

**CHALLENGES FACED BY HEADTEACHERS IN THE  
MANAGEMENT OF STUDENTS' INDISCIPLINE IN PUBLIC  
SECONDARY SCHOOLS IN LAMU COUNTY**

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EDUCATION (EDUCATION ADMINISTRATION) OF KENYATTA  
UNIVERSITY**

**MAY, 2013**

## DECLARATION

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

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**DEDICATION**

I dedicate this piece of work to my beloved wife Angela Kilonzo, my lovely daughter Leah Nduku and dear son Jesse Ndambuki; for bearing my long absence from home with love and understanding. I do also single out my parents whose contribution to my life is immense. I appreciate you all for your support and prayers. God bless you.

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## ABSTRACT

The study investigated the challenges faced by headteachers in the management of indiscipline in public secondary schools in Lamu County. Students discipline is critical to the attainment of positive school outcomes. Lack of it makes a mockery of the stated important goals that secondary school education is supposed to achieve. Poor performance of secondary school students in both academic and co-curriculum activities in Lamu County can largely be blamed on indiscipline. The study set out to determine the prevalent indiscipline problems among secondary school students in Lamu County, causes of indiscipline among the students, methods employed by headteachers in dealing with indiscipline and finally challenges faced in managing indiscipline. Descriptive survey design was used in this study. The study sample comprised of 10 secondary schools out of the 17 public secondary schools in the county. It also included 10 headteachers, 10 deputy headteachers, 20 teachers of guidance and counseling and games and 40 student leaders of the sampled schools. This sample was arrived at using stratified sampling procedures. The researcher collected the data himself through the use of questionnaires, interview guide and observation schedule as research tools. There were three sets of questionnaires, for headteachers, teachers, and the student leaders. Interview was done with the headteachers and their deputies. Data collected was analyzed using descriptive and inferential statistics. The latest version of SPSS was used in analyzing the quantitative data. The qualitative data was informative in explaining and clarifying the quantitative data from questionnaires. Frequencies and percentages were used to summarize the data. Findings were presented using frequency distribution tables. The study identified the prevalent indiscipline problems in Lamu County as being absenteeism, rudeness to teachers and fighting among students among others. Poor relationship between teachers and students and parental negligence were cited as the major causes of indiscipline. There was an emphasis on guidance and counselling and the need for the school administration and teachers to create a conducive environment for learning, as effective ways of dealing with indiscipline. Student's failure to adhere to school rules and regulations and lack of parental support in disciplining of students were the main challenges faced in managing indiscipline. The study findings have unearthed issues concerning the research problem that were not known before forming a firm foundation for tackling the indiscipline problems in secondary schools in Lamu County. Out of the measures the schools take to reduce indiscipline in schools, the study recommended that schools address students' concerns, encourage parents to play their roles and embrace guidance and counseling in dealing with students indiscipline.

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**ABBREVIATIONS AND ACRONYMS**

<b>BBC</b>	British Broadcasting Corporation
<b>BOG</b>	Board of Governors
<b>BOPA</b>	Botswana Press Agency
<b>DEB</b>	District Education Board
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KSSHA</b>	Kenya Secondary Schools Heads Association
<b>MP</b>	Member of Parliament
<b>NACADA</b>	National Agency for Campaign Against Drugs Abuse
<b>PTA</b>	Parents and Teachers Association
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Nations Economic, Scientific and Cultural Organization
<b>USA</b>	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In every society, it has been observed that for any social system to run smoothly and achieve objectives of its establishment, members of such a system would be required to adhere to norms of an acceptable behaviour pattern necessary for actualization of maximum performance. A code of behaviour is enshrined in what is commonly referred to as a code of conduct, regulation and ethics.

Strict adherence to acceptable behaviour as provided for by written or unwritten, formal or informal code of conduct, regulation and ethics of a given organization amount to discipline while on the converse, indiscipline is a consequence of infraction of code of conduct, regulation and ethics of an organization. The Basic Education Act (2013) has vested the management of student's disciplinary issues on the basic institutions Boards of Management. This provision is an affirming statement of the importance attached to discipline of students for their realization of academic, social and future success. Discipline is the epicentre of success of a school and all members of a school are expected to adhere to various standards or codes of behaviour (Okumbe, 2001).

