-going children by the parents and
government – and yet children are being wasted and destroyed by such evil practices.
According to Eshiwani (1993), education should provide opportunities for the fullest
development of individual talents and personality. He states further that education should
help every child to develop his potential interest and abilities, and a vital aspect of individual
development which is character building. Thus, according to Eshiwani (1993), education
should foster sound moral and religious values in order to help children to grow into self-
disciplined, self-reliant and integrated citizens.

The Kenyan society expects the school to mould the youth into persons with desirable
attitudes, knowledge, skills, values and morals acceptable to the society. Still in the Kenyan
perspective, it is nearly impossible to forget the recent indiscretion cases; notably the
Kyanguli disaster of March 2001 where 67 boys lost their lives in a macabre arson attack
which was apparently triggered off by students' unrest. This is just one incident in Kenya
among many indiscretion cases, most of which go unreported. According to the *East African
Standard* (2004) of 10th August, that year’s annual Kenya Music festival, once reputed as a
cultural melting pot, had degenerated into a drama vice. According to that daily paper, this
drama festival held at K.I.C.C.(Kenyatta International Conference Centre) had its main actors
looking as a horde of belligerent young drunkards in uniform, and a bunch of youth who appear to have lost all moral direction.

Thus, the recent orgy of various forms of school indiscipline in Kenya has rendered the whole family unit and entire socialization process questionable. This, therefore, indicates the deterioration of social life that could worsen if no solution is quickly found. Thus, all the boys schools in this district have similar orientation, and face similar indiscipline problems; and hence the study can apply to all boys schools in the district.

1.2 STATEMENT OF THE PROBLEM

Despite the government’s efforts to enforce discipline in Kenyan schools, indiscipline cases in schools have been escalating. Even stakeholders like parents, school administrators and religious leaders have been working closely with the government in various schools in the republic to bring about discipline, but their efforts have not borne fruits. Thus, indiscipline cases are still high in Kenyan schools.

Looking at indiscipline in these Kenyan schools, some regions or schools have been affected more than others. It is on this account that the researcher investigated the causes and effects of indiscipline into schools in Garissa and particularly County High School which face this problem. Out of all the schools in Garissa District, County High School featured as the school with most indiscipline cases. This raised a concern of finding out why and hence that is the reason why this study was carried out.
1.3 PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of this case study was to analyze in details the problem of indiscipline in County High School. Hence this study has the following objectives:

1. To find out the types of students' indiscipline in County High School.
2. To find out the causes of indiscipline in County High School.
3. To find out the effects of indiscipline in County High School.
4. To find out the role of the community played in promoting indiscipline in the school.
5. To find out the steps that are being undertaken by the school in its endeavor to curb indiscipline.

1.4 RESEARCH QUESTIONS

The following research questions were used to guide the study:

1. What are the indiscipline cases in County High School?
2. What are the causes of indiscipline in County High School?
3. What are the effects of indiscipline in County High School?
4. What is the role of the community in promoting indiscipline in the school?
5. What are the steps being undertaken by the school in its endeavors to curb indiscipline?

1.5 LIMITATIONS OF THE STUDY

The study was conducted under the following limitations:

1. The time factor was in fact a major limiting factor. This is because the researcher was also an employee of the T.S.C. and was therefore expected to undertake his normal work of teaching.
2. The financial constraint since a lot of finances were used as concerns preparation of questionnaires, interview schedules, typing and computer work, binding and purchase of stationary, and during piloting in a different school.

1.6 RESEARCH ASSUMPTIONS

The following were the basic assumptions of the study:

1. There are rules and regulations, which are clearly understood by all students of County High School.

2. That the headteacher, teachers, students and parents were capable of identifying the types of students’ indiscipline in the school.

3. That the school administration is aware of its responsibility to instill or enforce discipline in the school.

4. That the respondents will be co-operative and answer questions as required by the study.

1.7 THEORETICAL AND CONCEPTUAL FRAMEWORK

1.7.1 CONFLICT THEORY TO EXPLAIN INDISCIPLINE CASES

The theory which is best suited to explain the indiscipline case under investigation is the conflict theory. This is because the school administration and society at large expect the students to obey the school rules and regulations, and yet contrary to that, students have been inclined to breaking those rules and regulations. This has indeed led to a state of conflict between those who want rules and regulations obeyed and the lawbreakers, who are the students. Thus the conflict theory can be defined as a theoretical strategy which emphasizes the existence of opposing forces in the life of an individual or individuals, groups of people.
in an organization, social structures, institutions and their functions, and then also emphasize the existence of opposing forces in society as a whole.

This theory introduces the idea of and the view that a human society is a collection of competing interest groups and individuals, each with their own motives, expectations, goals and so on. Individuals, groups of people and the human society are rarely in consensus but are characterized by constraints and disagreements. Hence disorder, disharmony, inability, dis-equilibrium and course disagreements are other words that suggest conflict.

The conflict theory originated from Karl Max (1818-1883) and other psychologists like Max Weber (1864-1920). Thus, Karl Marx was able to see people being exploited – that is the rich were exploiting the poor, controlling the means of production and denying the poor avenues or the resources. Thus he saw two classes being formed and that is the class of the poor and the class of the rich.

However, both Max Weber (1864-1920) and George Simmel (1858-1918) added the aspect of power and privileges to Marx’s list of scarce social economic resources as factors which are potentially able to bring about conflict in society. In general, therefore, these initial proponents of this theory saw conflict as a very important, if not a major organizing principle in the social life of human society. Thus social life situations which illustrate conflict tendencies include: husband versus wives, between countries, law abiding versus law breakers, between sexes, rulers versus ruled, between ethnic communities or regions, between races, children versus adults, older versus young generation, management versus the workers and lastly those with money versus those with less or without money.
APPLICATION OF THE THEORY TO SCHOOL

The school has so many structures where duties are given to different people. The headteacher or principal makes sure that there is harmony and things work properly. However some people do not want to toe the line of the principal and hence create conflict.

Furthermore, students flout the school rules and regulations, which the school administrators are enforcing. Hence this leads to a state of conflict between the students and school administrators. This makes it hard for the smooth running of the school to take place.

In the case where the indisciplined students are not obeying their teachers, and yet the teachers want to be obeyed, the consequence is a state of conflict since teachers being the custodians of students, they deserve to be respected. When students do not respect their teachers, there will be no order, and students will complete school having benefited nothing from the school since teachers are supposed to impart knowledge, skills and values to students. When teachers fail to mould the students in terms of knowledge, skills and values, then these teachers would be failing in their duties as trained teachers.

Parents expect that their children would be discipline in the school for them to benefit maximumly especially success of students in the National Examinations. Hence when students are indisciplined, there will automatically be a state of conflict with their concerned
parents. A parent who is concerned would prefer the school administrators and teachers to go to whatever extent provided discipline prevails in the school. Parents who are concerned with the education of their children, will automatically enter a state of conflict with their indisciplined children.

There are cases where parents also encourage indiscipline by allowing their children at home during school days or hours. Some parents allow their children at home when they are supposed to be at school for preps or attending normal lessons. This would create conflict with teachers who are concerned about education of the students. This is because normally teachers are blamed whenever there is poor performance in National examinations and yet other factors outside the school like parental encouragement of absenteeism are involved.

Also a relaxed teacher who is not efficient in the performance of his duties will enter a state of conflict with the school principal. The school principal expects the teacher to carry out his or her work like teaching and enforcing discipline efficiently in the school. When the teacher is relaxed in carrying on his duties he or she is failing in the teaching profession. Hence he or she will have conflict not only with the school principal but also with the parents, and the whole community as a whole.

Laxity of the school administration will cause conflict with concerned stakeholders like parents and even the Ministry of Education. It is expected that the school principal should perform and be efficient in his or her administrative work. The school principal should not show laxity when there are very many indiscipline cases in the school. When a school
administrator sees indiscipline and does not act to rectify the situation that means he/she does not have the students’ welfare at heart.

1.2.1 CONCEPTUAL FRAMEWORK

INDISCIPLINE IN THE SCHOOL

Laxity on the part of the parents
Laxity of the school administration
Influence of drugs
Lack of dialogue of students with teachers and school administrators
Laxity of teachers

EFFECTS

Damage to school property.
Poor performance in National Examinations
High drop-out
Very few students choose the school during form one selection.
Strikes

Like many boys schools in Garissa district, County High School has expressed itself as a very indisciplined school. Various indiscipline cases that occur in the school include drug
abuse, bullying, strikes and demonstrations, absenteeism, fighting among students, fighting teachers, refusal to do homework and even rape of female outsiders who may pass through the compound at odd hours like at night or late evenings. These indiscipline cases have been caused by the following: First of all the influence of drugs whereby they are easily available and the community is willing to sell them to students. Also peer influence can easily drag students into drug abuse.

There is laxity on the part of parents such that they are not very strict on their children, and even when parents see their children come home without permission, the parents do not send their children back to school. Parents have not come out openly to be strict against indisciplinary cases of County High School.

Also the laxity on the part of school administration such that it is not strict on students as concerns obedience of school rules and regulations. When some teachers see that laxity of the school administration, they end up also relaxing and not being strict as concerns school discipline. When students see that teachers and the school administration are not strict, they end up doing as they wish as concerns involving in all manners of indiscipline.

There is lack of dialogue of students with teachers and school administration. Hence students are just given rules and regulations to obey and yet inwardly they are unwilling. Students wish to behave as they wish and so rebel by expressing all indiscipline behaviours possible.

Laxity on the part of teachers also contributes to indiscipline in County High School. Teachers have not taken their role seriously as concerns enforcing discipline in students.
When students notice this weakness of teachers, many resort to all forms of indiscipline cases.

That indiscipline scenario in the school has translated in poor performance in National Examinations such that everyone is to blame starting with students, parents, teachers, school administration and the community as a whole. They should all be blamed for not playing their role as required in enforcing discipline. Indiscipline has also led into high drop-out. Many students drop-out starting from form one up to form four.

Also the school has earned itself a bad name such that very few students choose the school during form one selection. Many students would have wished to be in other better schools.

Indiscipline has also translated into damage of school property for instance breaking the school fence, breaking furniture, windows and doors. Also damage is done by writing on walls of school buildings.

Lastly, indiscipline in the school has caused the students to involve in strikes now and then even with small problems. Students can refuse to go to class, all students walk out of class or in serious cases they stage a demonstration outside the school.
1.8 OPERATIONAL DEFINITION OF TERMS

1.8.1 Discipline: This is a state of orderliness or control where school rules are closely observed and adhered to.

1.8.2 Indiscipline: This is a state of disorder where school rules and regulations no adhered to.

1.8.3 School strike: This is an indiscipline problem where students Refuse to follow school rules and regulations and resort to do what they see fit and suitable for the situation.

