

A STUDY OF DISCIPLINARY PROBLEMS

2007

IN SOME SELECTED SCHOOLS IN MWINGI

DISTRICT, KENYA.

BY

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II.

DECLARATION

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



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



PROF. FREDERICK M. OKATCHA

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IV.

DEDICATION

To all my friends for their continued support and understanding.

ABSTRACT

It was the aim of the researcher to study the problems of indiscipline affecting selected secondary schools in Mwingi District, Kenya. In order to achieve this, research questions and objectives 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 secondary schools. Third, the researcher established that the schools with most indiscipline problems experienced a decline in K.C.S.E. exams. Schools that had few indiscipline problems achieved higher mean scores in national examinations than those with more cases of indiscipline. In order to acquire data related to the research questions, a questionnaire was prepared, validated and administered. The captured data was then analyzed and several deductions were made.

The researcher established that the problem of indiscipline in students was rife in Mwingi 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 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, recorded declining indexes in national examinations. For some schools, the declining performance was significant while for others, it was not significant.

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CHAPTER ONE

1.0 INTRODUCTION

The main reason as to the study of disciplinary problems is that, if discipline has to achieve its meaning in secondary schools, it has to place in its definition the values students will attain in the end. School discipline has to look at what students will gain not only for a specified period in school, but even after leaving school. In other words, it should focus on a long term students benefit.

Howard (1965) puts it this way:

‘The purpose of constructive discipline is to develop within our young people a sense of good judgment consistent with a desirable system of values, leading to proper self- control and self-direction.’

School discipline as such should be that which will help students to grow in their understanding why certain kinds of behaviors and attitudes are right and necessary, and why some are unacceptable for both an individual and a group.

1.1 BACKGROUND TO THE PROBLEM

Discipline is indeed a very essential requirement in any organization such as a school; where there is to be order instead of chaos. Discipline in this context is

used to refer to training or control, often using a system of punishment, aimed at producing obedience to rules as well as self-control.

No group of people of any calibre can work together successfully without establishing standards of behavior, mutual respect and a desirable system of values that lead each person in the group to cultivate self-control and self-direction. Without discipline, aims or goals and aspirations of schools cannot be effectively attained or realized.

Therefore, the school plays a vital role in molding the students into disciplined adults, although the schools are under pressure to produce good results in national examinations, they should not preclude the development of disciplined students. (Kamunge, 1988). The major aim of school discipline should be to endow each student with self respect and proper pride in his or her own integrity. These reinforce the students observations of the norms of good conduct when not under compulsion or supervision. This behavior is then carried on by the student, eventually into his or her adult life.

Sound discipline is an essential ingredient in the creation of a happy and industrious school community performing properly its functions of training the citizens of tomorrow. (Griffin, 1994)

In the past, the term 'discipline' in school most often conjured up images of some form of correction or punishment in response to student misbehavior. Students sat in neat rows in classrooms of old while their teachers stood before them lecturing

on the topic of the day. Students were expected to respect their teachers, and that was the end of it. Disruptions were dealt with severely.

Developments in recent years indicate that we need to change the way we think about discipline in school. It is no longer enough to preserve the past's narrow perception of the role of discipline. Schools are just beginning to learn and understand that discipline includes much more. How students behave, should, in fact, be an area of instruction on a par with academic content in schools.

In Kenya, education is an indispensable factor in national development. It is no wonder that the Kenyan government has invested very heavily in this sector with a big chunk of the national income utilized here. At the core of the schooling system are factors that interplay to ensure that the aims and objectives of education are met.

It hardly needs mentioning that behavioral problems among students constitute a major concern in the field of education. Not only are the children who manifest the behavior problems affected, but their classmates and teachers suffer the effects, of the unacceptable behavior.

Indiscipline therefore is a major concern to all educators. Failure to identify the causes of behavioral problems and providing solutions can lead to a total waste of heavy investment in resources.

It is for this reason that on 19th July, 2001, a meeting of top Ministry of Education officials that included 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. The meeting was prompted by the student 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. For example, Kyanguli Secondary School in Machakos District, where 68 students died and others sustained serious injuries in a dormitory fire, started by their colleagues. The students were arrested and arraigned in court on charges of murder.

The crisis meeting formed 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.

On 7th August, 2001, the Kenyan Government in a press statement by the then Minister of Education, Mr. Henry Kosgey, admitted that all was not well in our secondary schools. An urgent solution had to be sought.

Mwingi District was and has not been spared that wave of unrest. This has had a negative effect on learning programs, academic performance and also dented the reputation of some otherwise reputable schools.

In a Mwingi District Primary and Secondary Schools Prize Giving Day in May 2002, the local District Education Officer, Mr. Sylvester Shiundu, lamented on the strikes and commented that this had led to a bad image of the schools and the District in general and has also affected the learning programs in these schools and consequently their academic performances.

1.2 Statement of the Problem

As has been stated above, discipline is a very important to the wellbeing of the individual students and their success in the performance of the schools as will be established later in this study.

The primary concern of this study will be to establish the causes of indiscipline in secondary schools in Mwingi and how his affects the students, teachers and the school as an institution in general.

1.3 Research Questions

The following research questions were to paramount in the study:

- 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?

1.4 Purpose and Objectives of the Study

The purpose of this research is twofold. First, it explores the causes of indiscipline in secondary schools in a bid to establish whether this influences performance.