In traditional society, the question of children's discipline was a joint effort for all members of society. Today, most children go to school from early age and therefore spend most of their time away from their parents. Thus, the issue of discipline is mostly left to teachers. Schools therefore have to ensure that those who go through it come out as disciplined members of society (Ministry of Education, 1987). Our secondary schools

country wide continues to be adversely affected by student unrests, lawlessness and disorders. The effects of this indiscipline have culminated into poor academic results, low morale and fear among teachers and students. This leads to derailed schools' aims and objectives and thus under achievement best exemplified by poor academic results despite the availability of other materials and facilities that support learning.

Discipline problems are not only experienced in schools but also in homes and tertiary institutions including universities. A son bashed head and slit the throat of his parent known to be a strict disciplinarian in one of the brutal crimes in Bronx, New York ( Mwende, 2005). Many will agree that adequate parental supervision and control has weakened and many students have diminished respect for all forms of authority including the authority of school personnel. In today's race for career mobility and to earn more money by many parents, parental supervision is becoming obsolete leaving children at the mercy of teachers who, too, do not have enough time to spare for children ( Muraguri, 2005).

The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Agarib, 2006), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidences of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to the person but also the poor academic performance associated with the growing trend of indiscipline.

Cases of indiscipline have also been noted in England. The government then planned a crackdown on school indiscipline by giving schools powers to search pupils for weapons. According to the then Education Secretary, Hon. Charles Clarke, schools should be encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version, 2004, Nov.18).

The schools in Botswana had their image marred by acts of student's indiscipline. Some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. A survey on a number of previous provincial schools also revealed that indiscipline had caused deterioration in academic performance (BOPA, 2006, July 6).

UNESCO (1998) noted that unruly classrooms around the world had reached a very alarming proportion. According to their report, a bullet in a school in Argentina wounded a thirteen year-old pupil. In Springfield in USA, one student was reported dead and 30 wounded in a shooting associated with indiscipline, while in Kobe-Japan a school child was decapitated by a fourteen year-old. Killings, physical attacks, robberies, attempted arson and fighting between children which end in tragedies have been making headlines the world over. School violence that involves knives, baseball bats, marijuana, guns and even bombs have become common. Incidents are also reported from Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO, 1998).

There has been a variety of reactions to the rising incidences of indiscipline in schools. Various views have been expressed regarding the cause of indiscipline and possible solutions to the problem have been proposed. The 'rod' was banned in Kenya as a means

of disciplining students in schools. According to Daily Nation (2004, August 19). This ban has been blamed for the increase in indiscipline and naturally, there have been calls to rethink the decision. However, views on reinstatement of the can as a tool of reinforcing discipline have been opposed by organisations like the Kenya Human Rights Commission (KHRC) and further rendered untenable by the provisions of the Children's Act (2001) and the New Constitution of Kenya (2010), especially in the chapter on the Bill of Rights.

Were (2003) reports that one of the major recommendations by the Presidential Task Forces on student indiscipline and unrest in school was strengthening of guidance and counselling services in order to curb down unrest in institutions of learning. Every institution carries a heavy responsibility of ensuring that those who go through it come out as disciplined members of the society or productive citizens who are reliable and responsible. Viewed in this way and as a long term students' benefit might require patience, commitment, consistency and effort of a team. A student from a school with good discipline gets good grades but even more importantly, principles and standards that guide him throughout life.

According to Ovell (2001) discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Mutua (2004) in her research study on students unrests and indiscipline reported that discipline is considered vital for students academic and social success. A good academic qualification without a good foundation of discipline of the individual is

of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between discipline and academic performance was found in the study showing that students that are well disciplined perform better academically.

