A STUDY OF THE PROBLEMS OF INDISCIPLINE AFFECTING SELECTED SECONDARY SCHOOLS IN CENTRAL DIVISION OF KITUI DISTRICT

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

GIDEON MUENDO MUTISYA

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

DR. SAMMY TUMUTI
ACKNOWLEDGEMENTS

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Lastly, my heartfelt thanks go to my wife and children for according me moral and spiritual support and patience during the trying periods when I undertook this study.
ABSTRACT

It was the aim of the researcher to study the problem of indiscipline affecting selected secondary schools in the Central Division of Kitui District. In order to achieve this, research questions were developed. First, the researcher studied the common recorded problems of indiscipline experienced in the selected secondary schools. Second, the researcher identified the measures used by school administrators on students with indiscipline problems in the selected schools. Third, the researcher established that the schools which had most indiscipline problems experienced a decline in KCSE exams. That schools that had least indiscipline achieved higher mean scores in national examinations than those with more cases of indiscipline. In order to acquire data related to the research questions, two questionnaires were prepared, validated and administered. The captured data were then analysed and several deductions were made.

The researcher established that the problem of indiscipline in students was rife in Central Division of Kitui District. Each school had various numbers of cases of indiscipline, reported per week. In addition, the rate of cases of indiscipline was varying in nature, though common in most schools.

The researcher also found that cases of indiscipline, expulsion and suspension were more in boys' schools and in mixed schools than in girls' schools. In addition, girls' schools had improved performance in national examinations while boys' schools recorded a decline.
The researcher also established that schools that had a high number of cases of indiscipline attained lower mean grades, or recorded declining indexes in national examination. For some schools, the declining performance was significant while for others, it was not significant.
DEDICATION

To my parents for their continued encouragement and support. Also to my friends for their support and understanding.
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CHAPTER ONE

1.1 BACKGROUND TO THE PROBLEM

Education is an indispensable factor in the development of our nation, Kenya. The world conference of Education for All (EFA) in Jomtien in 1990 initiated rethinking about provision of education for development in Kenya. In this regard, the Ministry of Education, Science and Technology, in collaboration with UNICEF and UNDP organized the workshops to map out strategies for the development and provision of quality education. A policy document was developed in this respect, under the chairmanship of the Secretary General of the Kenya National Commission for UNESCO, Mr. Erastus Muthuri Kiugu. In the policy document, strategies were laid out for meeting EFA goals in early childhood education, primary education, secondary education, special education, vocational and technical training, non-formal education, as well as adult and continuing education. The agenda towards EFA was to expand and improve education ensuring that by the year 2015, all children, particularly girls and children in difficult circumstances and those belonging to ethnic minorities had access to education.

In January 2003, the government launched free primary education in Kenya. This meant that all primary school age children had access to
quality education. All these moves are an indication of the government's commitment to invest heavily in education so that the country can develop.

This heavy investment in education is in line with the aims of education. Education is meant to help young people to grow and develop, intellectually but also physically, emotionally, spiritually, morally and socially. This way, the youth are molded to have positive attitudes and good personalities. In addition, skill knowledge and expertise are developed. They grow up to be responsible and socially acceptable persons who can effectively take up their place in society after completion of the education process. It is within every school's responsibility to develop men and women of character, understanding and skill who will raise the quality of living in society.

With the government making all these efforts and with teachers administrators making commitments to give quality education, without discipline, no school can achieve the goals of education effectively. Without discipline, school programmes will not run effectively and classroom learning and teaching will not be effective. Chambelin (1971) observes:
Developing effective instruction and positive student attitudes and behaviour is imperative to the school's effort to accomplish the tasks assigned to it and satisfactory support of its programmes (p.32).

The implication is that discipline has a direct effect on a teacher's instructional success and each student's academic achievement. At this point, it's necessary to establish what discipline is. Discipline is that characteristic of human behaviour that permits the individual to efficiently achieve predetermined goals. Self-discipline complements this statement by introducing the element of self-control. Self-discipline is a person's control of himself or herself for his or her own effectiveness and development. It involves training of the mind and character of individual with the ultimate aim of producing self-control, orderly behaviour and skillfulness. In addition, it means self-control such that one achieves the predetermined goals by doing the right thing at the right time in the right place and in the right manner, all done with minimum supervision. Any education system that does not address the issue of indiscipline is insufficient. Indiscipline will negatively affect education achievement, and thus jeopardize a very heavy investment that has been approached with commitment.

In the year 2001, Kenya government in a press statement released by the then minister for education, dated 7th August, 2001 admitted that all was
not well in or secondary schools. Something had to be done urgently. On Thursday, July 19 2001, a meeting of top government officials including the Director of Education, Chief Inspector of Schools among others was held under the chairmanship of the then Permanent Secretary in the Ministry of Education, Prof. Japheth Kiptoon. This meeting was as a result of sudden wave of student unrest in different parts of the country, which had led to the closure of 30 schools in just one month. The meeting was an attempt to address the crisis of strikes and riots that had in some instances ended in the loss of innocent lives. One such incident was in Machakos District at Kyanguli Secondary School, where 68 students died and others sustained serious injuries in a dormitory fire, which had been started by their colleagues. Two students were arrested and arraigned in court on charges of murder.

The crisis meeting formed a task force headed by the Director of Education, Mrs. Naomi Wangai. The aim of the task force was to investigate the causes of that wave of indiscipline in Kenyan schools. A more comprehensive reference to this report in terms of its findings and recommendations is in chapter two of this study.

Central Division of Kitui District was not spared in that wave of student’s unrest. This had a negative effect on academic performance in the
district. In the year 2001, a total of 3 schools in the division had been closed down at various dates following unrest and students' violence.

In a published document, *KCSE Examination Appraisal, 1996-1999, Kitui District*, it was reported in general that there was a decline in performance in national examinations for secondary schools as reflected in declining mean scores comparable over a period of four years. The appraisal term commented that a majority of students had a mean grade raging between C (Plain) and D- (Minus). The number of students with mean grade B (Plain) and above, (that is those eligible to university education) “was very small” (p.2). The reports point out that “the number of students obtaining B and above was low compared to the total candidature for each year. The percentage pass and below had fluctuated to 75%. This meant that the performance base on this factor has not been increasingly significantly.”

The following table reflect the percentage pass between the year 1996-1999.
TABLE I: Percentage pass (1996-1999)

<table>
<thead>
<tr>
<th>Year</th>
<th>Entry</th>
<th>No. Attaining B and above</th>
<th>% pass B and above</th>
<th>No. Attaining D+ and below</th>
<th>% pass D+ and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>2698</td>
<td>145</td>
<td>5.37</td>
<td>2026</td>
<td>75.09</td>
</tr>
<tr>
<td>1998</td>
<td>26669</td>
<td>89</td>
<td>3.33</td>
<td>1989</td>
<td>74.52</td>
</tr>
<tr>
<td>1997</td>
<td>2380</td>
<td>149</td>
<td>6.29</td>
<td>1843</td>
<td>77.82</td>
</tr>
<tr>
<td>1996</td>
<td>2613</td>
<td>127</td>
<td>4.87</td>
<td>1969</td>
<td>75.64</td>
</tr>
</tbody>
</table>

The report indicated that the total number of students admitted to universities in the same period was only 7.86% of the total number of students who sat for the KCSE examination in the same period. The report on factors contributing to this dismal performance also touched on the issue of discipline. The report points out:

Indiscipline is rampant in some schools, thus leading to suspension of students. This leads to poor school attendance on the part of the students involved. There is also the problem of poor upbringing of students by some parents not being good role models. Such students end up being a problem to their schools. (p.12)

There were also cases of inter-school rivalry ending up in violence. This is more so during inter-school competitions. In February 2002, students from Kyangwithya Secondary School clashed with students from Kitui High School, all in Central Division after a basketball match.
This is an indication that indiscipline is rife in some schools in Kitui District, and Central Division in particular. Unless the issue is addressed, indiscipline will affect performance and this will be a heavy investment on the side of the government, parents and teachers gone down the drain.