Secondly, the study explores the remedial measures taken to correct disciplinary measures in these schools and whether they are successful.

On the other hand, the objectives of the study are as follows:

- I. To find out the causes of indiscipline in the secondary schools.
- II. To find out the frequency of indiscipline cases that are experienced in the school on weekly basis
- III. To identify any remedial action that can be used to correct the indiscipline.
- IV. To find out how indiscipline interferes with the schools learning programs.
- V. To find out what measures are used by the teachers to curb disciplinary problems.
- VI. To find out the reasons why students go on strikes in the selected schools.

1.5 Significance of the Study

The study illuminates what leads to strikes and unrest in schools so that the disciplinary problems might be corrected to enable the students in these schools to

learn properly and pass in the KCSE examinations so that they may fit in society as productive members.

More specifically, the study may assist Mwingi District as it sheds light on what ails the district as far as discipline is concerned and when this is corrected as per the recommendations, the selected schools may perform better in the KCSE Examinations.

The study might also be beneficial to the students and administrators in the affected schools as they will have identified the disciplinary problems and act on them accordingly.

1.6 Scope of the Study

This study covers the causes of indiscipline in selected schools in Mwingi District. In addition, it also delves into the measures used to curb the indiscipline in the schools. It also attempts to compare how indiscipline affects the performance of the affected schools in their performance in the KCSE.

1.7 Limitations of the Study

The researcher took only a few selected schools in Mwingi District as his sample because of the time factor. The research was done during the normal school session therefore it was not possible for the researcher to devote his time wholly to the research because the researcher had to attend to normal teaching duties in school.

The researcher also took a small sample because funding was a problem. The researcher had to sponsor himself in terms of buying material and accessing the respondents. Therefore, funds were limited.

However, the findings are a genuine reflection of what happens on the ground as concerns disciplinary problems in the schools.

1.8 Definition of Terms

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.

Discipline – Performing activities in the school in the right place, right time, and in the right manner.

Deputy Head teacher/Principal – The principal assistant of the agent of the Teacher's Service Commission entrusted with the responsibilities of administration and discipline in secondary schools.

KCSE – Kenya Certificate of Secondary Education. The national examination done at the end of the progressive four years of study in secondary schools that determines who joins public universities.

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

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 of indiscipline in secondary schools in Kenya.

It also makes reference to existing opinions of other researchers and scholars concerning the nature of discipline. 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 middle childhood which is 6 to 10 years the fifth is the preadolescence stage (10 to 12) then the adolescent stage (13 to 18 years) and lastly the adulthood stage (18 years and over)

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

‘The environment in which a child grows- the physical, social, emotional surroundings determine how well the child will express the genetically predetermined potential.’ (pg 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 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 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 student.

There has developed three psychological schools of thought on behavior by Abraham Maslow, Jean Piaget and Mary Mead.

MASLOWS THEORY OF DEVELOPMENT

Maslow's (1968) Theory Of Human Behavior states that there are basic human needs that a person must get before he can function efficiently. According to him human beings are by nature good as long as their needs are met. In terms of misbehavior, he argues that an individual is not destructive as such but is just manifesting his frustration that his need has not been met.

He groups these needs in a hierarchy, such that the lowest need must be ^{met} before the second one is achieved

They are (highest to lowest)

- i. Self actualization
- ii. Self respect / esteem
- iii. Respect for others
- iv. Belonging and Affection
- v. Safety and Security
- vi. Physical needs (Food, shelter, clothing)

Applied to the school situation, students may misbehave because they have not been fed well. This particularly refers to boarding schools where students frequently go on strike because either the food is insufficient or not well prepared or not properly balanced. Sometimes they go on strike because they lack books or sufficient teachers.

Indiscipline among youth may also be associated with the need for self-esteem (Coppersmith, 1967)

PIAGETS DEVELOPMENT THEORY

Again, Piaget's (1958) theory explains that students' misbehavior is a result of their cognitive development which in most cases is tested on the adults by challenging the rules. And it is when they challenge these rules that they come into conflict with authority. This explains why we see a lot of indiscipline in

school. Development is often characterized by changes in their physical characteristics and their cognitive skills. Piaget (1958) states that at this stage the youth tend to develop mature cognitive and moral concept which tests law and order. They begin to criticize the values of the society and resent authority. At this stage they want to be independent from adult control.

The desire to establish a satisfying peer relationship is a notable characteristic at this stage. This explains Maslow's (1968) need for belongingness and affection. That is why it is common to see students walking or working in groups. Peers have a strong influence on the behavior of students.

Rutter et al (1979) in their research found out students who mix with delinquent groups learn delinquent behavior. That is why students who smoke often tend to be in the same group.

MEAD'S SOCIAL FACTOR THEORY

Mead (1970) explains that adolescents' misbehavior is due to the rapid change in society. She observes that a society that is changing faster tends to have adolescents who are more tumultuous than a society that is relatively stable. That rapid change in customs and values affect the students so much that they cannot keep the pace and are as a result thrown into confusion. Daeth (1973) who shares

this view argues that when a society has a common culture, the youth find it easy to adopt without a lot of confusion. The mass media seem to exacerbate the trend of life through films, music magazines and the complicated technological life that threatens the equilibrium of the youth

The pressures at home and at the school, the conflict in society, violence, financial and economic problems all make a society look complicated to the student. Thus his reaction by acting out, is to try and find where he fits in the society. It is also an expression that he does not like the confused environment.