Lamu County is not known for excellence in academic and co-curriculum activities. Indiscipline is among the important issues that holds back the headteachers endeavour towards fulfilment of their schools' objectives. Examination results for the last three years show that the county mean score has remained below average as shown below (County results analysis 2008 - 2010):

**Table 1.1 Lamu County Performance in KCSE for Years 2008-2010**

<b>Year</b>	<b>County Mean Score</b>	<b>Mean Grade</b>	<b>Maximum M/score possible</b>	<b>Mean Grade</b>
2008	4.412	D+	<b>12</b>	A
2009	4.120	D+	<b>12</b>	A
2010	4.128	D+	<b>12</b>	A

Table 1.1 shows that the county mean score has stagnated at D+ for the three years shown. How to overcome the challenges posed by indiscipline among students in Lamu County remains un tackled, thus necessitating this study.

## **1.2 Statement of the Problem**

One of the goals of the Kenyan education system is the promotion of social justice, morality, social obligation and responsibility. This means that by the time students graduate from secondary schools, they should have developed good moral characters as

they also aspire for good grades in their academic pursuits. In order to achieve this, the government has designed a secondary school curriculum which provides opportunities for students to be instructed in vital lessons on morality through religious studies, guidance and counselling and life skills in addition to the academic syllabus. Massive resources have also been expended by the government to ensure the students excel academically.

This has been done through the subsidized secondary school education which entails provision of tuition money for buying instructional materials and also the government's involvement in secondary schools infrastructural improvement in order to improve the secondary schools education outcomes. Training in education management continues to be provided to headteachers and their deputies through the Kenya Education Management Institute. Management courses in education do include management of students' discipline in schools and related issues. Despite the efforts, indiscipline cases continue to escalate, negating the government's efforts and putting to jeopardy the attainment of the stated goals of secondary education in Kenya. Lamu County, in the coastal region of Kenya has many cases of indiscipline in secondary schools. In stakeholders meetings, such as those of K.S.S.H.A, D.E.B and during District Education Days forums, the problem of indiscipline in secondary schools has featured prominently. Suggestions have been put forward on how to tackle the problem in the forums, but the headteachers have not been able to control this menace. It is in light of this reality that it was necessary to conduct a study on the challenges the headteachers face so that they can be identified and solutions sought.

### **1.3 Purpose of the Study**

The purpose of this study was to find out the challenges faced by headteachers in the management of indiscipline in public secondary schools in Lamu County.

### **1.4 Research Objectives**

The study was guided by the following objectives:

- i. To determine the prevalent indiscipline problems among secondary school students in Lamu County.
- ii. To identify the causes of indiscipline among the secondary school students in Lamu County.
- iii. To investigate the methods employed by headteachers in dealing with indisciplined students in Lamu County.
- iv. To determine the challenges headteachers face in managing indiscipline in secondary schools in Lamu County.

### **1.5 Research Questions**

The research addressed the following questions:

- i. What are the common indiscipline problems exhibited by secondary school students in Lamu County?
- ii. What can be said to be the causes of indiscipline among secondary school students in Lamu County?
- iii. What methods are employed by the schools' administration in dealing with indisciplined students in secondary schools in Lamu County?

- iv. What challenges if any are faced by headteachers in managing indiscipline in secondary schools in Lamu County?

### **1.6 Assumptions**

The assumption of the study was that the headteachers, teachers and students were capable of identifying the indiscipline problems in their schools. The study also assumed that they would be able to tell the challenges the headteachers faced in enhancing student discipline. Hence they would give truthful and honest responses.

### **1.7 Significance of the Study**

The research findings may provide useful information to school managers and the government which could be used to instill discipline and therefore bring about positive change in secondary schools in Lamu County. Education Officers and Quality Assurance and Standard Officers may use the outcome of the research to handle indiscipline cases in the schools under their jurisdiction. The findings will also provide insight to teachers on how to deal with indiscipline cases in their schools.