1.2 STATEMENT OF THE PROBLEM

The primary concern of the study was to look into the problem of indiscipline in some selected secondary schools in Central Division of Kitui District, with a view to establishing the following:

(a) What common recorded problems of indiscipline are experienced in the selected schools?
(b) What measures does the school administration in these schools take on students with problems of indiscipline?
(c) Have the selected schools been achieving an improving or a declining performance in national examinations?
(d) Do schools with fewer cases of indiscipline achieve higher mean scores in national examinations than those with more cases of indiscipline?
(e) How does the problem of indiscipline in boys and girls targeted compare in terms of number of recorded cases?
How does the problem of indiscipline in boarding schools targeted compare in terms of numbers of recorded cases of indiscipline in day schools?

1.3. PURPOSE OF THE STUDY

The purpose of the study was two-fold. First, it explored indiscipline in some selected secondary schools in Central Division of Kitui District, and secondly, compared the performance of the schools in national examinations in the years 1996 to 1999.

1.4. JUSTIFICATION OF THE STUDY

It is notable that there is indiscipline in some secondary schools in Central Division of Kitui District.

It has become increasingly difficult to control students. At the same time, there is a noted decline in performance in national examinations for most schools. The situation is so bad that students from some schools engage in criminal activities. Cases of students vandalizing school property and selling it to Kitui businessmen are common.

In addition, drunkenness and drug taking is so rampant. These drunken youth disrupt school activities such as causing violence during inter-school
competitions. On 13\textsuperscript{th} March, 2001, the Ministry of Education banned corporal punishment in schools through Legal Notice Number 56 dated 13\textsuperscript{th} March, 2001.

This move was not a deliberate effort to encourage indiscipline in schools. The aim was to encourage less crude and more humane methods of instilling discipline. However, many teachers expressed concern over the issue, saying that indiscipline is likely to increase in Kenyan schools.

1.5. ASSUMPTIONS OF THE STUDY

In this study, the researcher had the following assumptions:

1. The selected schools were a fair representative sample of the entire population of secondary schools in Central Division of Kitui District.

2. The Kenya Certificate of Secondary Examinations for the years 2000 and 2001 were of the same level of difficulty, hence performance in them was comparable.

3. The Kenya Certificate of Secondary Examination candidates for the year 2000 and 2001 were of the same academic ability, hence their achieved performance was comparable.
Indiscipline creates a poor environment for academic achievement. Most schools that have many cases of indiscipline are experiencing declining academic performance. Not all students are undisciplined. However, the efforts of such students are compromised as schools close down following unrest.

In disciplined students are aggressive and violent. They interfere with the process of teaching and learning, and school programmes cannot run smoothly. The implication of education, which is a very costly investment on the part of the parent and the government is negative affected. The goals of education cannot be achieved.

It is right to say that the problem of indiscipline in our schools needs to be addressed, there is need for brainstorming, investigation and thorough research on the nature of indiscipline in our schools, causes, its effects and remedies to the situation. It was the purpose of this study to address the problem of indiscipline in some secondary schools in Central Division of Kitui District, and a study of its effect on academic achievement in national examinations.

The research is in line with the Kenyan government's commitment to address the issues of indiscipline in our secondary schools.
1.6. DEFINITION OF TERMS

1.2.1 Education for All (EFA) - This is a goal and strategy – a global commitment with national outlook. It addressed the provision of quality education for all children, youth and adults in Kenya.

1.2.2. Board of Governors – Members of the committee appointed and officially recognized by the Ministry of Education to oversee appropriate use of school resources, expenditure and development.

1.2.3 Parents – Teachers Association – members of the main financiers of the school and those entrusted by the school with the responsibility day-to-day teaching and care of the students.

1.2.4 Headteacher/Principals – The agent of the Teachers Service Commission entrusted with the responsibility of administration in educational institutions.
1.2.5 Deputy Principal/Headteacher – The agent of the Teachers Service Commission entrusted with the responsibility of assisting the headteacher in administrative duties in educational institutions.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter gives pertinent information to the problem in this study. It makes reference to relevant studies that have been carried out on the problem on indiscipline in secondary schools in Kenya.

It also makes reference to existing opinions of other researchers and scholars concerning the nature of indiscipline. The chapter also gives an insight into the state of indiscipline in terms of its magnitude in the years 2000 and 2001. This has been achieved in four sub-headings. First, theoretical framework, the goals of education in Kenya, the nature of discipline and finally, past studies.

2.2. THEORETICAL FRAMEWORK

Human beings continue to develop and to change throughout life. This is continuous from conception to death, with appropriate behaviour changes at appropriate ages and stages of development. Psychologists have tried to distinctly identify these stages of development. For example, Yelon (1977) has identified seven stages of development. The first is the prenatal stage of conception to birth. The second is infancy (birth to 2
years), the third is early childhood (2-6 years), the fourth is the middle childhood which is 6 to 10 years, the fifth is the pre-adolescence stage (10 to 12 years), then the adolescence stage (13 to 18 years) and lastly the adulthood stage (18 years and over).

At each stage, the individual develops certain peculiar characteristics. These are physical, emotional or mental characteristics and they are inter-related. Hence, every aspect of human growth affects every other. This physical, emotional and mental growth is determined by a complex interaction between heredity and environment. Yelon (1977) observes:

The environment is which a child grows – the physical, social, emotional surroundings – determine how well the child will express the genetically predetermined potential. (p.21)

When curriculum developers, teachers, parents and all educationists in general know what to expect of children at a particular age and stage of development, then learning and teaching can be effectively matched. For example, children can be given more independence and playtime while adolescents are given more responsibility over their school work. An understanding of development in children helps the teacher to evaluate the readiness to learn.
Readiness to learn is determined by maturation and biological growth of the learner. Maturation will refer to social, emotional and cognitive aspects. Being present in the classroom does not automatically imply the readiness to learn. A teacher and students may be troubled by a student or students whose behaviour is not mature enough for that stage of development and for a conducive learning atmosphere. It is not automatic that the maturational process will automatically yield a mature and disciplined or indisciplined can be acquired. Thee have been developed by three psychological schools of thought known as behaviourism, social learning theory and humanism.

Behaviourism advocates for conditioning. In the conditioning theory, behaviour can be acquired or discouraged by reinforcement (rewarding or punishing). A drive (such as hunger) leads to a tendency to respond to certain stimuli (such as the smell of food) and if the response is rewarded, then an association is learned. An undesirable response will be discouraged by punishment.

The second theory was emphasized by Bandura and Walters (1963). They stressed on learning through modelling. This came to be known as the social learning theory. When a child identified with somebody, he behaves as if he were that person. The emotional ties can be so strong
that he imagines himself to be the other person. This process is partially or even mostly unconscious. Reilly (1975) points out that:

Psychologists stress the importance of the child identifying with the like-sexed parent so that he or she can develop attitudes, values, traits and behaviour, such that the boy will earn male behaviours and the girl female behaviours in this way. (p.522)

The advocates of humanism believe that all persons are born innately good. The humanist therefore expects good behaviour from students. It is therefore the teacher who sets up a classroom atmosphere that encourages this inner nature to thrive.

Good behaviour is necessary for learning and teaching to take place. A disciplined student will be ready to learn. Wierner (1972) points out that; "the purpose of discipline is achievement and achievement requires discipline." (p.29)

At this point, its necessary to focus on the secondary school student, who is the target of this research. This is the adolescent stage (13-18 years old). In the course of growth and development, certain characteristics of personality develop and learnt.
The adolescent has rapid growth and is body conscious. There is development of strength, power, flexibility, speed and agility. The adolescent also begins to think abstractly. They can test hypothesis and do hypothetical reasoning. They are egocentric and think that everyones attention is focussed on them. They easily conform to group norms, seeking group approval. This makes them vulnerable to peer influence. They enjoy close friendship with age-mates and talk of sex and romantic love. They demand privacy and freedom of choice. The adolescent is volatile.