The treatment students get from the adult society make them feel inferior. They are like primary school children when they already consider themselves adults (Daeth, 1973). And sometimes adults expect them not to behave like children. This contradictory message places them in a situation where they feel unaccepted and so rebel against society and desire to have their own where they can be understood. Tattum (ed)(1986) blames the school for delaying the youth entry into adulthood, such that they become mature when still in school and yet the school denies them the chance to express their maturity.

To some extent, part of indiscipline is caused by the ineffective adult modeling (Lamb and Lamb, 1978). The adults expect students to behave in a modest way when they (adults) have not the right example for the students to follow. A

teacher, who smokes in the presence of students and at the same time prohibit the students from doing so, is just contradicting himself.

From the foregoing explanations, it may be said that students' indiscipline in secondary schools caused by the physical cognitive and social changes that take place during their adolescent period in school. These changes that are exhibited in different forms of behavior, are indicators of needs they would like to be met. They therefore act out because the school is slow to change in response to these needs that are associated with the developmental changes.

2.3 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 similarly lacking.” (pg 8)

The goals are clearly documented in policy document on education, developed by the Kenya education commission of 1964, whose report is properly known as Ominde Report. Other Commissions reiterated the importance of those goals.

The government noticing the significance of discipline included it in the broad educational objectives. (Gachathi Report 1976) as;

“to assist youth to grow into self discipline, respecting, law abiding and creative people.”

The secondary educational objective (1986) on discipline is even clearer.

“to lead to the acquisition of attitudes of national patriotism, self respect, self reliance, cooperation, adaptability, sense of purpose, integrity, self-discipline, respect and consideration for others, loyalty and service to home society and the nation.”

The above goals have been the guiding principal of 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 from 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 leaning process to take place.

2.4 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.

The word discipline comes from a Latin word meaning "to learn." From the same Latin word we get the word disciple which means 'one who learns from his master.' So when we think of discipline we should always remember it is a way of learning. Too often we think of discipline as punishment. This is quite wrong.

There are two kinds of discipline - external discipline and self discipline.

External discipline consists of the influences that come upon us from parents and teachers. They require us to be obedient, to be punctual, to be clean, to do our lessons and so on. They may punish us and compel us to behave properly when we misbehave. Another form of discipline that comes to us from "outside ourselves" is our experience of getting into difficulties and finding our way out of them.

A most important form of external discipline is the example of a good man or the experience of seeing a brave action. All these influences what comes to us from the outside world of people and events. They are imposed on us; we can not avoid them. But of course, we may refuse to learn from them.

Self discipline is the control we exercise over ourselves. We might call it 'inside discipline.' because it comes from the aims and desires within us. It is based on self respect. We exercise self discipline when we control our temper, when we force ourselves to work although we feel lazy and even when we are controlling the ball in a game. We are self disciplined when we are able to do the right thing without being made to do it. When children are thus able to control their desires and action, they have made great strides in growing up.

By means of external discipline, the teachers should encourage self- discipline in his pupils. His demands for obedience, his encouragement in their lessons, even his punishments should always have this aim. If this is done teachers will find that children first behave well because they are made to, and then begin to behave properly because they want to. Thus the external discipline of the teacher gradually changes into the self-discipline of his pupils. It takes a long time to acquire self-discipline of but without it we are not free to do any of the things we want to do. We cannot fulfill any ambition without it; nor can we be successful in work^r or play.

This research defines discipline in behavioral 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 teacher 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 manner. The goals of education will therefore be achieved. This is what Chamberlin (1971) tries to imply 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 behavior.

Wierner (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.’ (Pg.29)

Unfortunately, research indicates that our education system in Kenya is constantly under threat from indiscipline. This is not a recent phenomenon but dates back to Kenya’s history.

Wangeri (1986) in her study, 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 head teachers took on students who violated the school rules. She criticized 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 head teachers with help of members of staff. In addition, each school rule had to have a purpose that was clear.

Further more, 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 staffroom 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 times. It also assumed that children did not know evil and that any few problems that students would raise, the head teacher would solve them. She pointed out that the report does not recognize students as a mighty force, would threaten the lives of the head teachers 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. This 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 case of Mary Leakey Girls' Secondary School in Kiambu where students staged a riot, setting the school's library and dormitory ablaze. In Kisumu, St. Andrews High School, students damaged school property worth Ksh. 37,000 in protest over punishment given to some of their colleagues who had reported to school drunk and disorderly. He reported in the year 1980, students of Teremi Secondary School in Bungoma District set the headmaster's house ablaze and destroyed property worth Ksh. 220,000.

Nkinyangi (1986) concludes his research by pointing out that students' indiscipline does not start from a desire from academic achievement but rebellion against such things as food, inadequate facilities, congested dormitories 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 1990's, researchers cited above. The publication, made in the 1999, claims:

'The wave of indiscipline and violence in our 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.'(Pg2)

This comment is in reaction to a wave of student strikes that had hit Kenyan schools at the turn of the century. According to reports 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, 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 centers in Nakuru, Eldoret, Kisumu, Embu, Garrisa, 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 Schools, chaired by Dr. L.G Sagini

Provincial directors 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 established that between 1980 and 1990, the number of students 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 girls dormitory and violently raped a number of them. In the melee that followed, 19 girls lost their lives.’ (Pg 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’. (Pg 7)

The report adds that more innocent lives were lost in Kyanguli Secondary School, in Machakos District where 68 students were burnt to death and scores injured.