1.8.4 Conflict theory: Is a theory which explain a situation where there is no order, no harmony and no agreement.

1.9 SIGNIFICANCE OF THE STUDY

The findings of the proposed study will bring lots of benefits to County High in the first case. This is because, the school administration will be aware of nearly all the indiscipline cases occurring in the school and consequently find ways of curbing them. If discipline is enforced, then the academic performance of students especially in National examinations will be improved and hence the school will compete favourably with other schools in the country.

Since secondary schools for boys in North Eastern province have similar indiscipline problems, it is hoped that this study will go a long way in helping improve discipline in secondary schools for boys in Garissa district of North Eastern province. This will indeed bring about enhanced academic performance and individuals moulded by the schools will
therefore be of good morals. With better academic performance, students will end up training in particular careers after school and this can go a long way in contributing to the achievement of Kenya’s goal of achieving industrialization by the year 2020.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Various authors have written about indiscipline and its negative effects especially to the success of any school. Indeed generally, it has been observed by various authors and researchers that successful schools or institutions have in the real sense enforced discipline hence one cannot separate discipline and success since normally discipline leads to success. Many schools have laid down rules and regulations which students are supposed to obey from the time of joining the school. It should be known that students have their own desires and aspirations which can contradict these laid down rules and regulations, and hence this leads the students to a situation of conflict with school administrators and teachers who expect the rules and regulations to be obeyed. Explaining these laid down rules and regulations is not enough, but the school administration should go to the extent of sitting down with students to make rules and regulations. Hence, the literature is reviewed under the following sub-sections:

a) Indiscipline at international level.

b) National level where indiscipline in Kenyan schools will be looked at generally at the national level.

c) The role played by the headteacher and teachers in discipline at school level:

i) The role of the headteacher in enforcing discipline in the school.

ii) The role of the teacher in discipline.
Many people think that indiscipline is only a Kenyan affair. On the contrary, it is a world-wide problem which needs to be looked into.

Beauchamp et al (1945), puts it that bullying as an indiscipline case in Japan today is a worrisome problem. Most importantly, educators and other concerned people should recognize this problem as their own problem and do their best in dealing with it. He avers that:

While we should also work for both improvement in various factors affecting education and humanization of the educational environment, the problem of bullying must primarily be solved by implementing overall reforms involving the home, school and community (Beauchamp et al 1993:312).

Thus Beauchamp et al (1993), suggest that the home is the first and fundamental site for the character formation of children. He continues to say that as children grow up, their life experience expands from home to school and from school to community. Thus the author further recommends that the schools should make efforts to enrich moral education through all educational activities, in cooperation with the family. Beauchamp et al (1993) finally say that emphasis should be attached to teaching basic manners and customs in elementary education, as well as deepening both self-restraint and willingness to follow social norms in daily life. According to him, in secondary education, emphasis should be placed on developing in students a good attitude towards life as well as enabling students to deepen their insight.

Teachers and other educators should not immediately rush to conclusions whenever there is an indiscipline case. Kohl (1976), gives an incident, in his book ‘On Teaching’, while
working as a teacher in the United States of America. He says that a black and white boy squared off a fight and his foreign guest in the classroom immediately judged that it is the black boy who was guilty. The truth was that the two boys had been eyeing each other for a few days, testing to see who would become dominant. As educators, it would be very bad on our part to rush to conclusions without finding out the root or origin of the problem. This is very essential for effective enforcement of discipline which is an important entity for the success of any school. However, Kohl (1976) has not provided solutions to such like indiscipline cases. Hence, there is need of carrying out research of finding out solutions to various indiscipline cases in different schools of different regions of any country.

Richard Farley (1985), speaking on the British system of education says that discipline by the teacher in class leads to success. Farley (1985:10) says that:

The country’s social and moral future depends greatly on the success the classroom teacher achieves.

The culture of blaming students always whenever there is an indiscipline problem is something shared by many people throughout the world.

Thus, whenever there is a strike, it is the students who are blamed always. This approach to student protest is akin to the attitude which authorities in the U.S.A. took towards student protests of the sixties. The conservative commentators in U.S.A. contributed campus protests to a hard core of students, and the national commission on the causes and prevention of violence declared in 1967, “a small but determined minority ... aims not at the reform but as a destruction of existing institutions”. The habit of blaming the students always whenever there is an indiscipline case is not fair. According to Kinyanjui (1975), students are deprived
public sympathy which is crucial to the success of their protests. Thus according to Russel (1967), educators should neither use rewards nor punishment to modify behaviour in whichever country they work. Russel’s argument is that when rewards or punishments are used on a student, they will not modify the motivating force in the student which he maintains do more harm than good to the student and actually interferes with personality development. Thus, the success of any school is thus dependent on the level of discipline among students. Looking at the Tanzanian case, the founding father of the nation, Julius Nyerere (1965), puts it that education should aim at socializing individuals to fit into their society; to function adequately within it when they become adults. Nyerere (1965:1) stresses that:

Education has purpose. That purpose is to transmit from one generation to the next the accumulated wisdom and knowledge of the society and prepare young people for their future membership of the society and their active participation in its maintenance and development.

Thus according to Julius Nyerere (1965), if indiscipline prevails in the school, then the goals of education for that particular country will indeed never be realized.

Even in Congo, schools have not been spared of indiscipline. Thus an examination of indiscipline in Congo secondary schools carried out by Barton (1983) reveals that students admit that many of their peers take drugs and these drug addicts contribute a lot to the indiscipline in many of the secondary schools in Congo. The study by the same author also reveals that some teachers influence the strikes in their schools in Congo. It is sympathetic that students always resort to violence when under frustration. Violence is bad as Gandhi (1970:14) puts it:
Non-violence laughs at the might of the tyrant and strultifies him by non-retaliation and non-retrivial.

Thus instead, students should be wise and seek dialogue.

As concerns the phenomenon of strikes, Ugandan schools are also involved. Anderson J. W. (1972), says that strikes in Uganda were predominantly a boys' domain. According to him, girls are brought up in a certain way where they are supposed to be understanding and caring even when things or the going is rough. Anderson (1972) adds that students who go on strikes, majority come from boarding schools and students who are there complain of facilities being inadequate which is an extension of frustrations. He analyses that in boarding schools, students come from high class, others from medium class with others from low class. According to him, students who go on strikes in boarding schools are from middle class and low class backgrounds. These schools do not have money to purchase facilities, which students are demanding and hence leading to their frustrations. According to Anderson (1972), students look for possible solutions out of their problems. The possible solution is to show violence on whoever they come across. Kinyanjui (1975) says a major feature of these strikes was the way the students interpreted their grievances, as having their root within the school. Hence the attacks on the headteachers and school property, even where it would have been clear that the head of schools had no control over the events that were the source of grievances. Kinyanjui (1975), gives a case study where a school had shortage of teachers. The headteacher has no control on the way teachers are distributed in the country and therefore it is unreasonable to attack him for this shortage.
2.3 INDISCIPLINE AS A PROBLEM AT NATIONAL LEVEL IN KENYAN SCHOOLS

In Kenya, indiscipline cases have been escalating and even worrisome to well-wishers of our nation. Taking of the Kenya situation, Nzyoka defined indiscipline as:

All forms of disrespectful and unruly behaviour showing in presence of elders, using bad language, rudeness and laziness, smoking, drinking, gambling and even bullying. (The Kenya Teacher No. 19, October, 1975: 14).

Such examples of indiscipline cases are just a few cases of indiscipline in our Kenyan institutions and schools. However, Nzyoka (1975) has not identified all indiscipline cases that occur in Kenyan schools. Also, the indiscipline cases in school A might to some extent differ from those in school B.

Discipline indeed leads into moulding of the youth into desirable citizens. Howard (1965), puts it that the purpose of constructive discipline is to develop within our young people a sense of good judgment consistent with a desirable system values, leading to proper self-control and self-direction.

To many discipline means punishment, pain or fear and correction of the wrongdoer. However (Mbiti 1974:76), feels that the above view is a negative way of looking at discipline and says that:

A system of guiding the individual to make reasonable decisions responsibly........... Discipline should be connected with training, guiding and arranging conditions for and not just restricting.

Thus, education should mould young people to fit well in the society and be of use to the society. This is in line with the Ministry of Education objectives. Thus, the Ministry of
Education states as one of the primary school objectives in the Kenyan syllabuses volume II 1986 that:

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

Reaching to the sporadic indiscipline cases of strikes in Kenyan schools, the East African Standard of 28/7/2001 reported a then KNUT deputy secretary official by the name Lawrence Majali to have said:

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

Indeed indiscipline in Kenyan schools is not a new phenomenon. In fact, it is as old as the origin of formal schools. What varies is the degree of indiscipline, which now has become more rampant. Mbiti (1976) wrote an article called ‘The Art of Blaming the Victim’ and said attention should be given to what goes on inside schools and classrooms. Mbiti (1976), says that the way schools are organized and power shared between the headteachers and the teachers is not clear and research is needed in this particular area. He argues that on understanding what goes on inside schools and classrooms is a necessary step towards the solution of students protests.

According to Eshiwani (1993), school discipline must be maintained at all times because it is only when there is good discipline that proper learning can be expected. All in all, teachers should avoid using punishment in dealing with indiscipline cases by all means possible.
Even Godwin (1976) when talking about punishment points out that when punishment is used too often, it will bring the behaviour of either avoidance or escape which certainly is not the intended purpose. The students will try very much to avoid the teacher even when the teacher is not punishing.

According to Griffin (1994), the paramount aim of school discipline should be to endow each pupil with such habits as self-respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision, and will carry them eventually into his adult life. Thus, second discipline is an essential ingredient in the creation of a happy and industrious school community performing properly its function of training the citizens of tomorrow. As a director of Starehe Boys’ Centre, Griffin has come up with a system where students participate in the formulation of school rules and regulations, which is an excellent way of avoiding school unrest.

It is not fair for students when everything is dictated to them. Take the case where the Ministry of Education’s attitude to school strikes was spelt out clearly in a public statement issued on 29th August, (1974:1). The specific situation, which seems to have prompted this public statement was the events that had occurred at Sigalame secondary school in Busia District. While the Ministry’s spokesman commented on this particular strike, he had this to say in general:
The government views with serious concern the recent wave of riotous act of violence and indiscipline in the country's educational institutions particularly in secondary schools and the university of Nairobi. Very disciplinary measures will in future be taken in cases of indiscipline of any nature throughout the country, and indeed the government will leave no stone unturned to ensure that the normal learning atmosphere is not marred by a few irresponsible youths bent on disrupting the school learning process. Worse still, a new feature of recent demonstrations has been the destruction of school property. In future, this behavior will not be tolerated.

