

**A STUDY OF THE RELATIONSHIP BETWEEN  
INDISCIPLINE CASES AND PUNISHMENT GIVEN TO  
SECONDARY SCHOOL STUDENTS IN WAJIR DISTRICT.**

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## DECLARATION

This 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 with my approval as the university supervisor.

  
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## **DEDICATION**

This project is dedicated to my wife, children and my parents whose patience and understanding allowed me to go through this course successfully.

## ACKNOWLEDGEMENTS

I first acknowledge the unlimited guidance and direction of my supervisor Prof. M.M. Patel.

My gratitude also goes to all the headteachers, teachers and students of Wajir District who took part and made this study a success.

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## ABSTRACT

A major goal of psychology is to predict human behaviour. It is also the goal of any education system to produce an all round person after a successful completion of a given educational cycle.

One prerequisite for proper leaning to take place is discipline to be maintained inside and outside the classroom.

It is therefore a goal for any school administration and the teachers to maintain discipline in their schools.

This formed the foundation of this research where the relationship between student's misbehaviour and the punishment given by teachers was under study.

A sample of three schools was obtained in Wajir District which involved a hundred and twenty students, thirty teachers and three head teachers.

Questionnaires and interview schedules were the main tools for data collection.

Descriptive statistics was used in the analysis and presentation of data.

The study realized that there was a relationship between indiscipline and punishment since punishment was seen to be effective in controlling student's misbehaviour to an extent.

However, majority of those involved in the study were of the view that guidance and counselling more than punishment was effective in controlling student misbehaviour in schools.

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## **1.0 CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

The chapter gives an overview of the study and among other issues it describes the purpose and objectives of the study.

### **1.2 Rationale**

Discipline among students is a prerequisite for proper learning to take place and in schools where discipline has been good; performance in national examinations also improves. It is the dream of every school administration, parents and the ministry of education that students are disciplined so as to learn and achieve their major objectives in life.

The school besides providing education is supposed to help the learners to be moral and ethical. The 1988 report of the presidential working party on education and manpower training for the next decade and beyond (Kamunge Report) observed that one of the major objectives of secondary education is “to provide for an all round mental, moral and spiritual development.”

Also the report of the national committee on educational objectives and policies of December 1976 (The Gachathi Report) stated one of the broad objectives of education as being “to assist the youth to grow into self disciplined, respecting, law abiding and creative people.” In the school situation, the maintenance of discipline has been largely left to teachers and other stakeholders like parents

have taken a back seat. Again the 1976 Gachathi Report observed “one of the problems of formalized schooling today is that parents tend to assume that the teachers will provide for all the learning disciplinary and socialization needs of the youth, including the understanding of the ethical values of society.”

It is the feeling among many parents that teachers are professionally trained to deal with indiscipline among their students. This has been very true of secondary schools in Kenya today. However the efforts of teachers in maintaining discipline has been questioned by many in view of the unrests in schools in most parts of the country. In the last two decades school unrests have been confined to strikes and boycotts of school programmes, the destruction of school property and sometimes arson.

Recently, however, unrests in school has led to the deaths of students as has been the case of Kyanguli Secondary Schools in Machakos District where sixty seven boys lost their lives in 2001 and the case of Nyeri High school where four prefects were burnt by their fellow students. As a result unrests in schools and indiscipline in general among secondary school students have challenged the achievement of one of the national goals of education in which students are expected to be moral, ethical and upright after their secondary education cycle.

One of the methods expected to be used by the teachers in maintaining discipline is punishing those students who are involved in undesirable behaviour. In the past punishment included giving manual work to undisciplined students and

even corporal punishment (caning). Recently however the government, in pursuance of the rights of the child forbade the use of the cane in schools.

This has left many teachers to be worried about the discipline of their students. Some teachers have themselves become victims of their undisciplined students, as is the case of the 2002 Kericho High School teacher who was raped by her students. Another way in which teachers are expected to maintain discipline in their schools is the use of guidance and counseling. The Koech Report (1999) recommended that guidance and counseling in schools and colleges, be strengthened to become an active service where students should receive help on academic, social and practical aspects of life. The report also observed that there was an urgent need to have adequate and professionally trained staff to handle guidance and counseling in education and training institutions throughout the country.

However, up to this time it is only regular teachers who are appointed to handle these very crucial services, yet the teacher has to ensure that the syllabus is covered observing fixed deadlines in his area of teaching. The teacher therefore has little time for guidance and counseling services. The teaching of religious education and social education and ethics was also introduced in the 8-4-4 syllabus, with the hope that students will develop a sound ethical and moral behaviour.

With all the above expectations on the teachers to maintain discipline in schools, the researcher felt there is need to find out whether punishment realizes its goal of maintaining discipline in secondary schools. The researcher chose secondary school because it is in the secondary school where students spend much of their adolescent life. Adolescence is a critical period in the life of the young person characterized by changes in the physical and cognitive processes.

### **1.3 Statement of the Problem**

The achievement of the national goals of education in Kenya has time and again faced a lot of challenges. One such problem is indiscipline among students, which includes academic indiscipline or rather poor attitude towards learning, truancy, drug abuse, school strikes where students orchestrate chaos, causing wanton destruction of property and sometimes the loss of human life.

One way of controlling indiscipline in schools is the giving of punishment to students involved in undesirable behaviour by their teachers. The concern of this study was to find out the relationship between indiscipline behaviour and the punishment given by teachers.

### **1.4 Research Questions**

1. What is the nature of indiscipline problems experienced in secondary schools?
2. What kinds of punishments are given to students involved in undesirable behaviour?

3. Do punishments address the problem of indiscipline in secondary schools?
4. Is there any relationship between students' indiscipline behaviors and the punishment given to them?

### **1.5 Objectives of the Study**

1. To find out the indiscipline problems that are experienced in secondary schools.
2. To investigate the kind of punishments that are meted out to students involved in undesirable behaviour.
3. To find out whether punishment addresses the problem of indiscipline in secondary schools.
4. To investigate the relationship between indiscipline cases found among secondary school students and the kind of punishment given to students involved in undesirable behaviour.
5. To determine the possible causes of indiscipline among secondary school students.
6. To find out methods used by teachers in dealing with indiscipline in schools.

## **1.6 Significance of the Study**

The findings of the study will have direct implications on the students in secondary school.

The study was expected to contribute to the generation of knowledge, which will enable policy makers to put in place ways of improving discipline in secondary schools. The study will be of great benefit to curriculum developers since a friendly curriculum will itself be a check on indiscipline in schools. Poor attitude to learning can have a source in the way the curriculum is designed.