The following is a summary of the number of schools that experienced students’ unrest in the year 2000/2001, as reported by the Ministry of Education, Science and technology and availed to the committee.

Table 1: Number of Schools That Experienced Students Unrest by

Province in the Year 2000/ 2001.

Province	Existing Number of Secondary Schools	Number of Schools Gone On Strike	Percentage of Schools on Strike	Gravity
Central	630	85	13.5	Violent and Destructive
Coast	151	4	2.6	Destruction of School property
Nyanza	680	7	1.0	Destruction of School property
Eastern	626	76	12.4	Destruction of School property And loss of life
Rift Valley	629	50	8.0	Violent and Destructive
Western	408	19	4.7	Minor Destruction Of School Property
Nairobi ^f	93	2	0.02	Minor Damage of School Property
North Eastern	21	7	33.3	Destruction of School Property

The report identified many causes of indiscipline in secondary schools at the time. At the top of the list was drug abuse. In addition, there was the 'copy cat'

nature of some of the riots. Some students went on strike on strike because they had received information from the media about other students going on strike. These actions related to volatile nature of adolescence period of development. It is a period characterized by an identity crisis when those in it rebel against authority and identify 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 drugged youths. One emerging fact from the researchers 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 necessarily 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 undisciplined behavior 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 analyze 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 Mwingi District. The population was composed of deputy head teachers. There were a total of twenty-seven secondary schools in the district. Nine (9) schools were of the provincial category and another eighteen (18) were district schools. Out of the twenty-seven schools, there were twelve boys boarding while another ten were girls' boarding. Five were mixed boarding

schools. In all these schools, the deputy head teachers were appointed by the Teachers' Service Commission.

3.2 THE SAMPLE

Out of the twenty-eight (28) schools in Mwingi District, 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, three boys boarding schools were selected and two girls' boarding schools. In addition, a total of two mixed schools were also selected as a representative sample. In this selection, the purposive sampling technique was used.

The seven schools selected were a quarter of the entire population, and with each category represented, it was concluded to be an adequate representation of the target population. The deputy head teachers of these selected schools were approached and requested to fill in the prepared questionnaire.

3.3 THE INSTRUMENT.

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

In an effort to validate the instrument, suggestions from experts' as well as discussion, the instruments were pre-tested before the final administration to the

target group. This exercise was vital in establishing 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 instrument was then prepared, again with consultations from experts in the Department of Educational Psychology.

The instrument (Appendix A) was a questionnaire for deputy head teachers. It gave a 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 (6) items, it solicited background information on the type and category of school that the respondent deputized in.

Part two (2) of the questionnaire solicited information on dissemination of information about school rules and regulations as well as common cases of indiscipline reported in the schools. In addition, Part two (2) also sought information on modes of punishment used for indiscipline students and the gravity of the cases of the indiscipline.

Part three (3) of the questionnaire solicits information on the schools academic performance in national examinations (Kenya Certificate of Secondary Education). This covers a span of five years, that is 1999, 2000, 2001, 2002 and 2003.

3.4 DATA COLLECTION PROCEDURES

The researcher got a permit from the Ministry of Education which authorized him to carry out research in Mwingi District. The researcher booked appointments with targeted respondents. The questionnaires were personally administered to the deputy head teachers. They were asked to fill the questionnaires and return them as soon as possible.

3.5 DATA ANALYSIS

Once the completed questionnaires were received, they were scrutinized and edited. Those with major response errors were left out, while the remaining ones were used for data analysis through descriptive statistics and tables.

CHAPTER FOUR

DATA PRESENTATION AND RESULTS

4.0 Introduction

This chapter describes the findings of the study. This is done with close reference to the research questions and objectives. 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, 2002 and 2003. Third, there is a comparison between performance in KCSE 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 and concerted efforts to establish a system of control of student behavior. 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 four hundred and fifty-six (456). The researcher established that in this school, there were several parties involved in the formulation of school rules and regulations. Those involved included the B.O.G, P.T.A, head teacher, teacher prefects, students and the school sponsor.

In order to ensure dissemination of information about school rules and regulations to students and teachers, three methods were used. First, they were posted in classroom notice boards, secondly, they were outlined in the letter of admission and lastly, the head teacher would read them out in a full school parade.

The researcher established that School A experienced problems of indiscipline. The deputy head teacher handled an average of six to ten (6-10) cases of indiscipline each week. The deputy head teacher confirmed that there had been 18 cases of suspension in the years 2001 and 2002, School A had been closed once as a result of student unrest. This was after students were involved in a violent demonstration, there was both destruction of students property and also destruction of teachers' property.

The cases of indiscipline recorded in School A were varying in nature. This ranged from theft, lateness, absenteeism, breaking bounds, noisemaking, unattended duties, fighting, smoking, alcoholism and wrong school uniform. From the recorded cases of indiscipline, noisemaking was the most common followed by lateness, unattended duties, absenteeism, smoking, breaking bounds, wrong dressing, fighting and alcoholism in that order.