The Ministry's statement went on to indicate that steps were being undertaken to introduce strong measures to deal with school strikes. However, according to Kinyanjui (1975), this attempt by the Ministry of Education does not give an explanation as to why the strikes took place in the first instance, or why they took the form they did.

Similarly, Kinyanjui (1975) blames the students in situations where violence erupted, the headteacher's house, office, or car was the first target of student's attack. The students' grievances are in most cases, therefore against the headteacher even where the headteacher was not in control of the actual cause of conflict. He further points out that because of these unreasonable behaviour of students, it is time that parents are educated to see that their role does not end with provision of school buildings, but this is only a starting point of their participation in the process of educating their children, a task which needs to be shared by both parents and teachers. Looking at Kinyanjui's (1975) work, he has not identified ways in which parents and the community are involved in encouraging indiscipline in the schools within their reach. It is important that these ways are identified so that proper solutions to curb indiscipline can be found.
Kornbo (2005) in his book called *Sociology of Education* discusses the drug situation in Kenya with reference to education. He says that in schools students on drugs do not only interfere with their own studies, but also disrupt learning for other students. Thus, according to him students on drugs have been involved in strikes that culminated in lose of life and such students steal from others in order to have money for drugs, and even other drug abuses are violent and bullies. Kornbo (2005: 253) further says that:

> While drug use had special purpose in the traditional set up, in contemporary day society drug use has often been abused even by students within learning institutions. Not only is there a significant rise in the number of students that are turning to drugs as a means of escape from problems of life and challenges of education, but drug has also been associated with escalating strikes, truancy and drop-out cases in schools.

Kornbo explains that vulnerable groups, due to strikes, spend more time thinking about their security than studies and consequently the institutions’ performance and reputation are affected. Unlike many writers, Kornbo give a detailed analysis of the types of drugs in Kenya that are abused by students. He gives the types as depressants or sedatives which include alcohol, narcotics like opium, hallucinogens, stimulants like cocaine and nicotine, Khat(*Miraa*) and relaxants like marijuana.

Therefore, instead of using force in order to bring about discipline, it is much more better that method like guidance and counselling be employed. Kilonzo (1980), says that in any educational setting, counselling is regarded as a purposeful understanding and assistance given to the student so that he/she is able to handle his own problems.
2.4 THE ROLE PLAYED BY THE HEADTEACHER AND TEACHERS IN DISCIPLINE AT SCHOOL LEVEL.

Discipline is very important for the success of any school. Hence the headteacher and teachers generally are very necessary for the school to be labeled as discipline. They generally ensure discipline both in the class and out of class.

2.4.0 THE ROLE OF THE HEADTEACHER/PRINCIPAL IN DISCIPLINE.

The headteacher plays a central role as concerns maintaining discipline in the school. Griffin (1994:22) observes that:

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

According to Griffin (1994), it is discipline which determines the success of the school in terms of good results like good performance in national examinations, development of good morals and acquisition of necessary skills. Griffin (1994), has not looked at the factors that can make a headteacher fail to bring about discipline and its consequent good results even if he or she is competent.

The headteacher has so many roles to play to ensure the school is successful. As Whitaker (1983:1) puts it:

The headteacher’s role is becoming increasingly demanding due to the social changes which are making schools more complex organizations. The headteacher has a multiple role which include ‘a public relations officer, a diplomat, a negotiator, and a Personnel Manager’.
Thus the headteacher should be all knowing and get involved in almost everything in the school, and be aware of anything that takes place there. The headteacher who is ignorant of the day-to-day happenings in the school jeopardizes his job and in fact loses control of the school as a whole.

The headteacher is thus identified with discipline by Whitaker (1983:1) as:

The headteacher shall control the internal organization, management and discipline of the school.

In fact anything that takes place in the school is considered to be under the control of the headteacher. If anything goes wrong, the headteacher is the one to be blamed. Hence, the way he or she manages and organizes the school matters a lot as concerns bringing about discipline in that school.

Other authors like Cooke and Dunhill (1966:38) felt that the success of a school to a great extent depends upon its principal. He is the leader who must set the standard for hard work and good behaviour. According to Cooke and Dunhill (1966:38), the school head must:

‘insist on the very best, both in work and behaviour from everyone, and because he himself strive to live up to high standards, he will find that with encouragement, the rest of the school community will follow where he leads.

Cooke and Dunhill (1966:41) goes further to state that the school head:

Himself will be held ultimately responsible in the public eye for all that is good or bad in his school. Where on occasion, he may appear to receive the credit, he must also be prepared to take the blame for anything that may go wrong.

As Kochhar (1978) sums up, the headteacher is a very important character in the school. Kochhar (1978:125) says:
The character of the school reflects and proclaims the character of the principal. He is the seal and the school is the wax. He is the organizer, leader, governor, business director, coordinator, superintendent, teacher, philosopher and friend.

Thus a school without a head cannot be perceived as a school. Thus it is the headteacher who is answerable for the school. He or she is also representative of the school either in the negative way or positive way.

Raju (1971:13) lists seven (7) leadership roles of a headteacher as relates to:

1. Improvement of teaching and learning.
2. Evaluation of teaching and learning.
3. Parents and community relation.
4. Creative and curricular development.
5. Improvement of school living
6. Planning, organizing and implementing plans for total school improvement and
7. Improvement of educational methodology.

For the headteacher to be effective and perform his or her roles effectively, he or she must also cooperate with other teachers, parents and even the subordinate staff.

2.4.1 THE ROLE OF THE TEACHER IN DISCIPLINE

The teacher should not confine himself or herself to teaching alone. Thus Maundu (1986) feels that the teacher’s role is not only that of providing opportunities for masterly of subject matter but also providing a classroom environment which is conducive to desirable social interaction and character development.

As Gordon (1974), notes that a good relationship must exist where a teacher cares about the student and values him as a person. In connection to these, Gordon (1974) observes that much of the communication observed in schools is one sided, whereby the teacher gives the
message and the student is expected to listen and obey. The message that teachers usually communicate are in the form of instructions, warning, ordering, moralizing, lecturing, criticizing, interpreting and judging.

In relation to types of indiscipline problems faced by teachers in the school, Blair stated:

Many types of maladjusted children are found in our school classroom. The symptom they exhibit are numerous. These include: shyness, suspiciousness, untruthfulness, tattling, cruelty, bullying, cheating, truancy, impertinence, tardness, stealing, profanity, boisterousness, showing off …and all sorts of classroom disorderliness (Blair 1954:401).

However, Blair (1954) has thus identified indiscipline cases in the classroom but not outside the classroom which equally affect the schools negatively. This is because for the school to be considered as disciplined, students should obey school rules and regulations both outside and inside the classroom.

While commenting on causes of indiscipline in Kenyan schools, Nzyoka (1975) cites absence of corporal punishment as a cause. Teachers are reluctant to use this and other methods because:

…frequently teachers have been ridiculed, humiliated and fined in court of law for caning pupils. This has made them not to care about pupils or care about discipline (Nzyoka 1975:44).

Thus according to Nzyoka (1975), the banning of corporal punishment has brought with it more harm than good since indiscipline cases have indeed increased. Even if Nzyoka (1975) supports corporal punishment but it has been banned in nearly all countries of the world. Nzyoka (1975), has not come up with other ways of handling indiscipline other than corporal punishment. In Kenya today, there is a great need of finding out other ways to curb indiscipline by teachers other than using corporal punishment.
Poor working conditions and low pay are other reasons for teachers not working well. Jones (1985), argues that teachers cannot be expected to do a good job, unless their basic needs such as income and working in less congested staffroom are met. It is, therefore, not a surprise when the teachers move into other jobs where the working conditions are better.

Classroom discipline is very important for effective teaching to take place. Calderhead (1985:22) states that:

When classroom order breaks down or becomes difficult to maintain, teaching becomes increasingly demanding and stressful, and pupils learn little.

Mbiti (1974:76) supports this idea when he says:

Discipline in the classroom is the basis of control. No lesson can be a success without discipline.

Hence, discipline is a necessity for any proper learning to take place. Also, students, behaviour in class might cause the teacher to spend most of his or her time dealing with the discipline problems rather than concentrating on teaching. In the end, the teacher finds that he/she is tired and unable to teach well. Hargreaves (1972), blames the teachers for allowing such a situation to exist, because dealing with students problems can mentally break a teacher down.

For the sake of discipline and control of the classroom, Kohl (1976), in his book called ‘On Teaching’ introduced the following four rules into his classroom:

1. No person (student, teacher, or other adult) is to be allowed to injure or bully another.

2. No person is to be allowed to kill or maim himself.
No one is to be allowed to interfere with or prevent others from working.

No one is to be allowed to destroy any students work or classroom material.

Thus, the above four rules set clear limits of acceptable behaviour. Such rules are for the sake of maintaining discipline in the classroom and indeed the whole school in general, which will in turn lead into better academic performance and smooth running of the school. Such rules when introduced to students can lead to more tension since students might not be willing to follow them. As Kohl (1976) admits, when he introduced those rules in the classroom for the first time, some students became hostile that first day, almost by reflex. However, he cautions a teacher to respond consistently to whatever limits he or she decides are necessary in the classroom, or else chaos and continued defiance will likely result. In other words, there is need for the establishment of dialogue between those who teach and those taught. A correspondent writing in Sunday Nation of 30th June, 1974 says the ruling body in any school whatsoever should encourage this spirit of dialogue whereby the students can have a chance of being listened to. The same correspondent says that everybody has problems, hence it is neither wrong nor detrimental for any group or society to express one’s problems. He argues that the students are unjustly denied this right. The correspondent says the old cult that the student (as a young person) has no say anywhere should be removed. Any person no matter his status or age has a right to be listened to. Thus, the Sunday Nation correspondent has insisted on only dialogue as the best way of enforcing discipline among students. However, there are other ways of enforcing discipline which also need to be identified through research, and are equally important.
Wilkins (1975), says that when a teacher is faced with the consequences of misbehaviour, must be very understanding in helping the student and in applying discipline. Wilkins (1975:170), gives the following suggestions for emotional children who have shown indiscipline.

1. Avoid confrontations and situations which are likely to cause the child to lose control. Do not rebuke him in front of other children or force him to take part in activities against which he is rebelling.

2. If he does lose his temper, let him cool down. It is better to ignore emotional displays than to interfere with them whilst they are in progress.

3. Afterwards, talk to him, find out the reasons for his outbursts, sympathize with him, and explain and try to get him understand and accept better ways of dealing with the particular situation.