The study is expected to provide relevant data and recommendations, which will be useful to all education stakeholders countrywide. The study will be of particular benefit to teachers since it will help them assess their methods in dealing with students' misbehaviour in secondary schools. Also of particular importance will be the usefulness of the study in shedding light on the teacher as the implementer of the curriculum. The remote assumption was that if the students are the only sources of indiscipline in schools, then punishment would have been a solution to indiscipline in schools.

The study will also benefit parents. The upbringing of the child is mainly the duty of the parent. The parents are to be advised accordingly in the role they are to play and the contribution they are to make to their sons and daughters' discipline in school. The students will also benefit from the study for they will be advised on how to improve on their discipline and learning in general.

## **1.7 Assumptions of the Study**

The following were the assumptions of this study;

1. There are indiscipline problems in secondary schools.
2. Teachers are capable of identifying the causes of indiscipline problems in schools.
3. Teachers have standard ways of exercising punishment on their students.
4. Teachers have the responsibility of maintaining discipline in their schools.
5. Parents play a role in instilling discipline in their children.
6. Teachers have updated themselves with theories dealing with punishment.

## **1.8 Limitations of the Study**

1. The study was limited to three secondary schools in Wajir District which the researcher felt can give an adequate representation of the entire district secondary schools.
2. The researcher experienced time and financial limitations to carry out the research in all the schools in the country.
3. The study depended on the opinions of the respondents who might be subjective in their thinking.

## 1.9 Operational Definition of Terms

- Curriculum -** The formal, informal and the non-formal set of activities the child experiences in school.
- Discipline -** A state of order or a situation under control as a result of learning or exposure to rules and regulations.
- Learning -** A change in behaviour as a result of exposure to a learned activity.
- Punishment -** An unpleasant consequence that is inflicted on somebody with the aim of decreasing the activity that called for it, in most cases an undesirable behaviour.
- Questionnaire -** A set of written questions to which written responses are required from respondents.

## **2.0 CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The chapter looks into studies that have been carried out previously relating to indiscipline and punishment. In particular the chapter tries to look at studies on indiscipline and punishment at the secondary school setting. The chapter also reviews three major theories related to the study.

### **2.2 Definition of Discipline**

Dickinson (1963) defined discipline as the learned state of affairs in which the interactivity of students, teachers and situation produces an environment conducive for learning. Indiscipline can be defined as the chaotic state of affairs, and in the school situation it is where there is lack of order and a conducive environment for learning lacks (Jones 1984).

#### **2.2.1 Definition of Punishment**

Myers (1993), a punisher is any consequence that decreases the frequency of a behaviour that it follows. Presentation punishment occurs when the appearance of a stimulus following the behaviour suppresses or decreases the behaviour. When teachers use demerits, extra work, running laps, and so on they are attempting to use this kind of punishment. The other type of punishment, removal punishment, involves the disappearance or removal of a stimulus.

When teachers or parents take away privileges after a young person has behaved inappropriately they are applying this second kind of punishment, Woolfolk (1987).

## **2.3 Causes of Indiscipline in Schools**

Various studies carried out to find out the causes of indiscipline among students in secondary schools came up with similar causes.

### **2.3.1 Economic Problems**

Poverty has taken its toll in schools where parents are not in a position to provide some of the basic facilities that are required by the students in schools. Anderson (1972) observed that in Uganda it is in boarding schools where most school strikes take place and he argued it is because of the facilities that are not adequate in these schools. And when students question the inadequacy of these facilities, they are branded as deviants and unreasonable. These itself forms part of the students frustrations for their demands are not met.

Anderson (1972) also found out that problems were common in boarding schools where the middle and low economic group citizens were taking their sons. He goes ahead to explain that school strikes are essentially symptoms of deep seated and long term students' dissatisfaction.

### **2.3.2 Drug Abuse**

Though secondary school students could be taking negative drugs as a result of frustrations caused by economic and social problems, Macdonald (1973) believes there are other reasons why students abuse drugs. These are;

- Curiosity
- Boredom
- Peer pressure
- Family breakdown
- Ignorance of the damage that can be caused by the drugs.
- The media, where the advertisements for negative drugs is not censored.
- Drugs taken as an alternative to the frustrations imposed on the students as a result of the pressures of academic work.
- Students sometimes abuse drugs in order to cause chaos.

### **2.3.3 Nature of drugs**

The most common drugs students abuse are;

- Bhang
- Marijuana
- Tobacco
- Chang'aa
- Kuber
- Glue
- Miraa

### **2.3.4 The Curriculum**

The school curriculum becomes an additional problem when students feel that it is not friendly. With the introduction of the 8-4-4 syllabus, the situation has been seen to be worsening and parents and other education stakeholders have been urging the government to revise the system. The problem has been that the curriculum has been putting much pressure on the child by not giving him or her enough time for play. It should not be forgotten that the secondary school students are passing through their adolescence period in life when they face problems of adjustment and identity (Jones 1984).

Among the methods that they have used to rebel against the curriculum has been academic indiscipline where the students have demonstrated a very poor attitude to learning. The report of the task force on student discipline and unrest of 2001 stated that the curriculum did not cater for the holistic development of the child, the curriculum was still overloaded despite the current reduction of the number of examinable subjects.

### **2.3.5 Low Morale among Teachers**

Inadequate salary, poor working conditions and low morale among teachers have been responsible for the fact that teachers are poor role models to their students. The teaching profession has been seen to belong, to one of the lowest paying professions necessitating teachers to be always on the move in looking for better paying jobs.

The result has been less interest among the teachers when teaching their students resulting in poor performance in the national examinations, Kinyanjui (1976).

The 2001 report of the task force on student discipline and unrest observed that:

- Some of the teachers are undisciplined
- Some teachers are chronic absentees while some teachers do not mark students work, do not complete the syllabus and award marks unfairly.
- Some teachers engage in immoral affairs with their students.
- Some teachers incite students against school administration.
- Some teachers dress indecently.
- Some teachers belittle themselves by borrowing money and cigarettes from students.

### **2.3.6 Lack of Communication**

In schools where students have been violent, the resultant violence erupts only after the students find out that the school administration does not want to listen to them. This is to mean that quite a number of headteachers do not allow any kind of communication or dialogue. Muya (1989) noted that poor communication between the headteachers, the staff and students have been responsible for most of the indiscipline cases in schools in the country. Rogers (1961) emphasized the importance of the self-concept where everybody needs to be heard and recognized for healthy personality development.