Whether by conditioning or social learning, the adolescent is vulnerable to positive or negative behavioural change. The adolescent wants an identify, seeking answers to question “who am I?”

The learnt behaviour has direct impact on their academic achievement and preparedness to learn. A positive attitude and good personality will make the student ready to learn. The teacher on his or her part has the duty to reinforce good behaviour and discourage bad behaviour.

It is in line with the research to conclude that preparedness to learn and achieve academically is influenced by one’s discipline or indiscipline. The secondary school student, who is a teenager, is at the limelight of this
controversy. This is because it is a stage of transition, with an identify crisis. It is characterised by egocentrism, the quest for independence, disobedience to authority, aggression, defiance and attention seeking. Depending on their upbringing, some of these traits will not be exhibited by some students. There are those that are well brought up, and are ready to learn. Their academic achievement is however, jeopardized by the unconclusive environment created by the indisciplined students. They are divergent, and can also influence the disciplined students who are vulnerable to peer pressure.

GOALS OF EDUCATION

The purpose of discipline in the individual and in the school system as well is for the efficient accomplishment of the goals of education. It is discipline, effective control of the classroom and orderliness that make the objectives of teaching and learning to be met. This is in line with Wilson (1971) who observes that, “What achievement is poor in the face of clearly set goals and adequate ability, the necessary discipline to achieve these goals is seemingly lacking” (P.8).

The goals are clearly documented in policy documents on education, developed by the Kenyan Education Commission of 1964, whose report is popularly known as the Ominde Report. Other commissions have also
reiterated the importance of these goals. These include the Gachathi Report of 1976, the Mackay Report (1981).

The goals of education in Kenya are clearly defined. First of all, education should foster national unity, as Kenya is a multi-ethnic society. In addition, it should serve the needs for national development and also promote social justice, morality, obligations and responsibilities. It should also foster positive attitudes and consciousness towards other nations. Education should provide for the full development of talents and personality equipping the youth with knowledge, skills and expertise. This will enable them to play an effective role in the life of the nation and hence promote African culture and a sense of patriotism.

These goals have the guiding principles in education in Kenya. Although the Kenyan community seeks to educate its children through its educational institutions and professional experts, this cannot be achieved without self-discipline form the learners. The goals of education will not be achievable. Good discipline is therefore a prerequisite in the attainment of the goals of education and for the teaching and learning process to take place.
2.3. THE NATURE OF DISCIPLINE

At this juncture, it is necessary to understand the nature of discipline. Many views have been expressed towards what discipline is.

To some people, discipline is a question of morals. Where moral values are not upheld, then there is indiscipline. From this moral view, the kind of discipline that a school enforces will relate to moral and spiritual values that students accept and learn to build on.

To others, the term is used to mean punishment such as when a teacher comments, "I had to discipline her," to refer to the meting of punishment. In this respect, it is viewed as a means to an end, a tool used by teachers and parents to bring up a desired character. The desired character builds up to self-direction or self-control, all of which are intrinsic values.

The research defines discipline in behavioural terms. In this respect, discipline should derive from creating interest in school activities. A student who is thus interested in education will be inclined to do what is appropriate to his/her academic interest. In addition, a disciplined relationship between the teachers and the students will be one in which both submit to the educative order of the task at hand, that is, teaching and learning. This is only achievable with training of the mind and
character with the aim of producing self-control. In such a situation, all activities in the school will be done in the right place, at the right time, and in the right matter. The goals of education will therefore be achieved. This is what Chamberlin (1971) tries to imply as quoted earlier when he points out that a school to accomplish the task assigned to it and to gain satisfactory support for its programmes, then it is necessary for effective instructions to be developed and for students to have positive attitude and behaviour.

Leslie (1971), gives an insight into the importance of discipline. He says:

Youngsters really want some control. Self-control and self-direction are the very base of our society. The parents, teachers and administrators have unique roles in the development of self-control. Schools must help children to learn self-control as a problem that must be solved in order to live happily as a member of a group. The development of discipline takes time, yet it is a big and subtle educational problem. (P.24)

Wiener (1972) in trying to establish the relationship between discipline and academic achievement notes that; “The purpose of discipline is achievement (of whatever goals) and achievement requires discipline.” (P.29.)
It is unfortunate that research indicates that our education system in Kenya is constantly under threat from indiscipline. This is not a recent issue but it dates back to Kenya's history.

Wangeri (1986) in her study, she established that there was a problem of indiscipline in secondary schools in Thika District. In her hypothesis, she wanted to find out what disciplinary measures headteachers took on students who violated the school rules. She criticised the Ministry of Education's Manual for Secondary School Head Teachers which seemed insensitive to the acute problem of indiscipline. The manual demanded that every school had to have a set of rules drawn up by the headteacher with the help of members of staff. In addition, each school rule had to have a purpose that was clear. Furthermore, the pupils and staff had to be conversant with the school rules. To ensure this, the rules needed to be prominently displayed in each classroom and staff room and also read to a full school assembly every term.

The researcher noted that the manual made serious assumptions that led to serious repercussions. First of all, it assumed that the school administration would always be in a position to control and contain students at all time. It also assumed that children did not know evil and that any few problems that students would raise, the headteacher would
solve them. She pointed out that the report does not recognise students as a mighty force, would threaten the very lives of the headteachers and in the long run the long arm of the law has to intervene as students engage in criminal acts.

In her findings, although all the schools in Thika had rules and regulations that were handled in accordance with the Ministry's requirements, 81.81% of these schools had been involved in violent activity in that year. In addition, 18.2% of these schools experienced absenteeism, 63.64% had the problem of smoking, alcoholism and drug taking. Three of the eleven schools in the district had also gone on strike in 1983.

Another study was also carried out by Nkinyangi in 1986. His report is entitled The Origin of Students Disturbances, The Kenya Case. He confined himself to 1980's strikes in Kenyan schools and institutions of higher learning. He reported that in the year 1980 alone, there was at least one reported strike each day in a primary school, secondary school or tertiary institution.

He quotes the cases of Mary Leaky Girls' Secondary School in Kiambu where students staged a riot, setting the school's library and dormitory ablaze. In Kisumu, St. Andrew's High School students damaged school
property worth Kshs.37,000 in protest over punishment given to some of their colleagues who had reported to school drunk and disorderly. He reported that in the year 1980, students at Teremi Secondary School in Bungoma District set headmaster's house ablaze and destroyed school property worth 220,000 shillings.

Nkinyangi, (1986) concludes his research by pointing out that students' indiscipline does not stem from a desire from academic achievement but rebellion against such things as food, inadequate facilities, congested dorms etc. In a publication by the African Network for the protection and prevention against child Abuse and Neglect (ANPPCAN) Kenya chapter, edition number 16, there was a clear indication that indiscipline in schools also thrived in the 1990s, long after the 1980's researches cited above. The publication, made in 1999, claim:

The wave of indiscipline and violence in or schools, daily reports of drug and alcohol abuse, falling standards and continuing problems with girls' access to education and performance all point to grave problems in our approach to the schooling and personal development of young Kenyans. (P.2)

This comment is in reaction to a wave of student strikes that had hit Kenyan schools at the turn of the century. According to report in one of the local dailies, in the month of July 2001, a total of 25 secondary schools
had been closed over student unrest. (The East African Standard, Tuesday 24th July 2001). Two schools were from Nyeri District, three schools from Thika District, one from Kirinyaga, six from Kiambu, three from Maragua District, one from Siaya, one from Bondo, one from Bungoma, one from Machakos, and six from Nyandarua District. One grisly incident of students’ violence was in Machakos District, where at Kyanguli Secondary School, some students in arson style attack, torched a dormitory. In the process, several of their colleagues died and others sustained burns of varying degrees.