4. Take a close and real interest in his welfare. Encourage him to talk to you. Discuss his problems. Give him comfort.

5. Give him opportunities to help you in the classroom and praise him for his accomplishments.

Wilkins (1975), explains further that we all try to behave in a manner which will gain the approval of those around us – members of the family, friends, people with whom we work. Hence children do likewise. Their behaviour is conditioned by the reactions of parents, classmates, teachers and others in authority. In their ordinary activity, they will try to win the approval of those whom they admire or want to impress. Edward Wilkins (1975), says that if the children admire and respect the teacher, they will try and behave in a way that pleases him. If they do not admire him, they will tend to misbehave. Thus for any educator,
there is great responsibility to present himself or herself as a desirable and acceptable role model in society.

The above is what other researchers have found about other schools as concerns indiscipline and discipline internationally, nationally and at local school levels and even in the classrooms. However, no such research has been carried out on County High School in Garissa District.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION
This chapter describes the research methodology to be used in the study. Specifically, the main focus of this chapter deals with the research design, target population and sample selection, data collection instruments, data collection techniques, piloting instruments and how data were analyzed.

3.2 RESEARCH DESIGN AND LOCATION
The study was a descriptive case study. This type of design was preferred because according to Orodho (2004:36), a descriptive case study allows the researcher to gather information, summarize, present and interpret for the purpose of study.

The location of the case study was County High School in Garissa District which is in North Eastern Province. The mentioned school was used because of its famous bad name in the province as concerns indiscipline. If anything good is achieved as concerns change towards discipline, then other schools in the province will obviously try to follow the footsteps towards discipline, and consequently reap the good fruits like improvement in academic performance. Thus everyone will then say: if County High School can transform, then other schools can as well transform too.

3.3 TARGET POPULATION AND SAMPLE SELECTION
The target population of this study comprised students, teachers, headteacher and parents. As concerns the students, the sample selection comprised one ‘C’ stream of form 1,2,3 and 4
whose population was 138 in County High School. The ‘C’ streams were used because they were the ones availed to the researcher for the purpose of research. The teachers used for research were 25 in number, and those used were the ones who had stayed in the school for at least two years and hence had better knowledge about the causes and effects of indiscipline in the school. One headteacher was used since the school had only one who was available. Ten (10) parents were used and those parents were chosen because they frequently visit the school and hence were aware of the causes and effects of indiscipline in County High School. Even if the student population was 416 and the school had maintained being a three-streamed school, the students population had never been constant but kept on fluctuating by way of reducing and increasing each and every term. Students had been leaving the school and while others had been admitted to the school in varying of numbers.

3.4 DATA COLLECTION INSTRUMENTS

The researcher obtained information from students and teachers by use of questionnaire method because their number was large enough. However, for the headteacher and parents, the interview schedules were preferred because there was only one headteacher and a questionnaire could not be used on parents because most of them were illiterate. The researcher also used the observation method to confirm practically the causes and effects of indiscipline in County High School.

3.5 PILOTING INSTRUMENTS

Before collecting the actual data, the researcher carried out piloting of instruments to enhance reliability and validity of the instruments (Mugenda et al 1999). Piloting of students’ questionnaires was done on one class of Garissa High School – that is form 3W (three west)
students. A form 3 class was chosen because they were not busy with preparation for National Examinations, and were well-versed with indiscipline cases which were similar to those of County High School. Piloting of teachers' questionnaires was done also on the teachers of the neighbouring Garissa High School since they were not to be subjected to the research. Even the headteacher's questionnaire underwent piloting on the headteacher of the same school since he was not to be subjected to the research. Similarly, the questionnaire for parents underwent piloting on the Head cook of Garissa High School who was also a parent.

The aim of piloting was to measure reliability and validity of the research instruments which in this case were the questionnaires and interview schedules.

3.6 DATA COLLECTION TECHNIQUES

The researcher collected the data personally by use of questionnaire technique and also by collecting data personally by use of interview schedules. The questionnaires were administered to the students and teachers personally by the researcher.

Also the researcher collected information from the headteacher and parents personally after making prior arrangements. Answers from the interviewees using the interview schedules were then noted or written down by the researcher. The filling of questionnaires took three (3) days, while conducting face-to-face interviews took fifteen (15) days. According to Mugenda et al (1999), interview schedules provide in-depth data, which cannot be obtained from a questionnaire.

The questionnaire included closed-ended questions for easy filling by respondents while open-ended questions provided in-depth information.
3.7 DATA ANALYSIS

Analysis of information was done using descriptive statistics. Tables, frequency distribution and percentages were used. Mugenda et al (1999), states that the purpose of descriptive statistics is to enable the researcher to meaningfully describe information using a few indices or statistics. However, the observation checklist was only used by the researcher to provide answers which were compared with those of respondents. Thus after analysis of answers from the respondents, the results were compared with answers from the researcher’s observation checklist and this provided meaningful explanations and enabled reaching at conclusions. This lastly provided answers to the objectives set at the beginning of the study.

The information analyzed in this way was the different indiscipline cases in County High School, causes of indiscipline, its effects in the school, the role of the community in promoting indiscipline and lastly the steps that were being undertaken by the school to curb indiscipline.
CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

After the collection of data, the author analyzed the results from the observation, questionnaires and interview schedules. The questionnaires had been answered by 130 students and 25 teachers, while the answers from the interview schedules have been obtained from the headteacher and 10 parents. The presentation of results in this way includes the indiscipline cases in County High School, causes of indiscipline, its effects, the role of the community in promoting indiscipline, and the steps being undertaken by the school to curb indiscipline.

During analysis, out of the 138 questionnaires administered to students, only 130 were analyzed because the remaining 8 were not filled by students. However all the 25 questionnaires administered to teachers were completely filled, and the headteacher and all the 10 parents were cooperative enough to provide answers according to their respective interview schedules.

To accomplish that purpose, the researcher sought to answer the following main research questions:

1. What were the indiscipline cases in County High School?
2. What were the causes of indiscipline in County High School?
3. What were the effects of indiscipline in County High School?
4. What was the role of the community in promoting indiscipline in the school?

5. What were the steps being undertaken by the school to curb indiscipline?

This chapter has both the main and sub-questions. The main questions are found in all sections of this chapter. However, the sub-questions are only found in the sections dealing with effects of indiscipline (section 4.4).

4.2 INDISCIPLINE CASES IN COUNTY HIGH SCHOOL

To investigate the indiscipline cases in County High School, the respondents were asked to identify the indiscipline cases in the school. The responses appear in Table 1.

Table 1: Indiscipline cases in the school according to students, teachers and parents.

<table>
<thead>
<tr>
<th>INDISCIPLINE CASES</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting among students</td>
<td>60</td>
<td>08</td>
<td>3</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>57</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Bullying</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Defecating and urinating anyhow in the school compound</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lateness for instance to class and assembly</td>
<td>3</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

From the results in Table 1, it was evident that the serious indiscipline cases in County High School are fighting amongst students, (students 40%, teachers 32% and parents 40%), drug abuse (students 44%, teachers 28%, parents 0%) and lateness for instance to class or school assembly (parents 50%, teachers 36%, students 9%).
On why students are involved in fighting, the respondents cited many reasons or causes. Some of them included being abused verbally, attacked physically by others, and also because of incontrollable anger once their colleagues had offended them. When the researcher interviewed teachers as to why students like fighting amongst themselves, the teachers said that students do that because they were not mature enough to solve their differences arising amongst them peacefully. As the researcher confirmed by interview, parents were also aware of that indiscipline case of fighting amongst students, because when their children fall victims of this indiscipline case, they were called at school to participate in solving that problem. When the researcher interviewed some parents as to why students like fighting, the parents concurred with teachers that students were growing up and were not mature enough to solve their problems peacefully without fighting.

By observation, the researcher was able to confirm that there were frequent fighting incidences amongst the students. The researcher observed that students fight daily especially during meals in the dining hall and also during sharing of apparatus in the laboratory or classroom. Through observation, the researcher noticed that teachers were also aware of this indiscipline case of fighting amongst students because once this incident occurs, it is mostly reported to teachers who were supposed to solve the case and if possible offer punishment. From the responses given by the students, teachers and parents, it could be seen that the reasons given by the students disagree with those given by teachers and parents; and that showed how the students compared with teachers and parents had a different outlook about why students fought amongst themselves.
Another cause of indiscipline was drug abuse. This indiscipline case was cited by 44% of the students and 28% of the teachers, while parents did not see it as an indiscipline case. On interviewing some respondents of smoking (which is a form of drug abuse), who had been got red-handed by teachers on duty, as to why they abuse drugs, the respondents confessed that it is something they had become addicted to and was part of their daily habit. The interviewed respondents further told the researcher that, it was a habit which they had to do before embarking on any daily activity like studying; and said without it they would not do their schoolwork well. Surprisingly, parents did not see drug abuse as an indiscipline case amongst County High School students. Interviewed by the researcher as to whether their children abuse drugs or not, parents denied any likelihood of their children abusing drugs. However by observation, the researcher proved the opinion of parents wrong because he could notice students abuse drugs like chewing khat, smocking cigarettes and bhang in hidden places like latrines and dormitories where they could not easily be seen even when a parent visited the school. During the night also, the researcher through observation was able to notice incidences of drug abuse in hidden and dark places like play fields and verandahs of dormitories where students could not be noticed. At such times and places parents would not be aware that their children are abusing drugs. In fact, khat, by observation, was a type of drug prevalent in the market places of Garissa town.

Another case of indiscipline as cited by respondents was lateness to class and school assembly (50% of parents, 36% of teachers and negligible percentage of students (2%). Even if it was a boarding school, parents who were interviewed by the researcher were the ones who normally visit the school and even most of them are members of the school Board of Governors; hence such parents would easily detect the indiscipline problem of lateness to
class and school assembly. Furthermore, when such parents visit the school to attend meetings like of B.o.G. and P.T.A. (Parents, Teachers Association), they could easily notice how students come late to class and even to assembly. When the researcher interviewed the parents why they thought students usually come late to class and assembly, they blamed the school administration of not being strict on students. However, a negligible percentage (2%) of the students saw lateness as an indiscipline case. Interviewed by the researcher why they saw lateness not as a serious indiscipline case, they gave reasons that they come late to class when they have got their meals like breakfast and lunch late. The students also told the researcher that they sleep during lunch time too much because of the climate being too hot and hence end up delaying to wake up to attend afternoon lessons. Teachers were also aware that this indiscipline case exists in County High School as could be seen from the tabulated results. By observation, the researcher easily noticed teachers after lunch moving into dormitories to wake up sleeping students who were not willing to go to class even if the bell had rung.