### **2.3.7 The Culture of Violence in Society**

As members of the wider society, students cannot escape seeing the vices in the society they live in. The media has only added to the culture of violence in society in the name of reporting some of the things it should have been avoiding altogether. On a daily basis students see mobs lynching a poor thief who stole because of unemployment, communities who massacre each other in the name of clan clashes and an orgy of silent violence taking place in the family but which children in such families are themselves victims and in one way or another shape the child's behaviour and thinking.

Albert Bandura (1969) made children watch a movie showing an adult playing with a large doll in a highly aggressive manner. Given the opportunity to play with the doll themselves, the children displayed remarkably similar behaviour. This means that anti social models in ones family, neighbourhood and television programmes may have anti social effects. Observers of such media are likely to behave aggressively when provoked and they tend to become desensitized to the depicted cruelties (Roy 1977).

But again it cannot be ignored that crime and especially robbery has become a well paying job and young people aspire to become robbers themselves. This vicarious conditioning in which we see others rewarded for their actions means even students will see violence and crime as a normal thing in life (Hill 1985).

It is no doubt therefore this silent modeling or imitation plays a major role in the behaviour of students in school and the extent of indiscipline and violence they express, is the extent they learn from their surroundings.

## **2.4 Punishment**

Punishment is a method used by teachers in maintaining discipline in schools. Punishment is an aversive (unpleasant) consequence that tends to decrease the recurrence of behaviours that precede it (Ingule et al 1996).

Besides the general agreement that punishment does not necessarily decrease the probability of a response occurring but may simply lead to its temporary suppression, punishment can have undesirable side effects, for instance, negative emotional reactions that frequently appear and sometimes become associated with the punisher rather than with the offence (Campbell and Church, 1969).

### **2.4.1 Some Problems Associated With the Use of Punishment**

The effects may only be temporary particularly when the aversive stimulus used is mild (Plonsky 1996). Punishment may lead to escape, avoidance, aggression and other negative emotional reactions (Myers 1993) (Bernard 1972).

### **2.4.2 Principles for the Effective Use of Punishment**

Punishment must be prompt and should follow the occurrence of the undesirable behaviour immediately (Ingule et al 1996). Punishment should be consistent and should occur each and every time the undesired behaviour occurs. An alternative

behaviour should be made available which can be reinforced where the principle is to overcome the problem of punishment not being as good of a source of information as is reinforcement (Plonsky 1996).

Very intense physical punishment is considered more effective than mild punishment. Effectiveness is determined in terms of reoccurrences of the punished behaviour. The more effective the punishment the less likely that the punished behaviour will reoccur. Very intense punishment even when delayed is effective (Parke, 1970). Punishment by a parent or a teacher who is ordinarily warm and loving is significantly more effective than punishment by a usually cold and distant parent (Aronfriceed, 1960).

### **2.4.3 Nature of Punishment in Schools**

- Washing halls
- Cutting grass
- Digging trenches
- Suspension from school

According to the Education Act Cap 211 (1968) laws of Kenya, regulation 19 referred to as school discipline regulation a student may be suspended from attendance at school by the headteacher of the school or teacher acting in that capacity, if his language or behaviour is habitually or continually such as to endanger the maintenance of a proper standard

of moral and social conduct in the school or if any single act of subversive is committed.

- Detention – staying after school for some hours as a punishment.
- Fines imposed after destruction of property.
- The withdrawal of privileges e.g. demoting a prefect.

## **2.5 Alternative Methods to Punishment**

It is agreed that punishment is not as effective in bringing change in behaviour as is reinforcement; children continue to misbehave even after they have been repeatedly punished. There should never be a need to use physical punishment with a regular classroom population. If there are severe behaviour problems that cannot be treated by other response weakening techniques in conjunction with positive reinforcement, the classroom structure and the teaching procedures should be carefully examined (Jensai, Sloane and Young 1988). Some of the alternative methods used by teachers in place of punishment are;

- Involving parents of students who are engaged in undesirable behaviour.  
The aim here is to stress the seriousness of the matter to the student.
- Using reinforcement more than punishment.
- The use of guidance and counseling in which many are in agreement that not only will counseling help the student but will help students learn lifelong skills that will help them cope even in one most difficult situations.

The 1988 report of the presidential working party in education and man power training for the next decade and beyond, showed concern for guidance and counseling schools. The report recommended that guidance and counseling units be established at the district level and at the school level, and the senior teachers be appointed to be responsible for guidance and counseling.

## **2.6 Theoretical Perspectives**

In this study three theories shall be reviewed which shed light on the behaviour of the person. In our case concern will be on the causes of undesirable behaviour in light of the theories. The three theories are;

- Maslow's theory of human needs,
- Erickson's psychosocial theory
- Kohlberg's theory of moral development.

### **2.6.1 Maslow's Theory of Human Needs**

Abraham Maslow (1954) proposed that human beings have a number of complex needs but not all of these needs are equally important at any one time. Instead they are organized hierarchically with each different level of needs resting on the assumption that the ones underneath have been satisfied.

As each group of needs becomes satisfied, the next level becomes important. At the bottom are the physiological needs, which are essential for the person's survival. Maslow arguing that if we are in a situation where these needs are not

being met, our energies are developed towards satisfying them. According to Maslow people are good in nature and they have a tremendous potential for personal development. They try to become the best they can. They try to become what they are capable of becoming. According to Maslow (1968) human beings are by nature good as long as their needs are met.

Concerning misbehaviour, Maslow believes that individuals are not destructive but are manifesting their frustrations because their needs have not been met.

Safety needs come next and this is where the individual needs to feel that the world is organized and predictable, the need to feel safe, secure and stable.

The other level of needs according to Maslow is belongingness and love needs.

These are the needs to love and be loved, to belong and be accepted; to avoid loneliness and alienation.

Esteem needs are in the fourth level in the hierarchy of needs and these are needs for self esteem, achievement, competence and independence and need for recognition and respect from others.

Top at Maslow's hierarchy of needs is the need for self-actualization where individuals need to live up to their fullest and unique potentials. Physical needs level is quite applicable in the secondary school setting since inadequate boarding and academic facility put the students in a state of frustration. The lack of adequate food or the provision of little food to students in boarding schools

has been cited as one of the major causes of violent protests in secondary schools (Kinyajui 1976).

Poor shelter, overcrowding in boarding houses and poor quality beddings which do not protect the vagaries of weather from the students have also been the causes of mass indiscipline in some schools (Anderson 1972). Bullying in boarding secondary schools and ridicule and name calling by other students and teachers precisely go against the belonging and love needs of Maslow (1970) where the student needs to be loved and to be accepted. Once this need is not satisfied, the student is frustrated and depressed to an extent where he rebels against authority. There is need to boost the self-concept of the person and be given positive regard (Rogers 1967).