Following the indiscipline cases, several modes of punishment were used in School A. As prior mentioned, there was suspension and expulsion from school. In addition, other modes used were cutting grass, watering flowers and digging holes.

School B was also a boys boarding school. It was of provincial category. It had a total student population of four hundred and fifteen students (415). Several parties were involved in the formulation of rules and regulations governing students conduct. They were the head teacher, deputy head teachers and the prefects. The B.O.G., P.T.A., school sponsor and students 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 staffroom notice board. This school admittedly experienced problems of indiscipline among the students. On average, there were 11-15 cases of indiscipline handled by the deputy head teacher. There were sixteen cases of suspension in the past two years while there were three cases of expulsion in the same period, that is the years 2001 and 2002.

School B had experienced cases of student unrest. This had occurred twice in the years 2001 and 2002. Following the unrest, there was destruction of school property and the school was closed twice. Cases of indiscipline recorded in School B were varying in nature and magnitude. The most common form of indiscipline was noisemaking. This was followed by lateness, breaking of bounds, unattended duties, theft, wrong school uniform and drug taking in that order. There were also cases of smoking, alcoholism and homosexuality.

In School B, several modes of punishment were used to correct undisciplined behavior. In addition to expulsion, there was washing of toilets, cutting grass, chopping firewood, sweeping and holiday detention of two days.

School C was a boys boarding school. It was a district two streamed school with a total population of three hundred and eighty-six (386). From research findings, many parties were involved in the process of formulation of rules and regulations governing students conduct. These include the B.O.G., P.T.A., Head teacher, Deputy Head teacher,

Heads of Department, Teachers, Prefects, School Sponsor and the Ministry of Education Inspectorate.

Information on the rules and regulations was pasted on the classroom notice boards, staffroom notice boards, Letters of Admission, Parents Letters and reading out in a full school parade.

School C had experienced cases of students' indiscipline. The reported cases of indiscipline were an average of one to five (1-5) in a week.

In the years 2001 and 2002, School C had experienced five cases of suspension but no expulsion. Apart from these cases of indiscipline, the school had been closed once after a strike precipitated by cases of indiscipline. However the students held a peaceful demonstration to the local D.E.O.'s office.

Reported cases of indiscipline included noisemaking, unattended duties, lateness, absenteeism, theft, breaking bounds, fighting, smoking and alcohol abuse in that order.

School D was a mixed boarding school. It was a provincial double streamed school with a total of two hundred and ninety students (290), with one-hundred and fifty boys and one-hundred and forty girls. From research findings, the

formulation of school rules and regulations governing students conduct was done by a myriad of parties. These include the B.O.G., P.T.A., the Head teacher, Heads of Department, teachers and prefects.

These rules and regulations were posted in classroom notice boards and letters of admission. School D experienced cases of indiscipline. There was an average of sixteen to twenty (16-20) 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 students relationships. The least common problem was unattended duties.

In this mixed, there had been twelve cases of suspension and three expulsions. Apart from expulsion and suspension, those found in acts of misbehavior were given manual work and were forced to kneel on the classroom corridors or outside the staffroom. School D had experienced one closure that had been precipitated by cases of indiscipline. Following the said unrest, there had been a violent demonstration and destruction of students' property.

School E was also a mixed boarding school. It was a two streamed provincial school with two hundred and ninety eight students. Out of this population, there were one hundred and ninety eight boys (198) and one hundred girls (100).

The school had a set of rules and regulations governing students conduct. They were formulated by the head teacher, the deputy head teacher and teachers. The

rules and regulations were then posted on the corridor notice boards, admission letters and read out in a full school parade.

School E experienced cases of students' indiscipline. Averages 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 absenteeism, noisemaking, unattended duties, smoking, wrong school uniform 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 and four (4) expulsions in the years 2001 and 2002. Apart from suspension and expulsion, culprits of indiscipline were given physical/manual work.

School F was a girls boarding school. It was a provincial three-streamed school with a total population of five hundred and sixty (560). From research findings, many parties are involved in the process of formulation of rules and regulations governing students conduct. These include the B.O.G., P.T.A., the Head teacher, head of departments teachers, prefects and students.

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

In the years 2001 and 2002, School F had experienced four cases of suspension and one case of expulsion. Apart from these cases of indiscipline, the school had 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 G was a girls boarding secondary school. It was a single district school. It had a student population of one hundred and seventy girls (170). In the formation of rules and regulations of students' conduct, several parties were involved. These were the B.O.G., P.T.A. representatives, the head teacher, deputy head teacher, teachers, prefects, and students. Information on school rules and regulations was posted on letters of admission, parents' letters, classroom notice rooms and the staffroom notice board.

School G had experienced problems of students' indiscipline. The reported cases of indiscipline were on the average six to ten in a week (6-10). In the years 2001 and 2002, the school had experienced two suspensions and no expulsions following indiscipline.

The school had not experienced closure following students' unrest. 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 common was noisemaking, lateness, wrong school uniform, unattended duties, theft, absenteeism and breaking bounds in that respective order. There were no reported

cases of smoking, alcoholism, drug taking, lesbianism and fighting in School

G. the following is a tabulated representation of reported cases of indiscipline in the seven schools targeted by the researcher.