When the researcher interviewed the headteacher to give the causes of indiscipline cases in the school, he mentioned fighting amongst students, drug abuse, absenteeism and lateness of students to class and school assembly. On interviewing the headteacher why he saw these as main indiscipline cases, he said major indiscipline cases are normally recorded in his office in a log book (which is black in colour). By observation, the researcher was able to see that the headteacher knew the common indiscipline cases because they were reported to him when teachers could not solve them alone and also recorded in his office. By observation the researcher saw students being taken to the headteacher’s office for punishment and counselling. Thus, the researcher observed that cases dealing with fighting of students
amongst themselves, drug abuse and lateness for class and school assembly were so frequent that the headteacher used to handle them daily. Records in the school logbook in the headteacher’s office showed that fighting amongst students, lateness for class and school assembly, and drug abuse were frequently recorded on a daily basis. However, the researcher observed that absenteeism was only handled once per week by the headteacher who punished and counseled the involved students.

4.3 IDENTIFICATION OF CAUSES OF INDISCIPLINE

In order for the researcher to determine the causes of indiscipline in the school, the respondents were asked a question. The main question was for the respondents to identify the causes of indiscipline in County High School. The data were presented in Table 2.

Table 2: Causes according to students, teachers, and parents.

<table>
<thead>
<tr>
<th>CAUSES OF INDISCIPLINE</th>
<th>STUDENTS</th>
<th></th>
<th>TEACHERS</th>
<th></th>
<th>PARENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>• Influence of drugs</td>
<td>0</td>
<td>0%</td>
<td>9</td>
<td>36%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>• Lack of dialogue of students with school teachers and administration</td>
<td>82</td>
<td>63%</td>
<td>01</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>• Poor boarding facilities</td>
<td>15</td>
<td>12%</td>
<td>2</td>
<td>8%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>• Laxity on the part of parents</td>
<td>0</td>
<td>0%</td>
<td>13</td>
<td>52%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>• Laxity on the part of the teachers</td>
<td>12</td>
<td>9%</td>
<td>0</td>
<td>0%</td>
<td>02</td>
<td>20%</td>
</tr>
<tr>
<td>• Laxity on the part of school administration</td>
<td>21</td>
<td>16%</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>130</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

From Table 2, it was clear that the causes of indiscipline in County High School were influence of drugs, lack of dialogue of students with the school teachers and administration, laxity on the part of parents, and laxity on the part of the school administration.
Thus influence of drugs as a cause of indiscipline was cited by 36% of teachers but surprisingly students and parents did not see it as a cause. On interviewing teachers why they saw drug abuse as a cause of indiscipline, they said that when students abuse drugs, they lose their ability of reason and hence end up behaving and acting contrary to what the school expects of them. The fact that students abuse drugs but yet they did not see it as a cause of indiscipline was very surprising. Students saw abuse of drugs as a normal thing. On interviewing some respondents (students) of drug abuse why they saw the bad habit as not a cause of indiscipline, they said that drugs stimulate them to perform well in classwork.

Parents on being interviewed said they have never witnessed their children abusing drugs. By observation, the researcher saw that the same students who abused drugs did not know the bad effects drugs had on their behaviour (for instance causing indiscipline). The researcher observed that students kept on abusing drugs not being aware of the harm drugs had on human bodies. Parents did not see drug abuse as a cause of indiscipline because, as the researcher confirmed by observation, many parents were not conversant and were even ignorant about the bad effects of drug abuse on children’s behaviour. Furthermore, the researcher confirmed by observation that students abuse drugs in hidden areas like in school latrines and darkness of the night where their parents were absent.

Lack of dialogue with school teachers and administration was cited by 63% of students, 4% of teachers but parents did not see it as a cause of indiscipline. When the researcher interviewed students how lack of dialogue could cause indiscipline, students said when they were faced with problems and the school administration did not listen to them, they resorted to break the school rules and regulations. Students said that they broke the school rules and
regulations so that they could force the school administration to listen to them and if possible solve their problems. As the researcher found out through interviewing students, students wanted to be listened to and also recognized in the school. They saw it as a venue of expression and not indiscipline. However, the teachers did not view lack of dialogue as a major cause of indiscipline, while no parent saw it as a cause of indiscipline. When the researcher interviewed teachers and parents why they never took lack of dialogue as a serious cause of indiscipline, they said students are immature and hence need to be directed and told what to do. By observation, the researcher was able to see students being given orders on what to do and not being listened to. Thus through observation, the researcher could notice that in the school, students were there to be seen but not to be heard. That mentality of teachers and parents of County High School was wrong, because lack of dialogue normally causes tension of students with teachers and school administration. That was because dictating to students was like forcing them. It is true that education has always been dynamic and changes with time, and similarly leadership styles on students should also change with time. Older days when teachers and school administrators dictated everything to students cannot work at present. Students were also young human beings who also need to be listened to.

Another cause of indiscipline was laxity of parents as reported by 52% of teachers. However, parents and students did not see this as a cause of indiscipline. On interviewing teachers why they saw laxity of parents as the cause of indiscipline, they said that parents cause indiscipline by allowing their children to visit home during school hours and yet did not chase the students back to school. When the researcher further interviewed the teachers, they also said that many parents did not visit the school to monitor the academic and moral
development of their children. However, when parents and students were interviewed by the researcher why students go home during school hours, they said that the school occasionally has problems like shortage of water and food ration given to students was not enough. This made students to go home. As the researcher observed, indeed the school meals were not enough for all the students.

When the researcher interviewed the parents as to why they did not visit the school to monitor the academic standard and behaviour of their children, they said that since the school was in town, they could easily meet teachers to know how their children were going on. As the researcher observed, it was not enough for parents to meet with teachers in town since there were details like classroom attendance which could only be known when the parents visited the school frequently and to check students’ attendance in the class register.

Laxity was seen on the part of the school administration by 80% of the parents, and 16% of students, while teachers did not see this as a cause of indiscipline. When the researcher interviewed parents why they think it was the laxity of the school administration which caused indiscipline, they said that the school had school rules and regulations which if it (school) enforced, discipline would prevail in the school. When the researcher interviewed the teachers about what causes of indiscipline in the school, they instead accused the parents of being the cause, for instance by allowing their children to go home during school hours. On interviewing the school headteacher, he denied that the school administration was the cause of indiscipline. Instead, he blamed the parents for being too lenient to the extent that they allowed their children at home during school hours. On interviewing students why majority of them did not see the school administration as the cause of indiscipline, they said
that the school administrators were mature enough to know their role in promoting discipline, and hence could not cause indiscipline; since the school administrators know the importance of discipline. By observation, the researcher could notice that parents and the school administration accused each other of causing indiscipline but none of them could accept responsibility.

On interviewing the headteacher, he did not cite the laxity of school administration and lack of dialogue as the causes of indiscipline. Instead, the school headteacher on being interviewed said the causes were laxity on the part of the parents and drug abuse. Comparing the responses from the headteacher and the tabulated results from teachers, it was evident that the two respondents viewed influence of drugs and laxity on the part of parents as major causes of indiscipline. This was because the indiscipline cases handled by teachers were in most cases later known by the headteacher.

4.4 EFFECTS OF INDISCIPLINE IN COUNTY HIGH SCHOOL.

With regard to indiscipline, the researcher wanted to investigate its effects in the school. The main question was: “What were the effects of indiscipline in County High School?” However, because this main question was very wide, it was broken into sub-questions which were as follows:

4.4.1 What were the causes of poor performance in National Examinations in the School?

4.4.2 What were the causes of high drop-out in County High School?

4.4.3 What were the causes of strikes in the school?

4.4.4 What were the reasons why students damage school property in County High School?
4.4.5 What were the reasons for the low enrolment in County High School?

The above sub-questions were analyzed by the researcher as shown below in sub sections 4.4.1., 4.4.2, 4.4.3, 4.4.4 and 4.4.5.

4.4.1 Poor Performance in the School

With regard to poor performance in National Examinations in County High School, the respondents were asked a sub-question. The sub-question was for them to identify the causes for the poor performance in K.C.S.E. National Examinations. The responses appear in Table 3.

Table 3: Causes of poor performance according to students, teachers and parents.

<table>
<thead>
<tr>
<th>REASONS FOR POOR PERFORMANCE</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Persistence of indiscipline in the school.</td>
<td>3</td>
<td>2%</td>
<td>11</td>
</tr>
<tr>
<td>Students admitted in Form One performed poorly in their K.C.P.E. National Examinations.</td>
<td>0</td>
<td>0%</td>
<td>11</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>0</td>
<td>0%</td>
<td>3</td>
</tr>
<tr>
<td>Scarcity of teachers in some subjects.</td>
<td>51</td>
<td>39%</td>
<td>0</td>
</tr>
<tr>
<td>Sending students regularly home to collect school fees.</td>
<td>76</td>
<td>59%</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>130</td>
<td>100%</td>
<td>25</td>
</tr>
</tbody>
</table>

As concerns Table 3, persistence of indiscipline as a cause of poor performance was mentioned by all parents (100%) and 44% of the teachers. That showed how parents were aware of that bad effect of indiscipline on their children. However, only a small percentage
of students (2%) cited it as a cause of poor performance. On interviewing students why they never saw persistence of indiscipline in the school as a major reason for poor performance, they denied that it was their indiscipline activities that caused poor performance in national examinations. Whenever the researcher interviewed them about persistence of indiscipline in the school, they were not ready to accept that it was their indiscipline activities which led to poor performance. Students through interviews with the researcher instead attributed the poor performance to being regularly sent home to collect fees and also scarcity of teachers in some subjects. By observation, the researcher noticed that indiscipline cases in the school like drug abuse and fighting amongst students normally hindered normal learning and teaching. Hence that translated into poor performance in National examinations.

Another reason for poor performance cited was that students admitted in Form One performed poorly in their primary K.C.P.E. examinations, and surprisingly this was only mentioned by 44% of teachers but none among students and parents. This was an indication of how students expect to pass in their national examinations and also the desire of parents that their children pass in National Examination seven if the students' performance was low in K.C.P.E. As the researcher confirmed, most students in the school had performed dismally in their primary K.C.P.E. examinations. When the researcher interviewed students about the marks they scored in K.C.P.E., he noticed that most students scored very few marks and points in their K.C.P.E.

Scarcity of teachers in some subjects was cited by 39% of the students but none among teachers and parents. This was an indication of how students were solely dependent on teachers as concerns academic work. As the researcher confirmed, most students were not
responsible enough to work on their own in the absence of teachers. No parent cited this cause because they were in most cases not aware of the subject specialization of the different teachers. When they saw teachers in the school, they thought that all subjects were well catered for. By observation, the researcher indeed noticed some subjects lacking teachers.