### **1.8 Delimitation of the Study**

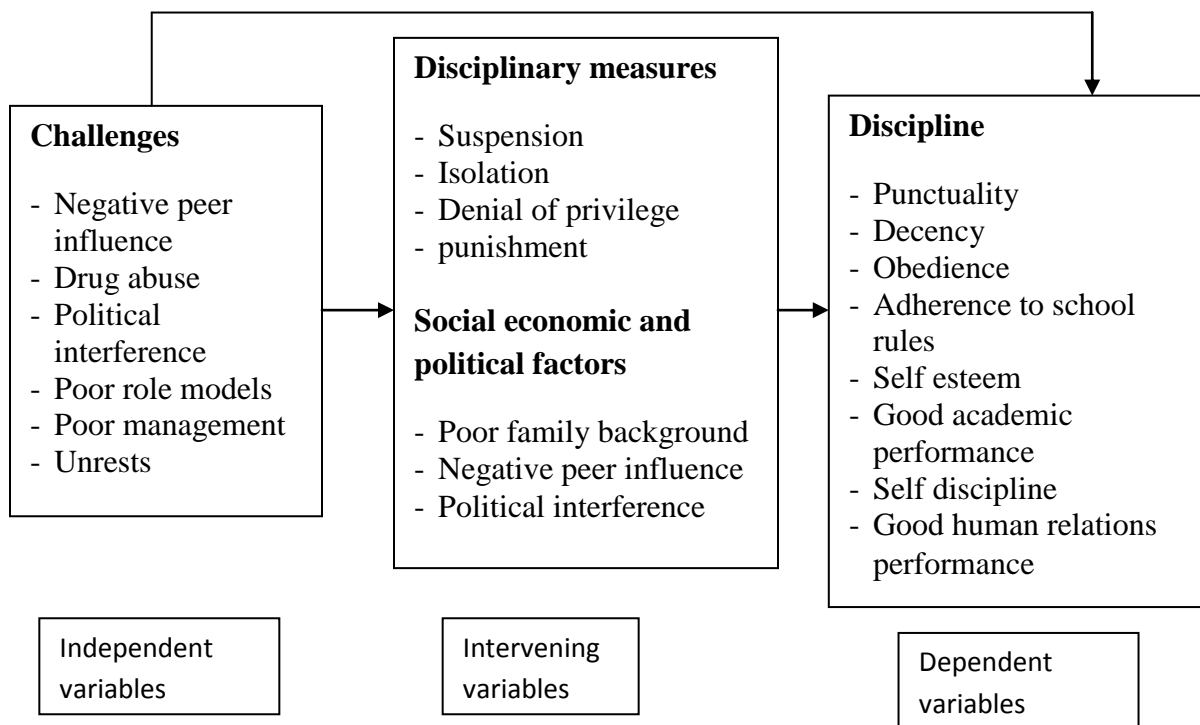
The study targeted selected schools in Lamu County in the coastal region. It confined itself to public secondary schools only, leaving out private secondary schools in the area. Further, only teachers who were actively involved in cases of indiscipline in secondary schools i.e. headteachers, deputy headteachers, guidance and counselling and games teachers were included in the sample.

## 1.9 Limitations of the study

Due to financial limitations, the study covered a small sample of secondary schools in Lamu County. Therefore, the findings of the study were not generalized to the entire country because the sample was selected from Lamu County.

## 1.10 Conceptual Framework

**Fig.1.1. Relationship between challenges headteachers face in enhancing student discipline and the discipline exhibited by the students.**



Adapted from Murithi (2010) pg.19.

From Figure 1 above, it can be deduced that there is a relationship between student discipline and challenges faced by head teachers which calls for various disciplinary measures as shown. The independent variables were the challenges while the dependent

variables were discipline. The intervening variables were the disciplinary measures taken as well as the social economic and political factors. From the conceptual framework, the challenges the head teachers face in enhancing discipline depended on the type of indiscipline in their school.

### **1.11 Operational definitions of Terms**

**Board of Governors:** A legal board, chosen and appointed as per the procedures in the Education Act 211, Laws of Kenya for the purpose of running educational institutions.

**Curriculum:** Refers to the planned activities in a school. It is all the experiences a learner is exposed to under the guidance of the school that cause a positive and permanent change in behavior that in turn enables the learner to fit in the society. It is essentially a design or a roadmap for learning and it focuses on knowledge, skills and attitude that are judged important to learn.

**Discipline:** Refers to the commonly acceptable standards of behaviour, or norms of a society, could also mean obedience to rules and regulations.

**Leadership:** Refers to the ability to influence others. To make others believe that what you are telling them is true, and as a result, follow and do willingly what the leader is saying. The headteacher and his or her deputy are supposed to provide leadership in a school so as to ensure the entire school fraternity is focused on the achievement of the schools goals.