In relation to this wave of unrest and violence, the then Minister for Education Hon. Henry Kosgey released a press statement dated 7th August 2001. The statement informed Kenyans that a task force had been formed to carry out a fact-finding mission on, among other issues, indiscipline in secondary schools. A committee was appointed headed by the Director of Education, Mrs. Naomi Wangai. The committee established working centres in Nakuru, Eldoret, Kisumu, Embu, Garissa, Mombasa and Nairobi. The methodology used was written memoranda received from consultative committees set up at district level, oral presentations from stakeholders such as students, politicians and trade unionists. The committee also made reference to newspapers and previous reports such as *The report On Student Unrest and Indiscipline in...*
Kenyan Secondary Schools, chaired by Dr. L.G. Sagini, Provincial Director of Education and District Education Officers also provided data on the number of schools in their districts and provinces with cases of students' indiscipline. They also estimated the cost of the damaged property covering the period 2000 to 2001.

In its statement of the problem, the report establishes that between 1980 and 1990, the number of student unrest had increased tremendously from 22 (0.9%) to 187 (7.2%). The report says:

Tragically, the nature of student unrest took a new dimension as happened at St. Kizito mixed secondary school on 13th July 1991 when male students invaded the girl's dormitory and violently raped a number of them. In the melee that followed 19 girls lost their lives. (P.6)

From then on, the nature of student violence became worse. The report says that they were not only violent but were planned to cause maximum harm to human life:

The first such case was recorded in Nyeri District where a few students at Nyeri High School locked prefects in their cubicles while they were asleep poured petrol and set them on fire killing four of them. (P.7)
The report adds that more innocent lives were lost in Kyanguli Secondary school, in Machakos District, where 68 children were burnt to death and scores injured. The following is a summary of the number of schools that experienced student unrest in the years 2000/2001, as reported by the Ministry of Education, Science and Technology and availed to the report.
The report identified many causes of indiscipline in secondary schools at that time. At the top of the list was drug abuse. In addition, there was the 'copy cat' nature of some of the students' unrest. Some students went on strike because they had received information from the media of other

<table>
<thead>
<tr>
<th>Province</th>
<th>Existing number of secondary schools</th>
<th>Number of schools gone on strike</th>
<th>Percentage of schools gone on strike</th>
<th>Gravity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>630</td>
<td>85</td>
<td>13.5</td>
<td>Violent and destructive</td>
</tr>
<tr>
<td>Coast</td>
<td>151</td>
<td>4</td>
<td>2.6</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Nyanza</td>
<td>680</td>
<td>7</td>
<td>1.0</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Eastern</td>
<td>626</td>
<td>76</td>
<td>12.4</td>
<td>Destruction of school property and loss of life</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>629</td>
<td>50</td>
<td>8.0</td>
<td>Violent and destructive</td>
</tr>
<tr>
<td>Western</td>
<td>408</td>
<td>19</td>
<td>4.7</td>
<td>Minor Destruction of school property</td>
</tr>
<tr>
<td>Nairobi</td>
<td>93</td>
<td>2</td>
<td>0.02</td>
<td>Minor damage of school property</td>
</tr>
<tr>
<td>North Eastern</td>
<td>21</td>
<td>7</td>
<td>33.3</td>
<td>Destruction of school property</td>
</tr>
</tbody>
</table>
students going on strike. These actions related to the volatile nature of adolescence period of development. It is a period characterized by an identity crisis when those in it rebel against authority and identity with and respond to the peer group. They view their parents as outdated people.

The report also identified laxity by teachers and school administrators as another spark to violence from the drugged youths. One emerging fact from these researches is that students do not necessarily behave in a disciplined manner because someone in particular is in control, be it teachers or administrators. It is within the students themselves to discover the virtue of discipline. The strict control of students through rules and regulations as well as punishment for those who violate them does not really initiate thinking in a disciplined way. The best that teachers and administrators can do is to control the conditions under which they permit the students to pursue their interests. For teachers and administrators therefore as opposed to controlling students' interest totally, their task should be to help them differentiate disciplined and indisciplined behaviour if they have attended school successfully and achieve academic excellence.
CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter describes the procedures used in this study to collect and analyse the data. First, there is a description of the population. In addition, there is a brief description of the sampling technique that was used to capture the target group for the study.

Secondly, the chapter describes the instrument used for the study. The relevance, reliability and validity of the instrument are described. Thirdly, this chapter describes the procedure used for data collection. A detailed description is given to make it clear how information was collected as related to the research questions.

3.1 THE POPULATION

The researcher wanted to study the problem of indiscipline affecting secondary schools in Central Division of Kitui district. The population was composed of headteachers and members of staff in charge of examinations in schools. There was a total of fourteen (14) secondary schools in the division. Seven (7) schools were of the provincial category and another 7 were district schools. Out of the fourteen schools, there
were boys' boarding, while another five were girls' boarding. Six were mixed schools. Among the mixed schools' one was a mixed boarding school. Only one school was boys' day school. In all these schools, the headteachers were appointed by the Teachers' Service Commission, while examination officers were internally appointed.

3.2. THE SAMPLE

Out of the 14 schools in Central Division, a total of seven schools were selected, this was purposely done to ensure that each category of school was represented in the study. In this connection two boys boarding schools were selected and two girls boarding schools. In addition a total of two mixed schools and one boys day school was selected as a representative sample. In this selection, the purposive sampling technique was used.

The seven schools were half of the entire population, and with category represented, it was concluded to be an adequate representation of the target population. The headteachers of these selected schools were approached and requested to fill in the prepared questionnaire. The examination officers were also approached and requested to fill in the questionnaires.
3.3. THE INSTRUMENT

The research instrument was developed after carefully related literature in which similar information was solicited, in addition the research questions, data collection was done by use of structured questionnaire which were administered to headteachers and teachers.

In an effort to validate the instrument, suggestions and consultations from experts in the Department of Educational Psychology were incorporated in their development. Other students of research were also consulted for any suggestions and ideas.

In addition to the incorporation of suggestion from experts as well as discussion, the instruments were pre-tested before the final administration to the target group. The researcher approached two headteachers who were not part of the target group. The teachers in charge of examination in their respective schools were also approached, the four were requested to fill in the questionnaires. The exercise was to establish whether all items were adequately structured in order to capture the required information.

The pre-tested questionnaires were then adjusted; ambiguity, wordiness and duplication were avoided. The final instruments were then prepared,
again with consultation from experts in the Department of Educational Psychology.

The first instrument (Appendix A) was a questionnaire for headteachers. It gave clear explanation on the purpose of the research, as well as clear instruction on how each item should be approached. The questionnaire was divided into three (3) parts. Part one had a total of six items, it solicited background information on the type and category of school that the respondent headed.

Part two (ii) of the questionnaire solicited information on indiscipline. Also in this part, the items tapped information on dissemination of information about school rules and regulation as well as common cases of indiscipline reported in the schools, in addition, part two (ii) also seeks information on modes of punishment used for indisciplined students and the gravity of the cases of indiscipline. Part three (iii) of the questionnaire solicits information on the schools academic performance in national examinations (Kenya Certificate of Secondary Education). This covers a span of four years, that is 1999, 2000, 2001 and 2002.
3.4. DATA COLLECTION PROCEDURES
The researcher got a permit from the Ministry of Education which authorised him to carry out research in Central Division of Kitui District. The researcher booked appointments with targeted respondents. The questionnaires were personally administered to the headteachers and teachers in charge of examinations. They were asked to fill the questionnaires and return them as soon as possible.

3.5. DATA ANALYSIS
Once the completed questionnaires were received and edited. Those with major response errors were left out, while the remaining ones were used for data analysis through descriptive statistics and percentages.
CHAPTER FOUR

DATA PRESENTATION

This chapter describes the findings of the study. This is done with close reference to the research questions. The description of the findings is given under four sub-headings. First, there are the recorded common problems of indiscipline and the measures taken by administrators on students with problems of indiscipline. Second, there is the school performance in national examinations for the years 1999, 2000, 2001. Third, there is a comparison of cases of indiscipline in boys' school and girls' schools. Fourth, there is a comparison between performance in K.C.S.E. in schools versus the reported cases of indiscipline.