TABLE 2: RECORDED PROBLEMS OF INDISCIPLINE IN THE YEARS 2001 AND 2002.

School	Average No. of Reported Cases	Most Common	Least Common	No. of Suspensions In 2001/2002	No. of Expulsions In 2001/2002
A (B.B)	6-10	Noisemaking	Alcohol Abuse	18	2
B (B.B)	11-15	Noisemaking	Drug taking	16	3
C (B.B)	1-5	Noisemaking	Alcohol Abuse	5	0
D (M.B)	16-20	Absenteeism	Unattended Duties	12	3
E (M.B)	11-15	Lateness	Fighting	6	4
F (G.B)	1-5	Theft	Wrong Uniform	4	1
G (G.B)	6-10	Noisemaking	Breaking Bounds	2	0

KEY

B.B. = Boys Boarding

M.B. = Mixed Boarding

G.B. = Girls Boarding

Several observations can be made from the tabulated data. First, the most common problem of indiscipline recorded in boys' schools was noisemaking. This is evident from data collected in schools A, B and C. of particular notice, School A had the highest number of suspensions in the years 2001/2002. There were a total of 18. School D and E which were mixed schools recorded the highest number of expulsions which were a total of 7 for the same years.

Second, the most common problems indiscipline recorded in mixed boarding 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 and alcohol abuse is recorded in the three boys' schools. However, they were the least common problems in these schools.

Fourth, it was observable that the problem of fighting existed in mixed schools. However, it was not so common.

In addition, there were more cases of suspension and expulsion in boys' schools than in girls' schools. Boys' boarding schools had a combined total of 39 suspensions and 5 cases of expulsions in the years 2001 and 2002 as compared to the combined 6 suspensions and 1 expulsion in girls boarding schools during the same period.

On the other hand, mixed boarding schools had a combined minimum average of 27 reported cases and a combined maximum average of 35 reported cases in the

same period, while girls' boarding schools had a combined minimum of 7 and a maximum of 15 cases reported in the same period.

Generally, all schools experienced the problems of indiscipline. School C and F had the minimum number of indiscipline cases reported, that is, an average of 1-5. On the higher, School D recorded the largest number of indiscipline cases recorded per week, that is, 16-20.

In addition, there were a combined total of 13 expulsions and 63 cases of suspension between the years 2001 and 2002, in the seven targeted schools by the researcher.

4.2 A COMPARATIVE ANALYSIS OF PERFORMANCE IN KCSE IN THE YEARS 1999, 2000, 2001, 20002 AND 2003.

The following is a tabulated presentation of data on academic performance. The information covers a period of five years. These are 1999, 2000, 2001, 2002 and 2003.

TABLE 3: Examination Analysis for School A – Provincial Boys Boarding

School.

YEARS	No. of REGISTERED CANDIDATES	SCHOOL MEAN SCORE	POSITION IN DISTRICT RANKING	B(PLAIN) AND MORE	D+(PLUS) AND BELOW	COMMENTS ON MEAN SCORE
1999	115	4.39	9	2	61	-
2000	75	4.76	8	4	28	IMPROVED
2001	69	4.95	7	2	32	IMPROVED
2002	83	4.58	9	5	25	DECLINED
2003	101	5.28	4	6	41	DECLINED

TABLE 4: Examinations Analysis for School B – Provincial Boys Boarding

YEARS	No. of REGISTERED CANDIDATES	SCHOOL MEAN SCORE	POSITION IN DISTRICT RANKING	B(PLAIN) AND MORE	D+(PLUS) AND BELOW	COMMENTS ON MEAN SCORE
1999	68	4.6	8	4	29	-
2000	78	4.82	7	3	34	IMPROVED
2001	82	5.38	7	2	47	IMPROVED
2002	85	4.88	10	2	40	DECLINED
2003	107	5.3	8	3	33	IMPROVED

TABLE 5: Examinations Analysis for School C – Provincial Boys School

YEARS	No. of REGISTERED CANDIDATES	SCHOOL MEAN SCORE	POSITION IN DISTRICT RANKING	B(PLAIN) AND MORE	D+(PLUS) AND BELOW	COMMENTS ON MEAN SCORE
1999	71	3.45	18	0	42	-
2000	88	3.30	19	2	51	DECLINED
2001	67	3.36	19	1	30	IMPROVED
2002	48	3.25	17	0	27	DECLINED
2003	67	3.80	16	0	23	IMPROVED

TABLE 6: Examination Analysis for School D – Mixed School

YEARS	No. of REGISTERED CANDIDATES	SCHOOL MEAN SCORE	POSITION IN DISTRICT RANKING	B(PLAIN) AND MORE	D+(PLUS) AND BELOW	COMMENTS ON MEAN SCORE
1999	55	3.30	200	12	-	
2000	64	3.45	18	0	10	IMPROVED
2001	36	3.40	21	0	13	DECLINED
2002	54	3.15	21	0	12	DECLINED
2003	34	4.5	13	2	12	IMPROVED

TABLE 7: Examinations Analysis for School E – District Mixed School

YEARS	No. of REGISTERED CANDIDATES	SCHOOL MEAN SCORE	POSITION IN DISTRICT RANKING	B(PLAIN) AND MORE	D+(PLUS) AND BELOW	COMMENTS ON MEAN SCORE
1999	-	-	-	-	-	-
2000	-	-	-	-	-	-
2001	26	4.85	10	0	6	-
2002	15	4.7	14	0	3	DECLINED
2003	21	4.6	11	0	5	DECLINED