Young people need unconditional acceptance and whether they are getting the kind of acceptance they need in their schools is still questionable. One thing cannot be ignored that the student in secondary school is mostly in the adolescent period in his life where the tension between biological maturity and social dependence creates a period of "storm and stress" (Stanley hall 1904).

### **2.6.2 Erik Erickson's Psychosocial Theory**

Erickson (1963) contends that each stage of life has its own psychosocial task. Erikson developed the stages of psychosocial development, and they were eight stages in total. Erickson argued that in every stage in life there was a crisis, which the person had to resolve. The initial stage in life Eriksson called infancy

and it covered the first year in a person's life. At this early stage, the infant either developed trust in the world around it or developed mistrust depending on how it perceived the world. If all the needs are met the infant develops a sense of basic trust.

The second stage in the person's life, Erickson named it autonomy Vs shame and doubt where the toddler strives to learn independence and self-confidence and the inability to achieve that, the toddler is ashamed and develops doubts about him or herself. This is normally when a child is two years old.

The third stage in the person's life according to Erikson is the stage of the preschooler where the child learns to initiate tasks and grapples with self-control. If the child fails to initiate the tasks then he/she will develop guilt. The child at this stage is normally between 3-5 years.

The fourth stage in the person's life is the elementary school going age of between six years to puberty. At this age the child learns either to feel effective or inadequate depending on how the child is able to overcome the crisis at that age. The task at that stage was named as competence versus inferiority by Erikson.

The fifth stage is the stage of adolescence which Erikson name identity versus role confusion where the teenager works at refining a sense of self by testing roles, then integrating them to form a single identity.

The sixth stage in the person's life is during young adulthood between the ages of twenty to forty and Erikson named the crisis at that stage, intimacy versus isolation. This is when the young adult struggles to form close relationships and to gain the capacity for intimate love.

The seventh stage is during middle adulthood between the ages of forty to sixty and Erikson called the crisis at that stage generativity versus stagnation. During this period the middle-aged person seeks a sense of contributing to the world, such as through family and work. Failure to contribute, the person stagnates in life.

The last stage is during later adulthood during the ages of sixty and above. Erikson called this stage of integrity versus despair. When reflecting in his or her life, the elderly person may fill a sense of satisfaction or failure in life. The secondary school student would most likely fall in the stage of adolescence when according to Erikson; the person is searching for an identity. Erikson believes that some adolescents forge their identity early, simply by taking on their parents' values and expectations. But others adopt a negative identity that defines itself in opposition to parents and society but in conformity with a particular peer group.

During adolescence, youngsters go through major physical, intellectual and emotional changes. They experience new sexual feelings and not quite knowing how to respond, they are frequently confused. According to Eggen and Kauchak

(1994) the adolescents are caught in the awkward position of wanting to assert their independence, yet longing for the stability of structure and discipline. They want to rebel, but they want something solid to rebel against. The opportunity, to rebel however is provided by the situations in most boarding schools in the country. The report of the task force on student discipline and unrest in secondary schools of 2001 indicated that students are given inadequate and poorly cooked food. The report also noted that students fetched water from untreated sources and rivers outside the school.

Worse still the task force observed that school rules were undemocratic, vague and oppressive and in some cases these rules were not documented and the schools were only operating on existing traditions and the students were not involved in the formulation of the rules.

### **2.6.3 Kohlbergs Theory of Moral Development**

Kohlberg (1963, 1969, 1981, 1984) developed a theory of moral development where he believed that morals develop in stages and that all people pass through all the stages in the same order but at different rates. He also suggested that prior attainment of a previous stage is required to attain higher levels of moral reasoning. Kohlberg described moral development as existing in three levels consisting of two stages each. The first level is the pre-conventional reasoning level. The first stage in the first level is the punishment obedience stage where the consequences of an act determine if the act is good or bad.

The second stage is that of market exchange where Kohlberg explained that obeying rules and exchanging favours are judged in terms of benefit to the person.

The second level is that of conventional ethics, which Kohlberg called the ethics of others. This level contain the third stage of moral development, the interpersonal harmony which Kohlberg sometimes called “nice girl/good boy” orientation where adolescents reach ethical decisions based on what pleases, helps, or is approved by others.

The fourth stage which is also contained in the second level is the stage of law and order where according to Kohlberg people want to maintain an orderly society by obeying the law.

The third level is the post conventional ethics level. The fifth stage is found in this level and this stage Kohlberg called it the stage of social contract where rules are based on principles of justice and common good and are mutually agreed upon by members of society.

The last stage also found in the third level is that of universal principles. This is the stage at which moral reasoning is based on abstract and general principles above society’s rules. Research indicates that very few people operate at this stage (Kohlberg, 1984). The secondary school student operates at the second level and in particular the third stage of Kohlberg’s moral development. This is

the stage Kohlberg named the stage of interpersonal harmony. The adolescent operating at this stage will be caught up in the majority opinion.

The influence of peers on the adolescent cannot be ignored since the adolescent will be listening more to his peers than the other members of the society. The peer can influence the adolescent more than the teacher and the parent. No wonder the report of the task force on discipline and unrest in schools of 2001 stated one of the causes of student misbehaviour being the influence of peers.

#### **2.6.4 The Consequences of Indiscipline in Schools**

Some of the results of indiscipline noted are;

- Poor performance in national examinations.
- Non-achievement of the national goals of education.
- Wanton destruction of school property.
- Legal tussles as a result of students tried in courts of law due to undesirable behaviour.

#### **2.7 Conclusion**

It is clear that much has been written concerning discipline. Going by the three theories that were reviewed the adolescent needs to be understood and teachers need to be extensively inducted on the ways to handle adolescents for serious disciplinary problems to be avoided.

## **3.0 CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter describes the methods and strategies that the researcher used to conduct the research. The research design, sampling procedures, research instruments and the methods used in data collection are described.

### **3.2 Research Design**

The study adopted a descriptive survey design. Lokesh (1984) maintains the survey design is meant to obtain pertinent and precise information, which will assist the researcher in analyzing data easily. According to Lovel (1977) the descriptive survey is the most commonly used method in behavioral science.

The researcher has chosen the design in order to capture relevant data so as to obtain answers to the research questions that have been stated in chapter one. Since the study covered a large number of respondents, descriptive survey was seen as the most suitable. A descriptive case study according to Robson (1993) is a strategy for doing research, which involves an empirical investigation on a particular contemporary phenomenon within its real life context using multiple sources of evidence.