4.1. RECORDED COMMON PROBLEMS OF INDISCIPLINE AND MEASURES TAKEN

All schools targeted in the research had made conscious efforts to establish a system of control of student's behaviour. Each school had in place a set of rules and regulations that governed students' conduct in the schools.
School A was a boys boarding school. It was of provincial category and had a total student population of seven hundred and eleven (711). The researcher established that in this school, there were several parties that were involved in the formulation of school rules and regulations, those involved were the headteacher as well as teachers. The B.o.G. P.T.A., prefects, students and school sponsors were also involved in the process.

In order to ensure dissemination of information about school rules and regulations to students and teachers, two modes were used. First, they were posted in each classroom notice board and second, they were clearly outlined in the letter of admission.

The researcher established that school A experienced problems of indiscipline. The Headteacher handled an average of six to ten cases of indiscipline each week. The headteacher pointed out that there had been 52 cases of suspension of students in the year 2002 and 2003. This was as a result of indiscipline. A total of ten (10) students had been expelled within the same period.

Within the years 2002 and 2003, school A had been closed once as a result of student unrest. This was after students were involved in a violent
demonstration. Following this demonstration, there was destruction of school property.

The cases of indiscipline recorded in school A were varying in nature. There were theft, lateness, absenteeism, and truancy, braking of bounds, noise making, unattended duties, fighting, smoking and wrong dressing, alcoholism and taking drugs. From the recorded cases of indiscipline, noise making was the most common, the second most common was breaking of bounds, followed by unattended duties then smoking, fighting, wrong dressing, lateness, absenteeism, theft and least common was taking of drugs and alcohol.

Following the indisciplined cases, several modes of punishments were used in school A. As mentioned earlier, there were suspension and expulsion from school, in addition other modes used were cutting of glass, sweeping the compound and cleaning of toilets.

School B was also a boys boarding secondary school. It was of provincial category. It had a total student population of three hundred and fifty two students (352). Several parties were involved in the formulation of rules and regulations governing students’ conduct. They were headteacher, the
deputy headteacher, teachers and the prefects. The B.o.G., P.T.A., school sponsor and students other than prefects were not involved.

In school B, the letter of admission clearly outlined the rules and regulations. In addition, a set of rules and regulations was posted on the classroom notice boards and staff room notice board. This school admittedly experienced problem of indiscipline among the students, one the average, there were 11-15 cases of indiscipline handled by the headteacher. There were twelve cases of suspension in the past 2 years while there were six cases of expulsion in the same period, that is the years 2002 and 2003.

School B had experienced cases of students' unrest. This had occurred twice in the years 2002 and 2003. Following the unrest, there was destruction of school property although the school was not closed. Cases of indiscipline recorded in school B were varying in nature and magnitude. The most common form of indiscipline was noise making. This was followed by lateness, breaking of bounds, unattended duties, theft and wrong dressing in that order. There were also cases of smoking, alcoholism, drug taking and homosexuality in that respective order of gravity.
In School B, several modes of punishment were used to correct indisciplined behaviour. In addition to expulsion there was washing of classrooms, cutting grass, cutting firewood, sweeping and cleaning toilets.

School C was a girls' boarding school. It was a provincial three-streamed school with a total population of five hundred and twenty (520). From research findings, many parties are involved in the process of formulation of rules and regulations governing student's conduct. These include the B.o.G., P.T.A. the headteacher, head of departments, teachers, prefects, students and the Ministry of Education inspectorate.

Information on the rules and regulations was posted on the invitation letters, classroom notice boards, staffroom notice board, parents' letters as well as being read out in a full school parade. School C had experienced problems of students' indiscipline. The reported cases of indiscipline were an average of one to five (1-5) in a week.

In the years 2002 and 2003, school C had experienced four cases of suspension and one case of expulsion. A part from these cases of indiscipline, the school has never experienced closure following students' unrest.
Reported cases of indiscipline were theft, lateness, absenteeism, truancy, noisemaking, unattended duties, wrong dressing and flouting of the school's language policy.

School D was a girls' boarding secondary school. It was a double-streamed district school. It had a student population of two hundred and fifty eight girls (258). In formation of rules and regulations of students' conduct, several parties were involved. These were P.T.A. representatives, the headteacher, deputy headteacher, teachers, prefects and students. Information on school rules and regulations was posted on letters of admission, parents' letters, classroom notice boards and the staffroom notice board.

School D experienced the problems of students' indiscipline. The reported cases of indiscipline were on the average, six to ten in a week (6-10). In the years 2002 and 2003, the school had experienced four suspensions and two expulsions following indiscipline.

The school had not experienced closure following students' unrest. However, unrest was reported with the staging of a peaceful demonstration. There was no violence, destruction of property, loss of human life or injury reported.
The school experienced a range of cases of indiscipline, the most was wrong dressing, followed by noise making and unattended duties. Lateness was the fourth most common reported case while truancy, absenteeism and breaking bounds followed in that respective order. There was no reported cases of smoking, theft, alcoholism, drug taking and lesbianism in school D.

School E, was a boys’ day school of district category. It was a double streamed school with a student population of two hundred and eighteen boys (218). The school had a defined set of rules and regulations. The rules and regulations were set by headteachers, deputy headteacher and the teachers.

To disseminate the information on rules and regulations governing students’ conduct, they were posted in the letters of admission as well as classroom notice boards. School E experienced problems of indiscipline among the students. An average of sixteen to twenty (16-20) cases of indiscipline were handled every week. The reported cases of indiscipline varied in nature and magnitude. The most common cases of indiscipline reported involved lateness, absenteeism, breaking bounds, truancy, wrong dressing, unattended duties, smoking, theft, fighting and drug taking were also reported in this respective descending order of commonality.
Several modes of punishment were used to correct indiscipline. Culprits cut grass, swept the compound or washed cemented areas. They were also sent home to fetch their parents for a discussion with the headteacher. School E had experienced students' unrest. The school had been closed once as result of this unrest. Following the unrest, there was a violent demonstration during which school property was destroyed. In the year 2002 and 2003, there had been three cases of expulsion and twelve suspensions in school E.

School F was a mixed day school. It was a three-streamed school with a total of student population of five hundred and two students (502). Out of this population, boys were three hundred and eighty (380) while girls were a hundred and twenty two (122).

The school had a set of rules and regulations formulated by the headteacher, the deputy headteacher and teachers. These rules and regulations were posted in classroom noticeboards and letters of admission. School F experienced cases of indiscipline. There was an average of sixteen to twenty cases of indiscipline reported in a week.

The most common form of indisciplined behaviour among students in this school was absenteeism. This was followed by lateness, truancy and
breaking bounds in that respective order. There were also cases of smoking, theft and student relationships. The least common problem was fighting.

In this school, there had been ten cases of suspension in the years 2002 and 2003, and three expulsions. A part from expulsion and suspension, culprits of indiscipline were given manual work and were caned. School F had not experienced closure following students' unrest. Following unrest, there had been a peaceful demonstration with no destruction of property, no loss of human life and no injuries incurred.

School G was mixed day/boarding school. It was a two-streamed school with two hundred and eighty eight students (288). Out of this population, there were two hundred and four boys (204) and eighty four girls (84).

The school had a set of rules and regulations governing students' conduct. They were formulated by the headteacher, the deputy headteacher and teachers. The rules and regulations were then posted on the corridor of notice boards and admission letters.

School G experienced cases of students' indiscipline. An average of eleven to fifteen (11-15) cases of indiscipline were reported in a week.
The most common problem of indiscipline reported was lateness. This was followed by breaking bounds, then absenteesism, noise making, unattended duties, smoking, wrong dressing and students' relationships in that respective order. The least common problem of indiscipline was fighting.