The highest percentage of students (59%) cited regular sending of students home to collect school fees as a cause of poor performance. As the researcher confirmed, it was true that students were regularly sent home for fees since the school, being a boarding school, requires money to run and maintain the students.

Thus the headteacher through interview, mentioned persistence of indiscipline in the school, students admitted in Form One performed poorly in K.C.P.E., absenteeism and scarcity of teachers in some subjects as the reasons of poor performance of the school in national Examinations. However through being interviewed the headteacher never mentioned sending students regularly home to collect school fees as a reason of poor performance. On being interviewed why he did not mention this as a reason, he said that it was normal for students to pay fees in order for the school to run. By observation, the researcher confirmed that the highest mean grade the school has ever had was 3.96. This was pathetic because when other schools were improving, County High School has always remained below average.
4.4.2 The high drop-out rate in county high school.

To investigate the high drop-out rate in the school, the researcher asked the respondents a sub-question. The respondents were asked to identify the causes for the high drop-out in the school. The results were as presented in Table 4.

Table 4: Causes of high drop-out according to students, teachers and parents

<table>
<thead>
<tr>
<th>REASONS FOR HIGH DROP-OUT</th>
<th>STUDENTS</th>
<th></th>
<th>TEACHERS</th>
<th></th>
<th>PARENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Discouragement when the students perform poorly in class.</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>8%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Prolonged suspensions</td>
<td>2</td>
<td>15%</td>
<td>10</td>
<td>40%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Lack of school fees</td>
<td>67</td>
<td>52%</td>
<td>12</td>
<td>48%</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Personal differences of students with teachers and school administration</td>
<td>40</td>
<td>31%</td>
<td>1</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indiscipline in the school</td>
<td>3</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>130</strong></td>
<td><strong>100%</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

According to Table 4, the major causes for high drop-out in County High school were prolonged suspensions, lack of school fees, and personal differences of students with teachers and school administration. Lack of school fees was cited by 67% of students, 48% of teachers and 80% of parents. Even the headteacher mentioned this as a reason for high drop-out. When the researcher interviewed the respondents why they saw lack of school fees as a major reason for high drop-out rate, they said that lack of school fees would make students be sent home frequently and hence end up dropping out of school. When the researcher interviewed the school-head why he saw lack of school fees as a major reason for high drop-out, he said frequent sending away of students would make them give up their ambition of learning and hence drop-out. He said fees must be paid since the school could not run without money collected from students. By observation, the researcher could notice how the
headteacher was very serious about sending students away to collect fees especially **during** the beginning weeks and middle weeks of the school terms.

Prolonged suspension was mentioned by 40% of teachers, 15% of the students and 10% of parents. Even the headteacher mentioned prolonged suspensions as a major reason for high drop-out. On interviewing teachers and the headteacher why prolonged suspensions was seen as a major reason for high drop-out, they said that once students were suspended indefinitely, they end up giving up with schooling and hence drop-out. When students were interviewed by the researcher why they did not see prolonged suspensions as a major cause or reason of high drop-out, they said prolonged suspensions was a type of punishment given to extremely indisciplined students for instance those who stab others with knives. Even by observation, the researcher confirmed that punishments given to students were not very harsh to the extent that prolonged suspensions were only given to extremely indisciplined students for instance those who stab others with knives. The researcher also confirmed by observation that since expulsions of students, according to the T.S.C. rules, could only be done by the director of education, and hence the only alternative was for the school administration to resort to prolonged suspensions of very indisciplined students. Hence such a step makes some students to drop-out of school. Personal differences of students with teachers and school administration as a reason for high drop-out was mentioned by 31% of students, 0% of parents and by a negligible percentage of teachers (4%). On interviewing students why they saw this as a major reason for high drop-out, they said that good relationship was necessary since they need assistance and guidance from teachers and the school administrators. When teachers, headteacher and parents were interviewed by the researcher why they did not see personal differences with students as a reason for high drop-
out, they said that students were immature, and hence needed to be guided, directed and told what to do.

4.4.3 Causes of strikes in County High School

To investigate the causes of strikes in County High School, the researcher asked a sub-question. The sub-question was for the respondents to identify the causes of strikes in the school. The school has been affected by many incidences of strikes. The results have been tabulated as shown in Table 5.

Table 5: Reasons why students go on strike according to students, teachers and parents.

<table>
<thead>
<tr>
<th>REASONS WHY STUDENTS GO ON STRIKE</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of preparation by teachers.</td>
<td>46</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>• Misappropriation of school funds by school administration.</td>
<td>40</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>• Lack of teachers in some subjects</td>
<td>44</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>• Inadequate teaching and learning facilities.</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>130</td>
<td>25</td>
<td>10</td>
</tr>
</tbody>
</table>

According to results in Table 5, lack of preparation by teachers before going to class was cited by 35% of students, 8% of teachers but no parent saw it as a cause of school strikes.

When parents were interviewed by the researcher why they never viewed lack of preparation by teachers as a cause of strikes, they said that since they did not sit in the classroom during subject lessons, they could not tell whether a teacher had prepared well to teach or not. Parents further told the researcher that they believed all teachers were trained well to teach.
On interviewing students why they saw lack of preparations by teachers as a cause of strikes, they said that some teachers did not prepare well and hence students did not understand what they were teaching, and therefore students showed resentment and dissatisfaction by going on strike. On interviewing teachers on why they did not see lack of preparation as a cause of strikes, they said all teachers were well-trained and hence students should not doubt the way they taught. On interviewing some parents, the researcher could see that parents were not aware of any teacher who did not prepare well and they (parents) believe that all teachers were trained well to teach. By observation, the researcher could see that parents did not view lack of preparation as a cause of strikes because they (parents) did not attend class lessons and also did not sit in the staffroom to discover whether teachers had prepared well for the lesson or not. Thus through observation in the classroom and staffroom, the researcher could notice that indeed some teachers did not prepare well their lessons because many did not prepare lessons plans before going to class to teach.

Lack of teachers in some subjects as a cause of strikes was cited by 32% of teachers, 34% of students and 10% of parents. On interviewing teachers and students why they saw lack of teachers as a cause of strikes, they said that students fear to fail their K.C.S.E. examinations at the end of four years. When parents were interviewed by the researcher why they did not view lack of teachers in specific subjects as a cause of strikes, they said that this could easily be avoided by employment of B.o.G. (Board of Governors) teachers. By observation, the researcher could notice that there were incidences where the students striked due to lack of teachers in specific subjects.
Misappropriation of school funds by the school administration was cited by 90% of the parents, 56% of teachers and 31% of students. When parents were interviewed by the researcher as to why they saw this as a cause of strikes, they said that they paid fees yet they did not see physical developments like erection of buildings and construction of school fence. Students and teachers when interviewed said fees was normally paid but the school had inadequate learning and teaching facilities, and even lacked other facilities like a proper fence and buildings. All the respondents told the researcher that the parents ended up inciting their children to strike due to misappropriation of funds. By observation, the researcher noticed that the school did not have enough facilities like a proper fence even if many parents had been paying fees. The researcher also observed that there were inadequate learning facilities for instance few buildings and the school had only one laboratory but yet it was a three-streamed school.

On interviewing the school headteacher about the causes of strikes, he cited lack of teachers in specific subjects and lack of preparation by teachers. On being interviewed by the researcher why he saw lack of teachers as a cause of strikes, he said that students expected to be taught and hence when they became idle, they resorted to strike about the issue since they feared failing their national examinations on completion of Form Four. When the headteacher was interviewed why he viewed lack of preparation by teachers as a cause of strikes, he said that students normally complained to him before striking since they fear failing their K.C.S.E. examinations if they were not taught well. However, the school headteacher did not mention misappropriation of school funds as a cause of strikes. Instead, the headteacher told the researcher that there was no misappropriation of school funds. The
headteacher said that parents expected many things to be done and yet many of their children
had not completed payment of fees.

4.4.4 Damage to school property

For the researcher to determine why students damage school property, the respondents were
asked a sub-question. The sub-question was for the respondents to identify the reasons why
students damage school property. The responses appear in Table 6.

Table 6: Reasons why students damage school property according to teachers, parents
and students themselves.

<table>
<thead>
<tr>
<th>REASONS WHY STUDENTS DAMAGE SCHOOL PROPERTY</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>By accidents e.g. laboratory glassware breaking by accident</td>
<td>73</td>
<td>56%</td>
<td>3</td>
</tr>
<tr>
<td>Fighting over use and possession of school property</td>
<td>48</td>
<td>37%</td>
<td>18</td>
</tr>
<tr>
<td>Poor handling e.g. school books</td>
<td>9</td>
<td>7%</td>
<td>4</td>
</tr>
<tr>
<td>School not strict in punishing deviant students</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>130</td>
<td>100%</td>
<td>25</td>
</tr>
</tbody>
</table>

According to result in table 6, damage to school property accidentally by students was cited
by 56% of students, 40% of parents and 12% of teachers. On interviewing students why they
thought damage to school property was not intentional, they said the school property was for
their own use and they could not intentionally damage it. Similarly, parents on being
interviewed said that their children could not just damage school property intentionally since
they were the same ones using it. However on interviewing teachers why they saw damage
to school property by accident as not a major reason, they said students were in their
adolescent stage and hence involve in damaging school property intentionally without proper
reason. By observation, the researcher could notice both cases where students damaged school property intentionally and by accident. The researcher also noticed that the school property damaged intentionally and by accidents included the laboratory glassware and school furniture.

Fighting over use and possession of school property was mentioned by 37% of the students, 72% of teachers but none among parents. On interviewing students and teachers why they viewed this as a major cause of damage to school property, they said there were scarce facilities and resources for use by students, and hence students end up fighting to gain access to the use of them (facilities and resources). On interviewing parents why they never saw this as a reason for damage to school property, they said they had never witnessed such a case happening. Furthermore, by observation, students tend to behave well in the presence of their parents (when parents visit school). By observation, the researcher confirmed that there was scarcity of resources and facilities like books, furniture and laboratory facilities. Also the researcher confirmed by observation, that parents did not normally sit in class or laboratory to witness students fight over use and possession of school property, and that was why they (parents) never saw this as a cause of damage to school property.

The reason of the school not being strict about punishing deviant students, who damage school property, was mentioned by 60% of the parents, but students and teachers never saw it as a reason of students damaging school property. On interviewing parents why they saw this as a major reason why students damage school property, they said that there was laxity on the part of school administration as concerns enforcing discipline in students. On interviewing teachers and students why they never saw this as a reason why students damage
school property, they said they were aware that the school administration is doing its work as concerns correcting the students. By observation, the researcher found out that parents had a tendency of blaming everything that goes wrong on the school administration; and yet most of them knew very little about the internal affairs of the school; for instance the misconduct actions of their children.