**Leadership style:** Refers to the behaviour adapted by a leader in the cause of his/her performance of duties. There are three leadership styles, democratic, authoritative and laissez faire.

**Rules and regulations:** In a school system, these are guiding orders or guidelines put in place to control behaviour of students in order to achieve the goals of the school.

**Strike:** Refers to cessation of programmed activities of work as stipulated in a daily routine of an institution, in order for the learners to press for their grievances.

**School administrators:** Those who are in charge of running the school i.e. headteachers and their deputies.

**Preventive discipline measures:** Administrative actions taken by school administrators to encourage students to follow rules and regulations of the school.

**Corrective disciplinary measures:** Administrative actions taken by school administrators to discourage further infringement of rules and regulations of the school by students.

**Rewards:** Refers to an intentional award serving as a symbolic approval of desirable behaviour to a student, by a teacher for instance prizes, praise, grades, privileges and general approval and recognition of the self-worth of the individual.

**Self-discipline:** Refers to the state of self control established in the learner which prevails even in the absence of the teacher in the classroom to punish or reward him.

**Challenges:** In this study, challenges mean the constraints which headteachers face when applying disciplinary measures to students who do not follow the set standards of the school.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The literature review of the research was done under the following headings. They include: definition of discipline, variant opinions on discipline, types of students' indiscipline, possible causes of students' indiscipline, methods of dealing with students' indiscipline in secondary schools, challenges that headteachers face in dealing with indiscipline and lastly summary and conclusion.

#### **2.2 Definition of Discipline**

Discipline means different things to different people. To some, it means a degree of submission to laws imposed by authority. To others it means lack of movement and noise. To others it means punishment, and to others it means evidence of progress towards an acknowledged goal or purpose. In many cases it means a combination of some or all of these things (Rosen, 2005). Students view discipline as an inhibition imposed on them by adults to whom they must submit until emancipated. This makes it necessary to explain to students why certain kinds of behaviour and attitudes are right and others unacceptable (Cotton, 2003). Discipline also refers to the values that students should live by within the school, family, the neighbourhood, the village and on the social units up to nation and the entire world community (Shiundu & Omulando 1992).

At classroom level, discipline can be defined as the business of enforcing simple classroom rules to facilitate learning and minimize disruption. In fact, school discipline is

the system of rules, punishment and behavioral strategies appropriate to the regulation of children and the maintenance of order in school.

### **2.3 Variant opinions on discipline**

Okumbe (2007) identifies two types of discipline namely, preventive and corrective discipline. He explains that preventive discipline is the administrative action taken by an educational manager to encourage students to follow rules and regulations. It instils self discipline and prevents infraction of rule. Corrective discipline on the other hand follows infraction of rule with the aim of discouraging infringement of a rule. The administrative action meted out is a disciplinary action. This disciplinary action is referred to as punishment. Indeed, moderate to heavy punishment; if delivered clearly, timely and consistently is effective in eliminating undesirable behaviour, particularly, if it is paired with positive reinforcement of the desired behaviour. Cotton (2003, pg. 10) says:

*Punishment can be an effective way of controlling students' behaviour if students, teachers and school administrators know and understand that punishments are firm, fair and consistent.*

Through careful rebuke, denial of certain privileges and manual work if applied strictly, consistently and timely, would change behavior patterns of some students and positive attributes such as orderliness and being responsible amongst the students would be developed. Students must be disciplined by exercising appropriate control over their behavior. They can be controlled by the use of laid down rules and regulations to ensure that they have strictly adhered to the desired behavior patterns.

Okumbe (2007) states that since discipline of students in schools is vital for both academic and psycho-social achievements, the rules and regulations used to regulate our student's behavior should be clear and precise. The students should also know why it is important for them to observe the rules and regulations kept for them to follow; once the rules and regulations have been understood and the school administration have provided a role model, students will endeavor to observe them, thus achieving the schools objectives. School discipline can also be seen as a system of guiding and training. Disciplinary training involves the provision by the school management of an enabling learning environment and experience which aims at engraving admirable behavior in the student such as humility, orderliness, understanding, respect, responsibility, self control and determination (Mbiti, 2007). School administration should strive to inculcate self discipline among its students to meet the expectations of their school.