The school had not been closed as a result of student unrest. There had been no violent demonstration, destruction of property, loss of life or injury. There had been six (6) cases of suspension in the years 2002 and 2003, and four (4) expulsions. A part from suspension and expulsion, culprits of indiscipline were given physical work. The following is a tabulated representation of reported cases of indiscipline in the seven schools targeted by the researcher.
Several observations can be made from the tabulated data. First, the most common problem of indiscipline recorded in boys' schools was noise making. This is evident from data collected in schools A and B of particular notice, school A had the highest number of suspensions in the years 2002/2003. There were a total of 52. The schools also recorded the highest number of cases of expulsions for the same years.

Second, the most common problems of indiscipline recorded in day schools were related to absence from the classroom or school for a given time. These were lateness and absenteeism. Third, the problem of drug taking is recorded in two boys schools. However, it was the least common
problem in these schools. Fourth, its observable that the problem of fighting existed in mixed schools. However, it was the least common.

In addition, there were more cases of suspensions and expulsions in boys’ schools than in girls’ schools. Boys’ boarding schools had a total of 12 plus (many) cases of suspension and 3 cases of expulsions in the years 2002 and 2003.

Among all the targeted schools, boys’ schools recorded a bigger number of cases of expulsion than girls’ schools and mixed schools. The later recorded a total of 10 cases of expulsion, the boys’ schools recorded a combined total of 19 cases of expulsion in the years 2002 and 2003.

In addition, boys’ boarding schools had a bigger number of cases reported per week than girls’ boarding schools. Boys boarding schools’ had a minimum combined average of 17 cases of indiscipline reported per week and a maximum combined average of 25 cases of indiscipline reported in the same period.

On the other hand, girls’ boarding schools had a combined minimum average of 15 cases in the same period. Generally, all schools experienced the problem of indiscipline. School C had the minimum
number of indiscipline case reported that is an average of 1 to (1-5). On the higher side were schools E with an average record of sixteen to twenty (16-20) cases of indiscipline reported per week. In addition, there were a combined total of 29 cases of students' expulsion and 48 cases of suspension of students between the years 2002 and 2003, in seven schools targeted by the researcher.


The following is a tabulated presentation of data on academic performance. The information covers a period of four years. These are 1999, 2000, 2001 and 2002.

TABLE IV: Examinations analysis for school A – Provincial Boys Boarding School

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of registered candidates</th>
<th>School means score</th>
<th>Position in District ranking</th>
<th>B(Plain) and above</th>
<th>D+(Plus) and below</th>
<th>Comments on mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>223</td>
<td>6.06</td>
<td>NR</td>
<td>26</td>
<td>52</td>
<td>NR</td>
</tr>
<tr>
<td>2000</td>
<td>219</td>
<td>5.96</td>
<td>6</td>
<td>28</td>
<td>46</td>
<td>Declined</td>
</tr>
<tr>
<td>2001</td>
<td>211</td>
<td>6.10</td>
<td>10</td>
<td>25</td>
<td>41</td>
<td>Improved</td>
</tr>
<tr>
<td>2001</td>
<td>225</td>
<td>5.10</td>
<td>15</td>
<td>09</td>
<td>9</td>
<td>Declined</td>
</tr>
</tbody>
</table>

NR – Not ranked
### TABLE V - Examinations analysis for school B - Provincial Boys Boarding

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of registered candidates</th>
<th>School means score</th>
<th>Position in District ranking</th>
<th>B(Plain) and above</th>
<th>D+(Plus) and below</th>
<th>Comments on mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>56</td>
<td>5.86</td>
<td>NR</td>
<td>10</td>
<td>16</td>
<td>NR</td>
</tr>
<tr>
<td>2000</td>
<td>64</td>
<td>5.20</td>
<td>8</td>
<td>9</td>
<td>33</td>
<td>Declined</td>
</tr>
<tr>
<td>2001</td>
<td>65</td>
<td>5.1</td>
<td>12</td>
<td>5</td>
<td>29</td>
<td>Declined</td>
</tr>
<tr>
<td>2002</td>
<td>72</td>
<td>4.611</td>
<td>14</td>
<td>2</td>
<td>49</td>
<td>Declined</td>
</tr>
</tbody>
</table>

**NR - Not ranked**

### TABLE VI - Examinations analysis for school C - Provincial Girls' Boarding School

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of registered candidates</th>
<th>School means score</th>
<th>Position in District ranking</th>
<th>B(Plain) and above</th>
<th>D+(Plus) and below</th>
<th>Comments on mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>126</td>
<td>7.111</td>
<td>2</td>
<td>26</td>
<td>10</td>
<td>-</td>
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<tr>
<td>2000</td>
<td>133</td>
<td>7.187</td>
<td>2</td>
<td>24</td>
<td>3</td>
<td>Improved</td>
</tr>
<tr>
<td>2001</td>
<td>129</td>
<td>7.248</td>
<td>2</td>
<td>23</td>
<td>3</td>
<td>Improved</td>
</tr>
<tr>
<td>2002</td>
<td>140</td>
<td>7.271</td>
<td>2</td>
<td>37</td>
<td>3</td>
<td>Improved</td>
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</table>
### TABLE VII – Examination analysis for school D – District Girls’ Boarding

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of registered candidates</th>
<th>School means score</th>
<th>Position in District ranking</th>
<th>B(Plain) and above</th>
<th>D+(Plus) and below</th>
<th>Comments on mean score</th>
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<tbody>
<tr>
<td>1999</td>
<td>63</td>
<td>5.911</td>
<td>4</td>
<td>16</td>
<td>16</td>
<td>-</td>
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<td>2000</td>
<td>66</td>
<td>6.230</td>
<td>4</td>
<td>13</td>
<td>11</td>
<td>Improved</td>
</tr>
<tr>
<td>2001</td>
<td>59</td>
<td>6.01</td>
<td>3</td>
<td>14</td>
<td>8</td>
<td>Declined</td>
</tr>
<tr>
<td>2002</td>
<td>686.72</td>
<td>3</td>
<td>23</td>
<td>5</td>
<td>5</td>
<td>Improved</td>
</tr>
</tbody>
</table>

### TABLE VIII – Examinations analysis for school E – District Boys’ Day

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of registered candidates</th>
<th>School means score</th>
<th>Position in District ranking</th>
<th>B(Plain) and above</th>
<th>D+(Plus) and below</th>
<th>Comments on mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>59</td>
<td>4.9</td>
<td>-</td>
<td>2</td>
<td>11</td>
<td>-</td>
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<tr>
<td>2000</td>
<td>61</td>
<td>4.311</td>
<td>11</td>
<td>5</td>
<td>38</td>
<td>Declined</td>
</tr>
<tr>
<td>2001</td>
<td>66</td>
<td>4.48</td>
<td>9</td>
<td>3</td>
<td>32</td>
<td>Declined</td>
</tr>
<tr>
<td>2002</td>
<td>63</td>
<td>4.38</td>
<td>13</td>
<td>2</td>
<td>43</td>
<td>Improved</td>
</tr>
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</table>
TABLE IX – Examination analysis for school F – Mixed Day School

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of registered candidates</th>
<th>School means score</th>
<th>Position in District ranking</th>
<th>B(Plain) and above</th>
<th>D+(Plus) and below</th>
<th>Comments on mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>118</td>
<td>4.83</td>
<td>-</td>
<td>3</td>
<td>86</td>
<td>-</td>
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<tr>
<td>2000</td>
<td>134</td>
<td>4.20</td>
<td>8</td>
<td>1</td>
<td>82</td>
<td>Declined</td>
</tr>
<tr>
<td>2001</td>
<td>123</td>
<td>4.11</td>
<td>14</td>
<td>1</td>
<td>78</td>
<td>Declined</td>
</tr>
<tr>
<td>2002</td>
<td>129</td>
<td>4.72</td>
<td>9</td>
<td>6</td>
<td>43</td>
<td>Improved</td>
</tr>
</tbody>
</table>

TABLE X – Examination analysis for school G – Mixed Day/Boarding School

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of registered candidates</th>
<th>School means score</th>
<th>Position in District ranking</th>
<th>B(Plain) and above</th>
<th>D+(Plus) and below</th>
<th>Comments on mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>32</td>
<td>5.22</td>
<td>-</td>
<td>6</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>2000</td>
<td>43</td>
<td>4.86</td>
<td>4</td>
<td>4</td>
<td>22</td>
<td>Declined</td>
</tr>
<tr>
<td>2001</td>
<td>55</td>
<td>5.13</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>Improved</td>
</tr>
<tr>
<td>2002</td>
<td>53</td>
<td>4.9</td>
<td>6</td>
<td>3</td>
<td>26</td>
<td>Declined</td>
</tr>
</tbody>
</table>

From the above data, several observations can be made. First, it is noticeable that there was better performance of girls' boarding schools in national examinations than that of boys in boarding schools. This is because Schools A and B had a combined total of 1135 candidates
between the years 1999 and 2002. Out of this population, a total of 114 students attained a mean grade of B (Plain) and above. This was the group targeted by institution of higher learning. This formed only 10% of the total candidate population for these years. The implication is that 90% of the candidates could not attend higher education, and this is a significant decline.