TABLE 8: Examinations Analysis for School F- District Girls Boarding

YEARS	No. of REGISTERED CANDIDATES	SCHOOL MEAN SCORE	POSITION IN DISTRICT RANKING	B(PLAIN) AND MORE	D+(PLUS) AND BELOW	COMMENTS ON MEAN SCORE
1999	132	5.00	5	10	29	-
2000	141	5.404	5	14	20	IMPROVED
2001	89	5.87	3	13	13	IMPROVED
2002	82	5.59	4	14	23	DECLINED
2003	78	5.28	5	11	24	DECLINED

TABLE 9: Examination Analysis for School G – District Girls Boarding

YEARS	No. of REGISTERED CANDIDATES	SCHOOL MEAN SCORE	POSITION IN DISTRICT RANKING	B(PLAIN) AND MORE	D+(PLUS) AND BELOW	COMMENTS ON MEAN SCORE
1999	26	2.73	27	0	26	-
2000	25	4.08	16	1	21	IMPROVED
2001	34	4.38	17	2	20	IMPROVED
2002	38	3.40	23	0	30	DECLINED
2003	45	3.34	24	0	29	DECLINED

From the above data, several observations can be made. First, it is noticeable that there was better performance in girls' boarding schools in national examinations than boys' boarding schools. This is because Schools A, B, and C had a combined total of 1204 candidates between the years 1999 and 2003. Out of this population, a total of 36 students attained a mean grade of B (Plain) and above. This was the group targeted by institutions of higher learning. This formed only 5% of the total candidate population for these years. The implication is that 95% of the candidates could not attend higher education and this is a significantly small population.

From the three boys' boarding schools, a total of 543 students attained the low mean grade of D+ and below. This formed 45% of the total candidature.

In comparison, Schools F and G had a combined population of 690 candidates between the years 1999 and 2003. Out of these, a total of 65 candidates attained a

mean grade of B (Plain) and above. This was 10% of the total candidates attaining a grade that could lead to higher education.

On the lower grade, a total of 235 students attained a mean grade of D+ and below. This was 34% of the total student population.

Second, it is also noticeable that boys' boarding schools attained a declined mean score in the years 2001 and 2002.

For Schools A, B and C, the decline indices were 0.37, 0.50 and 0.11 respectively.

In comparison, Schools D and E which were mixed boarding schools also recorded decline indices of 0.25 and 0.15 respectively during the same period.

Schools F and G also recorded declining indices of 0.28 and 0.398 respectively in the years 2001 and 2002.

Third, it is also noticeable that single sex schools had performed better than mixed schools. Between the years 1999 and 2003, the single sex schools had a combined total of 1797 candidates. Out of these, a total of 101 attained a mean score of B (Plain) and above. This was 6% of the total number of candidates.

In comparison, mixed schools had a combined total of 305 candidates between the years 1999 and 2003. Out of these, a total of 2 candidates attained a mean grade of B (Plain) and above. This was only a paltry 0.7% of the total of 73 candidates. On the lower grades, a total of 73 candidates attained a mean grade of D+ (Plus) and below. This was 24% of the total number of candidates registered for the examination. There was the implication that a quarter of the entire group did not qualify for degree, diploma or even certificate 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 10: COMPARISON OF CASES OF INDISCIPLINE AND

ACHIEVEMENT MEAN SCORES

CHOOL	TYPE	MEAN SCORE	DECLINE/ IMPROVEMENT INDEX	AVERAGE No. of CASES REPORTED PER WEEK	No. of CASES of SUSPENSION in 2001/2002	No. of CASES of EXPULSION in 2001/2002
	Boys Boarding	(2001) 4.95 (2002) 4.58	-0.37	6-10	18	2
	Boys Boarding	(2001) 5.38 (2002) 4.88	-0.50	11-15	16	3
	Boys Boarding	(2001) 3.36 (2002) 3.25	-0.11	1-5	5	0
	Mixed Boarding	(2001) 3.40 (2002)	-0.35	16-20	12	3
	Mixed Boarding	(2001) 4.85 (2002) 4.7	- 0.15	11-15	6	4
	Girls Boarding	(2001) 5.87 (2002) 5.59	- 0.28	1-5	4	1
	Girls Boarding	(2001) 4.38 (2002) 3.4	- 0.98	6-10	2	0

There are several observations that can be made from the above. First, there was a declined performance in the three boys' boarding schools. In addition, the schools had the highest number of cases of suspension and expulsion. School A had 2 cases of expulsion and 18 cases of suspension in the years 2001 and 2002. It also recorded a decline index of -0.37 . School B had 16 cases of suspension and 3 cases of expulsion in the same period. It recorded a decline index of -0.50 . School Chad 5 cases of suspension and none of expulsion. Its decline index was -0.11 .

The three schools had more cases of suspension (39) as compared to all the other schools (29).

Second, the two girls' schools also recorded a declined performance in examinations for the years 2001/2002. The declined index was -0.28 and -0.98 respectively for schools F and G. In addition, they recorded the least number of cases expulsion and suspension than the rest of the schools. In the years 2001/2002, they had a combined total of 1 case of expulsion and 6 cases of suspension.