### **3.3 Locale of the Study**

The study was conducted in Wajir District in North-Eastern Province. The researcher chose the location since it was accessible to him and was ideal as the researcher was conversant with the geographical and social setting of the area not to mention that the researcher has worked with the people in the district and can easily obtain relevant information for the study. Singleton (1993) maintains that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. It is also here that the researcher identified the problem under study. The district has eleven secondary schools out of which three are girls' schools, seven are boys' schools and one is a mixed school. The main economic activity in the area is pastoralism.

### **3.4 Target Population**

The study covered a population of a hundred and twenty students in three secondary schools. These are Wajir high school, which is a boy's only secondary school, Wajir Girls, which is a girl's only secondary school, and Furaha, which is a mixed secondary school. The researcher collected information from thirty teachers, ten from each school. This is because the teachers are the ones who interact with the students on a day-to-day basis and they understand and can give relevant information about their students.

Also it is these teachers who are responsible and in charge of maintenance of general discipline in the schools and they harbour important and pertinent information on

what the study seeks to find out. It is important to note that punishment is a field for teachers and they have developed attitudes towards punishment. Then the researcher obtained data from the three headteachers of these schools. The researcher had personal knowledge of these headteachers and was able to obtain correct and relevant information from them without any bias. The headteachers provided information on the maintenance of discipline in their schools through an interview schedule with the researcher.

### **3.5 Sampling**

The following sampling techniques were used in the study.

#### **3.5.1 Convenient Sampling**

Convenient sampling technique was used to select the three schools under study. This was because the researcher felt the three schools could give a perfect representation of the schools in the district. The schools sampled were a boys' secondary school, a girls' secondary school and a mixed secondary school.

#### **3.5.2 Purposive Sampling**

Once in school, the researcher used purposeful sampling to select the teachers. Those teachers who are mostly in contact with students and who are thought to know the behaviour problems of their students better were selected. Also teachers who had shown interest to participate in the study were given the opportunity to respond to the study questions.

Also purposeful sampling was used to sample the student population. In the boys only secondary school a Form Four class was chosen, in the girls' school a form three class was used for the study and in the mixed secondary school a form two class was used for the study. Students in Form One were not used as they had little experience in secondary life.

### **3.5.3 Random Sampling**

The researcher used random sampling to choose forty students from each school to participate in the study.

### **3.5.4 Sample Size**

The researcher used the three headteachers of the schools used for the study, ten teachers from each school totaling thirty teachers and forty students from each school totaling a hundred and twenty students.

## **3.6 Research Instruments**

The study used two types of instruments; questionnaires and interview schedule

### **3.6.1 Questionnaire**

The questionnaire is a fairly reliable tool for collecting data from diverse people. It is also a cheaper method to use. Sharma, Prasad and Satyanarayana (1989) note that the questionnaire by its very nature is an impersonal document. Its standardized sequence will secure uniformity of responses. Questionnaires are commonly used to obtain important information about populations. Each item in the

questionnaire is developed to address a specific research question of the study (Mugenda, 1999).

The questionnaire contains both open ended and closed ended questions. The closed ended questions contain such items as leaves no room for alternatives hence facilitating consistency of certain data across the informants. The open-ended questions give the respondents room for variety of responses and it also gives the respondents the full choice of using their own style of language and expression. There were two categories of questionnaires one for the teachers and another for the students. The researcher then had an interview schedule with the three headteachers.

The researcher got from the headteachers such information as the role they play in the maintaining of discipline in the schools. Also sought from the respondents were information related to whether punishment is actively used in the school and whether it's seen to be correcting students.

The questionnaires also sought teachers responses on whether they found serious disciplinary problems they could not address. Then the teachers' comments were sought also, concerning whether punishment was effective in schools. Questionnaires were distributed among the teachers with the aim of finding out the serious problems that they have seen with the students they handle.

### **3.6.2 Interview Schedule**

The researcher had an interview with the three headteachers of the schools under study. Two were male and one was a female headteacher. They were cooperative and quite welcoming.

### **3.7 Pilot Study**

Sharma, Prasad and Satyanarayana (1989) argue that pre-tests and pilot studies are the essence of a good questionnaire. They further state that pretesting enables the researcher to identify the mistakes and unwarranted and undesirable trends that might have crept into the questionnaire. It helps in enriching design of the questionnaire and assists in testing the validity and reliability of the statistical technique to be adopted for data processing and analysis.

One boys school –Habaswein Boys Secondary School which is also in Wajir District was chosen for the pilot study. The pilot study covered a class of fifty students, ten teachers and one headteacher. The study proved to be very helpful as it helped the researcher amend some of the questions in the questionnaire. The aim of the study was to check whether the items were clear and relevant. The findings of the pilot study were discussed with the supervisor after which the researcher went ahead and collected the real data.

### **3.8 Data Collection Procedures**

The district education office gave permission to the researcher to conduct the research. The headteachers who were themselves conversant with the researcher were of a lot of help to him. The researcher then explained to the teachers the purpose of the study and then went ahead to explain to the students who participated in the study, the objectives of the research.

The questionnaires were then given to the students and teachers who answered them in about forty minutes. The researcher took three days to administer the questions in the difference schools. The interviews with the headteachers were done after the questionnaires were collected from students and teachers.

### **3.9 Data Analysis Plan**

The data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). The data was analyzed and reported in frequencies and percentages and presented in summary form using frequency distribution tables.

## **4.0 CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

### **4.1 Introduction**

The purpose of the study was to find out the relationship between indiscipline cases and punishment given to secondary school students in Wajir District. In this chapter, the researcher presents the data collected from the field and the analysis procedures employed to answer the research questions of the study, which were: -

- (i) What is the nature of indiscipline problems experienced in secondary school?
- (ii) What kinds of punishment are given to students involved in undesirable behaviour?
- (iii) Do punishments address indiscipline in secondary schools?
- (iv) What challenges do schools face in maintaining discipline among students?

### **4.2 Discipline Problems Experienced in Schools**

The first research question of the study asked: “What is the nature of indiscipline problems experienced in secondary schools?”

The teachers who participated in the study (N=30) were asked to state the cases of indiscipline that occurred in their schools. In response, they gave the ones given

in Table 4.1.