From the two boys boarding schools, a total of 362 students attained the low mean grade of D+ and below. This formed 32% of the total candidature.

In comparison, schools C and D had a combined total of 874 candidates between the years 1999 and 2002. Out of these, a total of 176 candidates attained a mean grade of B (Plain) and above. This was 22% of the total candidates attaining a grade that could lead to higher education.

On the lower grade a total of 59 students attained a mean grade of D+ (Plus) and below. This was 8% of total student population. This percentage is not significant compared to the 22% who qualified for higher education.
Second, it is also noticeable that boys' boarding schools attained a declined mean score in years 2001 and 2002. School B actually attained a continued declining performance in the year 2000, 2001 and 2002.

For schools A and B, the decline indices were 1.0 and 0.589 respectively. In comparison, school C had been attaining an improving achievement in the schools mean score. School D declined in achievement in the year 2001, but improved in the year 2002. The improvement indices for schools C and D for the year 2002 0.23 and 0.71 respectively.

Third, it is also noticeable that single sex schools had performed better than mixed schools. Between the year 1999 and 2002, boarding schools had a combined total of 1919 candidates. Out of these, a total of 290 attained a mean score of B (Plain) and above. This was 15% of the total number of candidates.

In comparison, mixed schools had a combined total of 687 candidates between the year 1999 and 2002. Out of these, a total of 33 candidates attained a mean grade of B (Plain) and above. This was only 5% of the total number of candidates. On the lower grades, a total of 330 candidates attained a mean grade of D (Plain) and below. This was 48% of the total number of candidates registered for the examination. The
implication was that there was a significant decline. Almost half the entire group did not qualify for degree or diploma training.

4.3. A COMPARISON OF CASES OF INDISCIPLINE RECORDED AND ACHIEVED MEAN SCORES IN SELECTED SECONDARY SCHOOLS

The following is a tabulated representation of the number of recorded cases of indiscipline, and the schools mean score in the years 2001 and 2002.
TABLE XI – Comparison of cases of indiscipline and achievement mean scores

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>Mean Score</th>
<th>Decline/Improvement Index</th>
<th>Average No. of cases reported per week</th>
<th>No. of cases of suspensions in 2001/2002</th>
<th>No. of cases of expulsion in 2001/2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys Boarding</td>
<td>(2001) 6.10 (2002) 5.10</td>
<td>-1.0</td>
<td>6-10</td>
<td>52</td>
<td>10</td>
</tr>
<tr>
<td>C</td>
<td>Girls</td>
<td>(2001) 6.01 (2002) 6.72</td>
<td>+0.023</td>
<td>6-10</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>Boys day</td>
<td>(2001) 4.48 (2002) 4.38</td>
<td>-0.10</td>
<td>16.10</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>Mixed day</td>
<td>(2001) 4.111 (2002) 4.72</td>
<td>+0.609</td>
<td>16-20</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>Mixed day/boarding</td>
<td>(2001) 5.13 (2002) 4.9</td>
<td>-0.23</td>
<td>11-15</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
There are several observations that can be made from the above data. First, there was a declined performance in the two boys' boarding schools. In addition, the two schools had the highest number of cases of suspension and expulsion. School A had many cases of suspension and 10 cases of expulsion in the years 2001 and 2002. It also recorded a decline index of -1. School B had 12 cases of suspension and 6 cases of suspension in the same period. It recorded a decline index of -0.489. The two schools had more cases of expulsion (16) than the combined total of the other schools (13).

Second, the two girls schools recorded an improved performance in examinations for the years 2001/2002. The improved index was +0.0223 for school C and +0.71 for school D. In addition, they recorded the least number of cases of expulsion and suspension than the rest of the schools. In the years 2001/2002, they had a combined total of 3 cases of expulsion.

Third, all boys schools recorded a decline in performance in the years 2001/2002 unlike the girls and mixed schools. School A had a decline index of -1, school B had -0.489 and school E had -0.10. This is unlike the two girls' schools, which recorded an improvement. One mixed improved in performance and the other declined. School F had an improvement index of +0.609 while school G had a decline index of -0.23.
In addition, the combined total of cases of expulsion is higher in boys' schools than in girls' schools and mixed schools. Boys' schools had a combined total of 19 cases of expulsion, while girls schools had a combined total of 10 cases of expulsion in the years 2001/2002.

Generally, there was a decline in performance in the division. This reflected in the target schools. Out of the 7 schools, four schools declined in performance while three improved.
CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter gives a discussion of the implications of the research findings in terms of their meaning and significance. It also gives concluding remarks pertaining to the research. In order to achieve the above, the chapter is divided into three sub-headings. First, there is interpretation of findings. Second, there are the recommendations and finally there is the conclusion.

5.2 SUMMARY OF FINDINGS

The aim of the researcher was to look into the problem of indiscipline in some selected schools in Central Division of Kitui District. The research also aimed at comparing the academic performance in these schools in the years 1999, 2000, 2001 and 2002.

Several interpretations can be made from the research findings. First, the problem of indiscipline was found in all schools targeted by the researcher. All schools had ensured that there were rules and regulations that govern students' behaviour. They had also made efforts to ensure
the dissemination of information to teachers and students. All schools posted the rules and regulations in the letter of admission. Other modes were also used. The rules and regulations were posted in classrooms and staffroom notice boards. In one school, they were also posted on the corridor notice boards, as well as being read in a full school parade.

In formulating these rules and regulations, several parties were involved. In all schools, the headteacher, the deputy headteacher and teachers were involved. In some schools, the prefects and students body were involved. In one school, the Board of Governors and Parents Teachers Association as well as the Ministry of Education inspectorate were involved. However, a range of cases of indiscipline was reported in all schools. Different schools experienced the same nature of students' indiscipline. There was theft, lateness, absenteeism, truancy, breaking bonds, noise making, unattended duties and wrong dressing. These were the most common as reported in the schools.

Fighting was reported only in one mixed school. Smoking, alcoholism and drug taking were reported in boys' schools only. In addition, one school reported homosexuality. One other school also reported the experience of students' flouting the school language policy.
Each school head handled more than five cases of indiscipline in one week. However, boys' schools and mixed school had more cases handled in a week than girls' schools. Second, all schools had cases of expulsion in the years 2001 and 2002. Expulsion is a disciplinary measure taken when students' indisciplined behaviour is uncontrollable or intolerable. However, there were more cases of expulsion in boys' schools than in girls' schools.

Third, the researcher established that there were some cases of students' unrest in the target schools. Two of the seven schools had been closed as a result of this unrest. These were boys' schools. In both schools, there had been violent demonstrations in which school property was destroyed.

Fourth, the researcher established that all schools have certain modes of punishing culprits of indiscipline. Apart from suspension and expulsion from school, they were given manual work. The work given included cleaning of corridors and classrooms, sweeping the compound, cutting grass, cleaning toilets and fetching parents for a discussion with the headteacher. In one school, caning was used.
In academic performance in the Kenya Certificate of Secondary Education, several interpretations can be made. First of all, out of the seven schools, four achieved a declined performance in the examination. In addition, all boys' schools recorded a declined performance for the years 2001/2002. Second, all girls' boarding schools recorded an improved performance. Also one mixed day school recorded an improvement in the year 2002.