On interviewing the school headteacher as to why students damaged school property, he gave reasons as fighting over use and possession of school property, and poor handling for instance the books. On being interviewed why he (headteacher) thought students damaged school property by fighting over it, he said there were scarce resources and facilities in the school; and hence not enough for use by all students. As concerns poor handling of school property like books as a reason for causing damage, the headteacher on being interviewed said that students were careless and did not take good care of school property.

4.4.5 Low enrolment in county high school

The researcher wanted to investigate the low enrolment in County High School. To do that, the researcher asked the respondents, a sub-question for them, to identify the reasons for the low enrolment. The responses appear in Table 7.
It is evident from the result in Table 7 that all the respondents cited poor performance in National Examinations as a reason for the low enrolment in County High School (74% of the students, 70% of parents and 80% of teachers). When the researcher interviewed the students, parents and teachers why they saw poor performance as a major reason for the low enrolment, they all talked about the importance of passing national examinations for instance as concerns securing employment, getting scholarship, admission for further studies in the university and even gaining admission for training in other certificate and diploma training colleges. By observation, the researcher confirmed that this mentality has engulfed the minds of all the respondents within and outside the school. Thus, instead of focusing on all round development of learners; this opinion had made many schools to stress mental development of learners at the expense of the social, and physical development of learners. Therefore, these learners complete school when they could not fit socially in society even if they had succeeded academically. This would be in contradiction to the national goals of education, which focuses on all round development of learners.
When the respondents were interviewed why they never viewed other reasons like occurrence of indiscipline, inefficient school administration, and scarcity of facilities and resources for teaching and learning as major causes, they said that the importance of passing national examinations is too pronounced that these other reasons could not be compared with it. By observation, the researcher saw that the parents and the community at large were not so much interested at the physical development of the school, but at seeing the performance in national examinations improving.

The headteacher on being interviewed mentioned the major reason of low enrolment as poor performance in national examinations. He further told the researcher that performance in national examinations determined whether the school would be liked or disliked by students and parents. On being interviewed by the researcher, why he viewed poor performance in national examinations as a major reason for low enrolment, the headteacher concurred with other respondents by saying that success in national examinations enabled the students to secure employment, get scholarships, admission to university and even enabled them to gain admission for training in other certificate and diploma training colleges. The researcher also confirmed through the observation checklist that national examinations performance in the school had always been pathetic.

4.5 THE ROLE OF THE COMMUNITY IN PROMOTING INDISCIPLINE

The researcher wanted to study the role of the community in promoting indiscipline in County High School. To do that, he asked the respondents to identify the ways in which the
community promoted indiscipline in County High School. The responses appear as in table 8.

Table 8: Ways in which the community promotes indiscipline.

<table>
<thead>
<tr>
<th>in which community promotes indiscipline in the school.</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Selling drugs to students</td>
<td>69</td>
<td>53%</td>
<td>8</td>
</tr>
<tr>
<td>Not reporting indiscipline cases by students outside the school to school administration.</td>
<td>48</td>
<td>37%</td>
<td>15</td>
</tr>
<tr>
<td>Renting rooms to students in town to study privately.</td>
<td>12</td>
<td>9%</td>
<td>1</td>
</tr>
<tr>
<td>Allowing students to visit and sit at home during school hours.</td>
<td>1</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>Allowing students to watch videos and games like football on screens during school hours.</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100%</td>
<td>25</td>
</tr>
</tbody>
</table>

It emerges from table 8 that the major ways in which the community promoted indiscipline in the school was by selling drugs to students (53% of students, 32% of teachers and 30% of parents) and not reporting indiscipline cases by students outside the school to the school administration (37% of students, 60% of teachers and 50% of parents).

On interviewing students, teachers and parents why they saw selling drugs to students as a major way in which the community promotes indiscipline, they told the researcher that the community was not strict on students but just interested to receive money when students wanted to buy drugs like cigarettes and khat. By observation, the researcher was able to see students buy drugs like cigarettes from the neighboring shops, and khat from the neighboring market.
Not reporting indiscipline cases by students outside the school to the school administration was cited by 37% of the students, 60% of teachers and 50% of the parents. On interviewing the respondents why they saw this as a major way the community promotes indiscipline, they said there was a general outcry about the indiscipline of students of the school; and yet the same people who complained did not come to school to report, and identify the deviant students so that disciplinary measures could be taken by the school administration. By observation, the researcher could identify deviant students outside school who involved in indiscipline cases like drug abuse and insulting outsiders but yet the same community members did not report the deviant students to the school administration. It was surprising that the community expected a lot from the school administration especially producing good results in national examinations and yet it was not co-operating in reporting indiscipline cases of students to the school administration. Thus the community was not also aware of the fact that discipline normally produces good results in national examinations. The community should know that discipline could not be achieved by the efforts of one party alone, but rather it is a cooperative venture.

When the researcher interviewed 20 (twenty) members of the public on why they did not report indiscipline cases to the school administration, 100% of them retorted that it is none of their business since those indisciplined students were not their children. By observation, the researcher noticed that the members of the public were not concerned about reporting indiscipline cases to the school administration. Instead, these members of the public mix with students in social places like cinema halls and even bars. Hence they kept on complaining about the indiscipline cases of students and yet they were not willing to report
the indisciplined students to the school administration so that these students could be punished and rectified.

On interviewing the headteacher about the role of the community in promoting indiscipline, he said it was by selling drugs to students and not reporting undisciplined students to the school administration. On interviewing the headteacher why he saw selling drugs to students as a major way the community promoted indiscipline, he said drugs are all over in places like in shops and market places in plenty, and the community just sold to all including students.

On interviewing the headteacher why he saw failure of the community to report indiscipline cases to the school administration as a major way the community promoted indiscipline, he said, the community was not cooperative with the school administration. The headteacher further said through being interviewed that if the community could report indisciplined students, then the school administration could easily take serious steps on them; and hence reduce or curb indiscipline in the school.

Surprisingly, the community seemed to be unaware of its bad roles of promoting indiscipline in the school. They just expected the school headteacher and teachers to deliver good results and yet they were quite ignorant that they had their part to play in promoting discipline in the school. If the community would be co-operative and work with teachers, then it would be very easy for the school to realize its goal of enforcing discipline among students who were expected to fit socially well in the society.
For the researcher to investigate what the school was doing in order to curb or stop indiscipline, he asked the respondents to identify the steps taken by the school to promote discipline. The responses appear in table 9.

Table 9: Findings according to students, teachers and parents.

| Steps taken to promote discipline in the school | STUDENTS | | TEACHERS | | PARENTS |
| --- | --- | --- | --- | --- |
| Number | Percent | Number | Percent | Number | Percent |
| Strengthening the department of Guidance and Counselling. | 86 | 66% | 17 | 68% | 6 | 60% |
| Suspension of students | 8 | 6% | 2 | 8% | 1 | 10% |
| Rewarding students who are very disciplined. | 23 | 18% | 4 | 16% | 2 | 20% |
| Inviting resource persons to talk with students. | 13 | 10% | 2 | 8% | 1 | 10% |
| Total | 130 | 100% | 25 | 100% | 10 | 100% |

Table 9 gives the findings of what the school was doing in order to curb or stop indiscipline. It was clear from the results that strengthening the department of guidance and counselling was cited by the highest number of respondents (66% of the students, 68% of the teachers and 60% of the parents).

When the students were interviewed by the researcher on why they saw Guidance and Counselling as a major step being undertaken by the school, they said it was the most popular department where they felt free to consult the Head of Department (H.O.D.) who had been appointed by the T.S.C. Even the school headteacher cited this as a major step being undertaken by the school. When the teachers and the headteacher were interviewed by the researcher why they saw this as the major step being undertaken by the school, they said since canning of students has been banned and hence the remaining solution was advising...
them, and this could best be done through the department of guidance and counselling. On interviewing parents why they viewed strengthening the department of guidance and Counselling as a major step being undertaken by the school to curb indiscipline, parents said they had been informed that by the students (their children) who knew what was happening in the school.

When the respondents were asked by the researcher why they saw suspension of students as not a major step being undertaken by the school, they said that it was not popular since most students do not prefer suspension, and also since it involved bringing along a parent or guardian; something which students did not like. As concerns rewarding students who were very disciplined, the respondents when interviewed said that they did not consider it a major step because only one student was normally rewarded by the end of the term.

Also, when the respondents were asked why they saw inviting of resource persons to talk with students as not a major step being undertaken by the school, they said that the invitation of resource persons was not a regular exercise. However, the respondents said when interviewed that guidance and counselling was a department which was always there for students. By observation, students were free to visit there and speak their problems and receive advice from the teacher concerned.

By observation, the researcher noticed that students did not like punishment as a way of rectifying them. Instead, they preferred being talked to and listened to; and hence the department of guidance and counselling was very appealing to them (students). Indeed, students wanted to be listened to and also to be heard. They trusted they also had brains to
think, reason and make decisions; and hence just wanted to be listened to when they spoke out their problems and sought remedies.

...
5.1 INTRODUCTION

From the findings, it was clear that indiscipline was high in County High School. That had led to bad effects like poor performance in national examinations and also high drop-out which had in turn led to wastage of human resources (who are the students). Other bad effects included strikes where time was wasted and in some cases facilities were destroyed, and hence retarding the economic development of the school and the whole region generally. Damage to school property was another bad effect, which had also led to the wastage of school resources, hence retardation of economic development of the school and whole region. Also the fact that very few students select the school during form one selection was a bad effect because the school would just be a liability to the community instead of being improved to serve the community.

5.2 SUMMARY AND CONCLUSIONS

5.2.1 SUMMARY

According to the research findings, the major indiscipline cases in County High School were fighting amongst students, drug abuse, absenteeism and lateness for instance to class and assembly. The major causes of these indiscipline cases were influence of drugs, laxity of parents and the school administration in handling indiscipline cases. Also lack of dialogue with the teachers and school administration was another major cause of indiscipline. Poor boarding facilities also contributed to cause indiscipline.
The effects of indiscipline were poor performance in national examinations, high drop-out rate, damage to school property, strikes and low enrollment in the school. The role the community played in promoting indiscipline included selling drugs to students and not reporting indiscipline cases of students to the school administration. The major step undertaken by the school to curb indiscipline, according to the research conducted, was strengthening the department of guidance and Counselling.