**Table 4.1 Indiscipline Cases in Schools: Teachers Responses**

Type of indiscipline	Occurs in school		Does not occur in schools		Total	
	F	%	F	%	F	%
Training	18	60.0	12	40.0	30	100.0
Failure to do assignments	15	50.0	15	50.0	30	100.0
Drug abuse	0	0.0	30	100.0	30	100.0
Fighting among students	8	26.7	22	73.3	30	100.0
Lack of uniform	15	50.0	15	50.0	30	100.0
Noise making	21	70.0	9	30.0	30	100.0
Lack of dining utensils	25	83.3	5	16.7	30	100.0

The most frequent occurring cases of indiscipline, according to the teachers, were noise making (70%), lack of dining utensils (83.3%), truancy (60.0%), failure to do assignments (50.0%) and lacking uniform (50.0%).

The students who participated in the study (n=120) were asked to indicate the most common offences committed by students. Table 4.2 presents their responses.

**Table 4.2 Indiscipline Cases in Schools: Students Responses**

Types of indiscipline	F	%	F	%	F	%
Sneaking from school	64	53.3	56	46.7	120	100.0
Lateness	52	43.3	68	56.7	120	100.0
Fighting among students	70	58.3	50	41.7	120	100.0
Missing classes	66	55.0	54	45.0	120	100.0
Failing to do assignments	73	60.8	47	38.2	120	100.0
Noise making	63	52.5	57	47.5	120	100.0
Not keeping dining utensils	28	23.3	92	76.6	120	100.0

Table 4.2 shows that, according to the students, the most common indiscipline cases were failing to do assignments (60.8%), fighting among students (58.3%), sneaking from schools (53.3%) and noise making (52.5%).

It was important also to find out the major causes of indiscipline in schools. To do this, the teachers were presented with a list of possible causes of indiscipline, and asked to indicate the ones they found to be causing indiscipline in their schools. Their responses are given in Table 4.3

**Table 4.3 Causes of Indiscipline: Teachers Responses**

Causes of indiscipline	Is a cause		Is not a cause		Total	
	F	%	F	%	%	F
Too much pocket money	13	43.3	17	56.7	30	100.0
Fear of examinations	18	60.0	12	40.0	30	100.0
Poor upbringing	20	66.7	10	33.3	30	100.0
Community influence	19	63.3	11	36.7	30	100.0
Media influence	7	23.3	23	76.7	30	100.0
Poor role models (teachers)	6	20.0	24	80.0	30	100.0
Peer pressure	28	80.0	6	20.0	30	100.0

The most common cases of indiscipline, as shown in Table 4.3, were peer pressure (80%), poor upbringing (66.7%), community influence (80%), poor upbringing (66.7%), community influences (63.3%) and fear of examinations (60.0%).

The headteachers who participated in the study (n=3) were asked to state the causes of indiscipline in their schools. In response they gave the following: -

- Teachers are poor role models to students
- Lack of parental support
- Poor performance in national examinations
- Over enrolment in classes

### 4.3 Punishments Given for Indiscipline

The second question of the study asked: “What kinds of punishments are given to students involved in undesirable behaviour?”

The teachers who participated in the study were asked whether they punished students when involved in undesirable behaviour, to which they responded as shown

in Table 4.4.

**Table 4.4 Punishments for Indiscipline**

<b>Do you punish students for undesirable behaviour?</b>	<b>F</b>	<b>%</b>
Yes	19	63.3
No	11	36.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

A total of nineteen teachers (63.3%) reported that they punished students who were involved in undesirable behaviour.

Further, the teachers were asked to state the type of punishments they most often gave for various forms of indiscipline. Their responses are as given in Table 4.5.

**Table 4.5 Common Punishments for Various Undesirable Behaviours**

Undesirable behaviour	Mode of punishment									
	Manual work		Suspension		Detention		Expulsion		Involving parents	
	F	%	F	%	F	%	F	%	F	%
Truancy	20	66.6			4	13.3			4	13.3
Failure to do assignments	18	60.0			6	20.0				
Drug abuse	12	40								
Fighting/bullying	20	66.6	20	66.6			4	13.	16	53.3
Lack of uniform	14	14.7	8	26.7	4			3		
Noise making	16	53.3			18	13.3				
Lack dining utensils						60.0				

The most common types of punishment were manual work, suspension and detention. Other types cited included expulsion, involvement of parents and verbal scolding which was mentioned by four teachers as a way of punishing those who were caught making noise. The teachers were further asked whether, besides punishment, they used other methods of correcting students' behaviour. All the teachers (n=30, 100%) responded that they used other methods of correcting indiscipline, which included:

- Guidance and counseling
- Liaising with parents to work hand in hand with the teachers and school administration
- Suspending extreme cases and expulsions where necessary
- Engaging students in extra curricular activities like sports

Asked to state the most appropriate method of correcting undesirable behaviour, among punishment and guidance and counseling, the teachers gave the following response: -

**Table 4.6 Punishment versus Guidance and Counseling in Correcting Behaviour**

Most appropriate method	F	%
Punishment	11	36.7
Guidance and counseling	19	63.3
<b>Total</b>	<b>20</b>	<b>100.0</b>

Most of the teachers (63.3%) were of the opinion that guidance and counseling was a better method of correcting undesirable behaviour. The rest (36.7%) endorsed punishment.

The students were asked to state the most common punishments given by teachers or various offences. The responses given by students are presented in Table 4.7.

**Table 4.7 Common Punishments for Offences: Students Responses**

Offence	Punishment										Total	
	Digging hole		Buying barbed wire		Suspension		Cleaning		Collecting stones			
Sneaking from school	12	10.0	32	26.7	68	56.7	8	6.7			120	100.0
Fighting	24	20.0			79	65.8	15	12.5	2	17	120	100.0
Missing classes	7	5.8			42	35.0	70	58.3	1	0.8	120	100.0
Failure to do assignment	28	23.3			14	11.7	67	55.8	11	9.2	120	100.0
Noise making	15	12.5			20	16.7	84	70.0	1	0.8	120	100.0

According to the students, the most common punishments were digging a hole, suspension and clearing the compound.

Further the students were asked to state the rate at which they were punished.

Their responses are given in Table 4.8

**Table 4.8 Rate of Punishment of Sample Students**

<b>Rate of punishment</b>	<b>F</b>	<b>%</b>
Everyday	37	30.8
Once a week	11	9.2
Once a month	9	7.5
Rarely	57	47.5
Never	6	5.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

Thirty seven (30.8) of the students were punished every day while (57 (47.5%) were rarely punished. Only six of the studies were never punished.

#### **4.4 Effectiveness of Punishments in Correcting Indiscipline**

The third question of the study asked: “Do punishments address indiscipline in secondary schools?”