Comparatively, there is an influence of indiscipline on the performance of schools in the national examinations. This is because all the boys' schools recorded more cases of indiscipline than girls and mixed schools. In addition, they also recorded the highest number of expulsion and suspension of students. Further more, they recorded declined performance as reflected in their mean grade.

On the other hand, girls' schools recorded fewer cases of indiscipline than boys' schools and mixed schools. In addition, they recorded improving performance as reflected in their improved mean grades in the years 2000, 2001 and 2002. It is therefore possible to conclude that schools with more cases of indiscipline recorded, achieved lower mean grades in national examinations than those with few cases of indiscipline.
5.3. RECOMMENDATION

Central Division of Kitui District has the problem of students' indiscipline. From the research findings, several recommendations can be made.

First, efforts have to be made to incorporate more parties in the formulation of school rules and regulations. The Board of Governors, Parents Teachers Association, the prefects and students as well as the Ministry of Education Inspectorate should be actively involved.

Second, more attention should be given to boys' schools and mixed schools to establish the cause of indiscipline. These are the schools that experience more cases of indiscipline than girls' schools, yet they achieve lower mean grades in national examinations.

Third, mixed schools, should be replaced with single sex schools. While girls' schools have fewer cases of indiscipline, it is likely that their behaviour will be influenced by boys when in mixed schools.

Fourth, it is recommended that all schools should create more awareness on the rules and regulations governing students' conduct. Posting the rules and regulations on letters of admission and classroom notice boards
not adequate. The rules need to be read out in school parades regularly and also posted on letters written to parents at the end of every term.

Fifth, day schools require more effort to control the problem of absenteeism, lateness and truancy. These are students who spend their time split between home and school. More research needs to be done to establish ways that can be used to curb these problems.

Finally, all schools should aspire to gain mean scores in national examinations. This will enhance students' self-control and promoting disciplined behaviour. It will also boost the number of students who achieve mean grades desired by institutions of higher learning. More research needs to be carried out, especially to establish the cause of indiscipline in these schools and provide possible solutions to the problem.

5.4. CONCLUSION

The research findings imply a relationship between academic performance and discipline in schools. Further effort in research needs to be put to establish the significance of this relationship.
REFERENCES


QUESTIONNAIRE FOR HEADTEACHERS

This is part of an educational research. The information gathered will assist the researcher complete his research, which is compulsory requirement in his studies. The information gathered will be treated with utmost confidentiality. All responses will be respected as honest and to be based on the best of your knowledge. Please do not write your name or that of your school anywhere in this questionnaire.

PART 1 – BACKGROUND INFORMATION

Complete the following by filling in the blanks or ticking as directed.

1. For how long have you served as the Headteacher of your school? ____________ years.

2. Tick appropriately ( ) to indicate the type of your school you head.
   Boys only ( ) Girls only ( ) Mixed ( )

3. Tick appropriately ( ) to indicate if your is school is:
   Boarding ( ) Day ( ) Day/Boarding ( )

4. Tick appropriately ( ) to indicate if your school is a:
   National school ( ) Provincial school ( ) District school ( )

5. How many streams are there in each class? ____________
6. What is the total students population?  Boys ________________
   Girls ________________

PART II – DISCIPLINE

1. By ticking appropriately ( ) please indicate the party/parties involved in the formulation of the rules and regulations governing students conduct in your school.
   Board of governors ( )
   PTA representatives ( )
   Headteacher ( )
   Deputy headteacher ( )
   Heads of departments ( )
   Teachers ( )
   Prefects ( )
   Students ( )
   School sponsor ( )
   Others (specify) ( )

2. By ticking appropriately ( ) indicate the mode/modes used in your school to ensure dissemination of infirmity about the school rules and regulations to teachers and students.
Classroom notice boards ( )
Corridor notice boards ( )
Staffroom notice boards ( )
Letters of admission ( )
Parents letters ( )
Reading out in a full school parade ( )
Others (specify) ( )

3. Do you experience problems of students' indiscipline in your school? Yes/No (Delete whichever is not applicable)

4. By ticking appropriately ( ) indicate the nature of indisciplined cases you experience in your school.

(a) Theft ( )
(b) Lateness ( )
(c)Absenteeism ( )
(d) Truancy ( )
(e) Breaking bounds ( )
(f) Noise making ( )
(g) Unattended duties ( )
(h) Fighting ( )
(i) Smoking ( )
(j) Alcoholism ( )
(k) Drug taking ( )
(l) Homosexuality ( )
(m) Lesbianism ( )
(n) Wrong dressing ( )
(o) Others (specify) ( )

5. With reference to question 4 above, arrange the traits above from the most common to the least common by the use of the identifying letters A to O.

6. What is the average number of indiscipline cases you handle in one week? Tick appropriately ( )
   1-5 ( ) 6-10 ( ) 11-15 ( )
   16-20 ( ) 21-25 ( ) 26-30 ( )
   31-35 ( ) 36-40 ( ) More than 40 ( )

7. How many cases of suspension have you had in your school in the past 2 years? _______________________

8. How many cases of expulsion have you had in the past 2 years? _______________________

9. A part from suspension and expulsion, list other modes of punishment you use to handle cases of indiscipline in your school.
10. Have you ever experienced any case of students' unrest in your school? Yes/No (delete whichever is not applicable)

11. How many times has this occurred? ________________________________

12. Has your school ever been closed as a result of students' unrest? Yes/No (Delete whichever is not applicable). ________________________________

13. By ticking appropriately ( ) identify the gravity of the situation following the said students' unrest.

- Violent demonstration ( )
- Peaceful demonstration ( )
- Destruction of school property ( )
- Destruction of public property ( )
- Destruction of teachers' property ( )
- Destruction of students' property ( )
- Loss of human life ( )
- Serious injuries incurred ( )
- Others (specify) ( ) ________________________________

______________________________

______________________________
PART III – ACADEMICS

1. How many students were registered for the K.C.S.E. examination in the following years:
   
   1999
   2000
   2001
   2002

2. How many students attained a mean grade of B (Plain) and above for the following years:
   
   2003
   2004
   2005
   2006

3. How many students attained a mean grade of D+ (Plus) and below for the following years:
   
   2007
   2008
   2009
   2010

4. What was the schools mean score in K.C.S.E. examination for the following years:
5. With reference to ranking of schools in K.C.S.E. examination in Kitui District, what position was your school in its category (National, Provincial, District) for the following years:

2015
2016
2017
2018

Thank you very much for your co-operation.
QUESTIONNAIRE FOR TEACHERS IN CHARGE OF EXAMINATIONS

This is part of an educational research. The information gathered will assist the researcher to complete his studies. All data will be treated with utmost confidentiality. The responses given will be respected as honest and to the best of your knowledge. Please do not write your name or that of your school anywhere in this questionnaire.

Please complete the following by filling in the blank or as otherwise directed.

1. For how long have you been a teacher in charge of examinations in your school? ________________ years

2. What is the current total student population? _______ boys _______ girls.

3. How many students did your school register as K.C.S.E. candidates for the following years:

   1999 __________________
   2000 __________________
   2001 __________________
   2002 __________________
4. How many students received their results from the Kenya National Examinations Council for the following years:

   1999: 
   2000: 
   2001: 
   2002: 

5. What was the school's mean score for the following years:

   1999: 
   2000: 
   2001: 
   2002: 

6. According to ranking of schools in Kitui District as per attained mean score in K.C.S.E. what position was your school in its category (National, Provincial or District) for the following years:

   1999: 
   2000: 
   2001: 
   2002: 

7. How many students got admissions into public universities for the following years:
8. How many students attained mean grade of B (Plain) and above in the following years:

1999

2000

2001

2002

9. How many students attained a mean grade of D+ (Plus) and below in the following years:

1999

2000

2001

2002

Thank you for your co-operation.