On the other hand, Schools C and D which were mixed boarding schools also recorded declined indexes of -0.11 and -0.38 respectively. They also had a combined total of 7 expulsions and 18 suspensions.

Generally, there was a decline in performance in the district during the years 2001/2002. This was reflected in the target schools. All the seven schools recorded declines in performance.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION.

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 archive 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 Mwingi District. The research also aimed at comparing the academic performance in these schools in the years 1999, 2000, 2001, 2002 and 2003.

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' behavior. 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 several schools, they were also posted on the corridor notice boards, as well as being read out in a full school parade.

In formulating these rules and regulations, several parties were involved. In all schools, the head teacher, deputy head teacher and teachers were involved. In some schools, the prefects and students body were involved. In three schools, 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, braking bounds, noisemaking, unattended duties, wrong school uniform and sexual relationships among the students. These were the most common as reported in the schools.

Fighting was reported in both boys and mixed schools. Smoking, alcoholism and drug taking were reported in boys' schools only. Girls' schools also reported the experience of students flouting the school language policy.

Each school deputy head teacher handled more than five cases of indiscipline in one week. However, boys' schools and mixed schools had more cases handled in a week than girls' schools. Second, all schools had cases of suspension and a few cases of expulsion in the years 2001/2002. Suspension and expulsion are extreme disciplinary measures taken when students' in disciplined behavior is

uncontrollable. However, there were more cases of expulsion in boys' and mixed schools than in girls' schools.

Third, the researcher established that there were some cases of students' unrest in the target schools. Three of the seven schools had been closed as a result of this unrest. These were boy's schools. In two of the 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 toilets, sweeping the compound, cutting grass, cutting firewood and clearing bushes.

In academic performance in the Kenya Certificate of Secondary Education, several interpretations can be made. First, out of the seven schools, all achieved a declining performance in the examinations in the years 2001/2002. Second, the girls' schools recorded a minimal decline than the other schools. The boys' and mixed schools recorded significant decline in performance.

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

On the other hand, girls' schools recorded fewer cases of indiscipline than boys' schools and mixed schools. In addition, they reflected minimum decline in their mean scores in the years 1999, 2000, 2001, 2002 and 2003. It is therefore possible to conclude that schools with more cases of indiscipline recorded, achieved lower mean scores in national examinations than those with fewer cases of indiscipline.

5.3 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.

5.4 RECOMMENDATIONS

Mwingi District has the problem of student indiscipline. From the research findings, several recommendations can be made.

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

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

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

Fourth, it is also 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 is not adequate. The rules should be read out in school parades regularly and also posted on letters written to parents at the end of every term.

Fifth, mixed schools require more effort to control the problem of absenteeism, lateness and truancy. More research needs to be done to establish ways that can be used to curb these problems.

Finally, all schools should aspire to gain higher mean scores in national examinations. This will enhance students' self-control and promoting disciplined behavior. 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.

A handwritten red scribble or signature, possibly the initials 'BO', enclosed in a red oval.

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QUESTIONNAIRE FOR DEPUTY HEADTEACHERS

This is part of an educational research. The information gathered will assist the researcher to complete his research, which is a company requirement in his studies. The information gathered will be treated with at most 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

1. Complete the following by filling the blanks or ticking as directed.
For how long have you served as the deputy head teacher of your school?
_____ years.
2. Tick appropriately () to indicate the type of school you are deputising in.
Boys only () Girls only () Mixed ()
3. Tick appropriately () to indicate which one of following your 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 2: DISCIPLINE

1. By ticking appropriate () please indicate the party/parties involved in the formulation of the rules and regulations governing students conduct in your school.

- | | |
|---------------------|-----|
| Board of Governors | () |
| PTA representative | () |
| Head teacher | () |
| Deputy Head teacher | () |
| Heads of Department | () |
| Teachers | () |
| Prefects | () |
| Students | () |
| School Sponsor | () |
| Others (specify) | () |

By ticking appropriately () indicate the model/modes used in your school ensure dissemination of information about the school rules and regulations to teachers and students:

- classroom notice boards ()
- corridor notice boards ()
- affroom notice boards ()
- letters of Admission ()
- parents Letters ()
- school Parade ()
- others (specify) ()

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

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

- a) Theft ()
- b) Lateness ()
- c) Absenteeism ()
- d) Truancy ()
- e) Breaking Bounds ()
- f) Noisemaking ()
- g) Unattended duties ()
- h) Fighting ()
- i) Smoking ()
- j) Alcoholism ()
- k) Drug taking ()
- l) Homosexuality ()
- m) Lesbianism ()
- n) Wrong School Uniform ()
- o) Others (specify) ()

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

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 () |

How many students have been suspended in the past 2 years?

How many students been expelled in your school in the past 2 years?

Apart from suspension and expulsion, list other modes of punishment you use to handle cases of indiscipline in your school.

1. Has your school ever experienced any strikes or demonstrations?
Yes/No (delete whichever is not applicable)
1. Have these strikes been precipitated by indiscipline? Yes/No (delete whichever is not applicable)
2. Has your school ever been closed as a result of student's unrest?
Yes/No (delete whichever is not applicable)
3. 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 | () |
| Loss of Human Life | () |
| Serious Injuries Incurred | () |
| Others (specify) | () |