In answering this question, the three headteachers interviewed were asked whether they found punishment to be correcting undesirable behaviour. One of the headteachers responded that punishment does not result in correcting behaviour. The other two headteachers reported that punishment led to correction of behaviour adding that this was effective particularly when coupled with guidance and counseling and when parents are involved.

The students who participated in the study were asked to state: -

- What they felt after being punished
- Whether punishments should be there in schools
- What could substitute punishments for correction of behaviour.
- Whether they repeated the same mistake after being punished
- How students would behave if there were no punishments

Their responses are presented in Table 4.9.

**Table 4.9 Feelings of Students toward Punishment**

<b>Feeling after punishment</b>	<b>F</b>	<b>%</b>
Bad	86	71.7
Okay	34	28.3
<b>Total</b>	<b>120</b>	<b>100.0</b>
<b>Should punishments continue</b>	<b>F</b>	<b>%</b>
Yes	69	57.5
No	51	42.5
<b>Total</b>	<b>120</b>	<b>100.0</b>
<b>What is best substitute for punishment?</b>	<b>F</b>	<b>%</b>
Guidance and counseling	82	68.3
None	38	31.7
<b>Total</b>	<b>120</b>	<b>100.0</b>
<b>Do you commit same mistake after punishment?</b>	<b>F</b>	<b>%</b>
Yes	35	29.2
No	85	70.8
<b>Total</b>	<b>120</b>	<b>100.0</b>
<b>What is best in discouraging indiscipline?</b>	<b>F</b>	<b>%</b>
Punishment	37	30.8
Guidance and counseling	83	69.2
<b>Total</b>	<b>120</b>	<b>100.0</b>
<b>How will students behave without punishment</b>	<b>F</b>	<b>%</b>
Well	40	33.3
Misbehave	80	66.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

Majority of the students (71.7%) felt bad when punished. A total of 69(57.5%) reported that punishments should continue in schools while the rest (n=51, 42.5%) felt that they should be abolished.

The best substitute to punishment, according to 68.3% of the students it was guidance and counseling. It is notable that 29.2% of the students repeated the same mistakes they were punished for and that 69.2% were for guidance and counseling as the best method to correct behaviour. However, 66.7% felt that without punishment, there would be a rise in misbehaviour in schools.

#### 4.5 Challenges Faced by Schools in Maintaining Discipline

The fourth question of the study asked: “What challenges do schools face in maintaining discipline in their schools?”

The teachers who participated in the study were asked to state whether they faced any challenges in trying to maintain discipline in their schools. They responded as shown in Table 4.10.

**Table 4.10 Challenges in Maintaining Discipline**

<b>Do you face challenges</b>	<b>F</b>	<b>%</b>
Yes	28	93.3
No	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 4.10 shows that 93.3% of the teachers reported facing problems in maintaining discipline in the schools. Asked to list the challenges they faced, the teachers named the following: -

- Lack of support from administration
- Lack of support from parents who side with their children
- Too much influence from community
- Some teachers encourage students to misbehave particularly when there were strifes between teachers and headteachers – incitement.
- Peer influence where some students view indiscipline as a masculine positive quality
- The background of some students where parents are not concerned with their students’ welfare

## **5.0 CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS**

### **5.1 Introduction**

This chapter summarizes the issues dealt with in the study and concludes the findings of the project. Also in the chapter the researcher makes some recommendations based on the analysis of the data.

The major concern of this study was to find out the relationship between indiscipline case and punishment given to secondary school students in Wajir District.

### **5.2 Summary**

The following is a summary of the findings of the study;

#### **5.2.1 The Nature of Discipline Problems in Schools**

The study found that truancy, failure to do assignments, lack of school uniform, noise, making, lack of dining utensils and fighting among students were the most common indiscipline problems students were involved in.

#### **5.2.2 The Causes of Indiscipline in Secondary Schools**

The most common causes of indiscipline are peer pressure, poor upbringing, community influence, fear of examination; teachers as poor models, lack of parental support in maintaining discipline and overenrolment in classes.

### **5.2.3 Modes of Punishment Used in Schools**

The kinds of punishment given for indiscipline were found out to be giving of manual work, suspension from school, detention in school, verbal scolding and expulsion.

### **5.2.4 Whether punishment addresses indiscipline in schools**

To an extent, punishment addresses indiscipline though the study found out that the use of guidance and counseling addresses indiscipline more than punishment. Punishment was itself seen to be effective when coupled with guidance and counseling.

### **5.2.5 The Feelings of Students Towards Punishment**

The study found that students felt bad after they were punished but most students did not repeat the mistakes they were punished for, and eighty percent of the students who participated in the study were agreed that without punishment there would be arise in misbehaviour in schools.

### **5.2.6 Challenges Faced by Teachers in Maintaining Discipline in Schools**

Some of the challenges teachers faced in maintaining discipline in schools are lack of support from the schools administration, parental indifference to student's indiscipline and the behaviour of some of the teachers themselves who sometimes incited students against the school administration.

### **5.2.7 Poor Upbringing of Children as a Cause of Indiscipline**

All the teachers and the three headteachers interviewed saw the poor upbringing of students as a major cause of indiscipline in schools.

Also, the teachers indicated that parents supported their sons and daughters once they were involved in undesirable behaviour.

### **5.2.8 Other Methods Used by Teachers in Correcting Indiscipline**

The teachers who participated in the study were in agreement that they used other methods other than punishment in addressing indiscipline in the schools. These methods include the use of guidance and counselling, liaising with parents to work hand in hand with the teachers and the school administration in solving the problem of indiscipline in schools and lastly involving idle students in extra curricular activities.

### **5.2.9 Frequency of Punishment**

The majority of the students who participated in the study indicated that they were rarely punished with a small number of them indicating that they were never punished.

## **5.3 Recommendations**

The researcher came up with the following recommendations to be implemented in schools and with the aim of solving the problem of indiscipline in schools.

5.3.1 Teachers, school administrators and parents should also work together in addressing indiscipline in schools

5.3.2 The secondary school student is passing through his adolescence stage in life and adolescence should not be construed to mean indiscipline. There is need for patience when dealing with students.

5.3.3 Punishment should be used less in schools and guidance and counseling should be used more instead.

#### 5.3.4 Guidance and Counseling Services

Guidance and counseling services should be expanded in schools and in particular peer counseling should be expanded since the peers influence the adolescent.

5.3.5 Such an environment should be provided in schools where students can freely air their grievances, their recommendations and views. This will create a democratic state where students will not harbour deep-seated frustrations but can release all their tensions.