5.2.2 CONCLUSIONS

The persistence of indiscipline meant the school was failing in its goals of molding the youth into morally upright citizens who could fit in the society well. Also continued poor performance in national examinations point to the fact that the school was not succeeding in imparting knowledge and skills to the students. Lack of dialogue in the school as confirmed by the researcher had serious implications. Whereas students wanted dialogue, teachers wanted to maintain the status quo of dictating to them (students). That lack of dialogue led to hostility of the students with teachers and the school administration. In turn that transformed to bad consequences like poor performance in national examinations and occurrence of strikes.

The high drop-out rate every year meant that the school was causing wastage of human resources who were the students who would have participated in the economic development of their country. Furthermore, we would not talk of industrialization by the year 2020 when many students who would have contributed to it were dropping out of school. When students did not obey the school rules and regulations, and their teachers, which meant they were not being prepared to obey the laid down laws of the land outside school. Hence they would end
up in places like prisons or even incur the wrath of mob justice when they leave school. In other words, the school would have failed in molding children to be acceptable in the society. The occurrence of strikes resulted in loss of property. Also when students damaged school property even if by accident or without intention, was a great loss to the school, parents, community, and the country’s economic development would greatly be retarded.

The community not cooperating with the school in dealing with indiscipline cases was indeed creating culprits for itself. For instance, when the community sold drugs to students and did not report indiscipline cases to the school administration, was greatly causing a lot of harm to its youth. Cooperation of the community with school could easily minimize and if possible eradicate indiscipline cases in the school. The school would then be very successful in easily imparting knowledge, skills and values to the students.

Thus also laxity of teachers and the school administration in dealing with indiscipline cases was not good for the student. Students had been placed under the care of the teachers and the school administration, and hence it was wrong for them to get spoiled in the hands of the same teachers and school administrators. It was the responsibility of teachers and school administrators to ensure good relationship existed between them and students. It was only through this that students would feel free to say their problems, and ask teachers and school administrators for assistance out of their problems.

5.3 RECOMMENDATIONS

1. All the concerned parties in the school should embrace the spirit of dialogue. Thus teachers should know that dialogue is important between them and students. Hence teachers
and students entering into dialogue with each other could easily avoid indiscipline problems like strikes. Dialogue could also solve problems like high drop-out rate, poor performance and damage to school property.

2. There is need to strengthen further the department of guidance and Counselling. At present only one head of department is involved and has initiated peer Counselling where students are chosen to guide and counsel other students. However, there is need to select more teachers to assist the guidance and counselling head of department in advising students. Indeed, students with indiscipline problems are in dire need of assistance and are crying out for somebody to offer them remedy out of their problems.

3. The school should provide and improve the boarding facilities. First of all the school should construct an efficient and permanent school fence to check sneaking out of students. Also school meals should be improved to keep students in school, and hence not to go home to look for better meals.

4. All the concerned parties should play their roles effectively. Thus students, teachers, school administration and the parents should know their roles or duties as concerns enabling the success of the school. Hence they should make sure they have accomplished their respective roles effectively.

5. The government should provide more bursaries to the school. This will go a long way in catering for the school fees of students from poor families and hence these students would not be constantly sent home for school fees. It will also minimize drop-out.

6. The T.S.C (Teachers Service Commission) should post more teachers to the school. As the researcher found out, some departments were having shortage of teachers. Hence the available teachers are over burdened with class work of teaching, and have no enough time to enforce discipline among students.
7. Parents and community should get involved in the monitoring of the disciple of the students. At home they should punish indiscipline cases of their children observed. They should constantly report to school the indiscipline cases of students they have observed outside the school.

8. The school should make it a habit of inviting resource persons to the school to talk about the importance of discipline in school. Such resource persons would serve as good role models for students to imitate.

9. Also the school should improve and promote religious clubs like Christian union club and Islamic society club. This is because religion emphasizes morality and discipline among students. The school should try to make sure that through good explanation to students, they are all able to join their respective religious clubs.

10. The parents and school administration should look for ways of boosting the morale of teachers. This would encourage teachers to carry out their work of molding students into acceptable citizens who can fit in the society well. When the teachers’ morale is boosted, they will feel appreciated and wish to continue working in the school longer, and also enforce discipline efficiently. Boosting the morale of teachers can include sponsoring them for field trips at the end of the year, and also giving presents to teachers who are doing well in their work.

11. Strengthening the Parents’ Teachers’ Association (P.T.A) in the school. This will make the parents and teachers to work together towards eradicating indiscipline instead of accusing each other whenever there are indiscipline cases in the school.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. There is need for further research to establish the extent the town environment has on promoting indiscipline in County High school.

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

3. The performance of County High school in national examinations is pathetic. There is need to carry out research on improving performance so that parents can have confidence in the school, and hence be interested about cooperating with the school administration to improve discipline.

4. Since the research was a case study, it covered only one school. There is need to do more research covering the whole District so that all schools in the District can benefit.

5. There is need to carry out an in-depth research on the effects of drug abuse on the students in County High School and other schools in the region.

6. The research work established that there is poor relationship between parents and school administration. Further research should be conducted to find out why there is this poor relationship between the parents and the school administration.

7. Also the research exposed lack of dialogue between students with teachers and the school administration. Hence further research is required to establish why there is this lack of dialogue.
REFERENCES


Daily Nation (30th July, 1974). Student strikes must now be stopped.


APPENDIX I

STUDENTS' QUESTIONNAIRE

This is not an examination but just an educational research in County High School. The information you will provide will be kept confidential.

Please answer the questionnaire to the best of your knowledge.

1. (a) Name of class in the school .................................................................

(b) Your age .................................................................

(c) Your sex: Male ( ) Female ( ) Tick the correct one.

2. What are the indiscipline cases in your school?

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

3. What are the causes of indiscipline in your school?

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4. State the effects of indiscipline in the school.

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........................................................................................................
........................................................................................................
5. (a) Rate the academic performance in your school in National Examinations. (Tick the Correct answer).

- Poor
- Good

(b) If it is poor, give the reasons for the poor performance.

- ...
- ...
- ...
- ...
- ...

6. (a) Are there any of your friends who have dropped out of school? (Tick the correct one)

- (i) Yes
- (ii) No

(b) If your answer to the above is Yes, give the likely reasons.

- ...
- ...
- ...
- ...
- ...

7. (a) Did you choose to come and study in County High School during form one selection

- Yes
- No

(b) If your answer above is No, give the reasons why.

- ...
- ...
- ...
- ...
- ...

80
8. What do you think are the reasons why students damage school property?

9. State the possible reasons why students resolve to involve in these strikes.

10. In which ways is the school doing to curb or stop indiscipline in the school?

11. Give the ways in which the community encourages indiscipline among the students.
This is not an examination but just an educational research in County High School. The information you will provide will be kept confidential and will also be important for the school. Please answer the questionnaire to the best of your knowledge.

1. Name of the school

(b) Sex: Male ( ) Female ( ) Tick the correct one.

(c) Teaching experience in the present school. years.

2. What are the indiscipline cases in the school?

3. What are the causes of indiscipline in the school?

4. State the effects or consequences of indiscipline in the school.

5. (a) Rate generally the academic performance of the school in National examinations (Tick the correct answer).

Good

Poor
(b) If your answer above is poor, give the reasons for the poor performance.

6. (a) Is there dropout in the classes you teach? (Tick the correct answer).

Yes ........................................
No ...........................................

(b) If your above answer is Yes, state the reasons for the drop-out of students.

7. State the reasons why students damage school property.

8. State the reasons why students resort to involve strikes in the school.

9. Identify the reasons for the low enrollment of students in the school

10. Give and explain the ways in which the community encourages indiscipline among students.
II. In which ways are you in the school doing to curb or stop indiscipline in the school?
APPENDIX III

INTERVIEW SCHEDULE FOR THE SCHOOL HEADTEACHER

1. What is your name?
   
   Your professional qualification?
   
   Your age in years?
   
   For how long have you been in County High school?
   
   - As a teacher.
   - As a headteacher.

2. What are the indiscipline cases you have been handling in County High School?

3. What are the causes of the indiscipline cases you have mentioned above?

4. State the effects of indiscipline in the school.

5. a) For the last five years what has been the mean grade of every particular year in K.C.S.E. (Kenya Certificate of Secondary Education).

   b) From your own analysis, is that performance poor or good? State the reasons for your answer.

6. Is there drop-out in your school? If the answer is Yes, give the number of students who dropped out per year for the last five years. Give the possible reasons for the dropout.

7. What are the reasons for the low enrollment in County High School?

8. Give the reasons why students resort to involve in strikes in County High School

9. Give the reasons why students have been damaging school property in the school

10. In which ways is the school doing in order to curb or stop indiscipline among students?

11. In which ways do the parents and community encourage indiscipline among students?
APPENDIX IV

INTERVIEW SCHEDULE FOR PARENTS

1. -What is your name?

-What is your age?

-Do you stay far or near the school?

2. What are the indiscipline problems you have seen in the students?

3. What do you think are the causes of those indiscipline cases? State them.

4. Would you prefer your child to study in County High School? If your answer is NO, give reasons for the low enrollment of students in the school?

5. State the ways in which parents and the community encourage indiscipline in the school.

6. Is the performance of the school good or poor in National Examinations? If poor then what are the possible reasons for the poor academic performance in National Examinations.

7. Give the possible reasons why students cause damages to school property.

8. Give reasons why strikes have been taking place.

9. Are you aware of students dropping out of County High school? If your answer is yes, give reasons or causes for the high drop-out rate in the school.

10. State the steps or methods the school is undertaking in order to curb indiscipline?
APPENDIX V

OBSERVATION CHECKLIST

1. To observe the indiscipline cases in the school.

2. To observe the causes of indiscipline i.e.
   - The nature of school administration.
   - The nature of teachers.
   - The nature of parents.
   - The possibility of drug-abuse in the school.
   - The interaction between students and teachers.

3. To observe the effects of indiscipline.
   - The performance of students in National Examinations.
   - The nature and frequency of strikes.
   - Dropout rate.
   - The nature of damage to school property like on school fence, furniture, school buildings etc.
   - Frequency at which students selected the school during form one selection.
   - School enrollment.

4. To observe the ways in which parents and community encourages indiscipline in the school.
   - The drugs sold to students.
   - Latenness of students in reporting to school during school opening dates.
   - Attendance of preps by students.
   - Presence of students in town without being reported.
   - Possibility of students’ presence in films watched in town during school days.
   - Others.

5. To observe the steps being undertaken by the school to curb indiscipline.
   - Guidance and Counselling.
   - Type of punishments given to indisciplined students.
   - The nature of P. T. A. (Parents, Teachers Association).
   - Resource persons invited in the school.
   - Others.