5.3.6 Parents should be made to understand their roles being crucial in the maintaining of discipline among their sons and daughters.

5.2.7 There is need to amend some of the school rules and regulations. There is need to embrace change but such change cannot be welcome with age old school rules that are dictated from the ministry of education headquarters.

#### **5.4 Suggestions for Further Research**

The researcher realized there is need to do further research in indiscipline and punishment in schools. Of great significance will be the need to look at the role of school rules and regulations in contributing to indiscipline among students. Are the students really disciplined or it is the rules that are making them appear undisciplined? A potential research question lies here.

#### **5.5 Conclusion**

Based on the data collected and analyzed in this study, the researcher arrived at the following conclusions concerning indiscipline and punishment in schools.

Punishment addresses the problem of indiscipline to an extent. Without punishment arise in student misbehaviour will be realized.

Guidance and counseling is the best solution to the problem of schools indiscipline and it is more effective than the use of punishment. Peer pressure and other external factors play a big role in student misbehaviour in schools.

There are problems that teachers face in the maintenance of discipline in the schools. Students dislike any form of punishment and understand that guidance and counseling is a pleasant experience and quite effective in dealing with indiscipline.

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APPENDIX A

HEADTEACHERS INTERVIEW SCHEDULE

- 1. Name of School.....
- 2. Your experience as a head teachers.....(years)
- 3. Number of teachers in the school.....
- 4. Number of students in your school.....
- 5. Is your school adequately staffed?.....
- 6. Kindly give the kind of punishment teachers in your school give for the following undesirable behaviors.

**Undesirable Behaviors**

**Punishment**

- (i) Sneaking /Truancy .....
- (ii) Fighting among students .....
- (iii) Noise Making .....
- (iv) Failing to do Assignments .....
- (v) Coming late to school after school opens .....
- (vi) Not maintaining dining utensils. ....

7. In you opinion are the methods used for punishment in the school contingent on the undesirable behaviour.

Noted?.....  
.....  
.....

- 
- 
8. Which of the following best discourages students' misbehavior in school? Tick the correct one.
- (i) Punishment
  - (ii) Guidance and counselling
9. Of the following problem causes of indiscipline in schools, tick honestly the one that may be applicable in this school.
- (i) Over enrolment in class
  - (ii) Teachers as poor role models
  - (iii) Teachers missing classes
  - (iv) Poor performance in national examinations
  - (v) Cheating in external and internal examinations
  - (vi) Lack of parental support in maintaining students discipline.

**APPENDIX B****TEACHERS QUESTIONNAIRE**

Kindly respond to the questions in this questionnaire honestly. It aims at finding out the relationship between indiscipline and punishment in schools. You may come across questions with or one or more options to choose from. Kindly choose the option that you think is correct and tick (✓) if possible.

Name of School.....

Subject taught.....

Experience.....

1. Tick (✓) the undesirable behaviours that you have experienced with students in this school.

- (i) Truancy
- (ii) Not doing teachers assignments
- (iii) Drug abuse
- (iv) Fighting among teachers
- (v) Lacking uniform
- (vi) Noise making
- (vii) Lacking dining utensils

## APPENDIX C

2. (a) Do you punish students when they are involved in undesirable behaviour?

i. Yes.....

ii. No.....

(b) If yes, kindly state the nature of punishment you give against the behaviour mentioned in (1) above.

	<b>Undesirable Behaviour</b>	<b>Punishment</b>
i.	Truancy	.....
ii	Not doing teacher assignments	.....
iii	Drug abuse	.....
iv.	Fighting among students	.....
v.	Lacking uniform	.....
vi.	Noise making	.....
vii	Lacking dining utensils	.....

3. Below is a list of problem causes of indiscipline. Kindly tick (√) the ones you consider to be the causes of indiscipline in your school.

i. Too much pocket money.....

ii. Fear of examinations .....

## APPENDIX C

## STUDENTS QUESTIONNAIRE

Kindly respond to the questions in this questionnaire honestly. It aims at finding out the relationship between indiscipline and punishment in schools. You may come across questions with two or more answers to choose from. Kindly choose the option that you think is correct and tick if possible.

Name of the School .....

Form.....

Gender: Boy..... Girl.....

1. (a) Have you ever been punished since you came to this school?

i. Yes.....

ii. No.....

(b) Tick the common offences students are punished for in your school.

i. Sneaking from School

ii. Coming late to School After schools opens

iii. Fighting among students

iv. Missing classes

v. Failing to do assignments

vi. Noise Making

vii. Not keeping dining utensils.

2. (a) Of the offences listed below tick the most common punishment teachers give for each offence.

- ✓ (i) Sneaking from school
- (ii) Digging a hole
- (iii) Buying barbed wire for fencing the school
- (iv) Suspension from school
- (v) Cleaning the compound
- (vi) Collecting stones for construction.

(b) Fighting among students.

- (i) Digging a hole
- (ii) Buying wire for fencing the school.
- (iii) Suspension from school.
- (iv) Cleaning the compound
- (v) Collecting stones for construction.

(c) Missing Classes.

- (i) Digging a hole
- (ii) Buying wire for fencing the school
- (iii) Suspension from school
- (iv) Cleaning the compound
- (v) Collecting stones for construction

## (d) Failing to do Assignments

- (i) Digging a hole
- (ii) Buying wire for fencing the school.
- (iii) Suspension from school.
- (iv) Cleaning the compound
- (v) Collecting stones for construction

## (e) Noise Making

- (i) Digging a hole
- (ii) Buying wire for fencing the school.
- (iii) Suspension from school.
- (iv) Cleaning the compound
- (v) Collecting stones for construction

## 3. How often are you punished? Tick the correct one

- (i) Every day.....
- (ii) Once a week .....
- (iii) Rarely .....
- (iv) Never.....

## 4. How do you feel when you are punished?

- (i) Bad
- (ii) Okay

5. Should punishments be there in school?

(i) Yes.....

(ii) No.....

6. What do you suggest should be done to correct behaviour instead of punishing students? Tick the correct one.

(i) Expulsion from school

(ii) Guidance and counseling

7. After you are punished, do you commit the same mistake again?

(i) Yes.....

(ii) No.....

8. What do you think is best in discouraging students' indiscipline in your school?

(i) Punishment

(ii) Guidance and counseling

9. Who give punishments in your school?

(i) Deputy Headteacher.....

(ii) Class Master.....

(iii) Master on Duty.....

10. In your opinion, how do students feel after they are punished?

i. Bad

ii. Good

11. Suppose there are no punishments in your school, how will students behave?

i. Students will behave well

ii. Students will misbehave