Griffin (1996 pg.29) asserts:

*Sound discipline is an essential ingredient in the creation of a happy and industrious school community, performing properly its function of training the citizens of tomorrow.*

Basically, discipline problems occur when a student refuses to obey rules of the classroom or school. Rules that deal with human action will eventually be broken and require some sort of punishment. The concept of matching the punishment with rule violation requires that the rules be present in written format and that the punishment for violations be specified. Rules must also relate to the stated function of education or the school process and again, common sense must prevail in establishing disciplinary action

for breaking a rule. All students must be aware and prudent of the rules before disciplinary action can be administered (Franken, 1998).

#### **2.4 Types of student indiscipline**

Onyechi and Okere (2007) identify the following as deviant behaviours exhibited frequently and persistently in the classroom: walking out on the teacher, noise making, sleeping in class, pinching, aggression, vandalism, pilfering, lies, truancy, tardiness, irresponsibility, cheating, immorality, alcoholism, use of drugs, cultism and examination malpractice. In America, students indiscipline in schools include violence upon teachers and other students, possession of controlled substances as alcohol, robbery, engaging in habitual profanity, vulgarity, committing school assault to staff and making terrorist threats against the school authority Clarke (2002). Nyaga (2004) asserts that in Kenya maladjusted students exhibit numerous indiscipline symptoms like aggression, shyness, suspicion, tattling, bullying, cruelty, cheating, truancy, tardiness, stealing, profanity, boisterousness and all sorts of disorderliness.

The report on the Presidential Committee on Students Unrest and Indiscipline in Kenya Secondary Schools (1991 pg11) also do list some types of indiscipline. The report states that unrest and indiscipline can take place in the following forms: truancy, chronic absenteeism, rudeness and disrespect, unacceptable verbal expression of dissatisfaction and abuse of drugs and alcohol taking, non compliance to rules and regulations, destruction of property, bullying fellow students, boycotts, riots, assault and indecent behavior for example rape and arson. All these types of indiscipline impact negatively on the achievement of the schools aims and objectives for they are detrimental to a

conducive working environment for students and good teaching will often depend on good school discipline.

### **2.5 Causes of secondary school students' indiscipline**

A fundamental issue when attempting to probe indiscipline amongst learners is to understand its cause. There are many causes of indiscipline; including such factors as bad and inadequate food, ineffective teaching, bad staff behaviour, authoritarian methods of administration, harsh school rules, the influences of home or society, harshness of school prefects, unsatisfactory curricular, poor examination results or poor communication between the school administration staff and pupils (Ozigi, 1978). Were (2003) reports that task forces appointed since 1990-2001 by the Kenya government to look into the causes of indiscipline in schools found out that indiscipline occurred partly because of:

- i) Lack of dialogue between students and administrators.
- ii) Poor management skills by headteachers and teachers.
- iii) Poor parenting for example parents talking ill of teachers in the presence of their children.
- iv) Influence of media where the children are encouraged to air their grievances and can challenge authority.
- v) Poor teaching strategies that do not appeal to learners.
- vi) Authoritarian approach to discipline.
- vii) Awareness of various forms of child abuse and Act of parliament in their defense.
- viii) Enlightened parents.

Okinda (1995) assert that indiscipline in schools can be caused by:

- a) Negative teachers.
- b) Parents who are unable to bear the burden of school fees and see the head as the cause.
- c) Politicians who may want heads whom they can control and manipulate thus admitting failures to keep the M.P. popular.
- d) The lazy and incompetent heads can cause indiscipline in that students can see through them. There are some heads who are weak and they try to please students at the expense of their teachers.
- e) Ministry of Education antagonizes school heads by announcing publicly that they released grants and bursaries but maybe they have only sent Kshs. 10,000 while the needy parents and students will be expecting a lot.
- f) Perhaps teachers have not been posted to teach certain subjects. The students may not wish to understand.
- g) Negative influence by other students who for reasons best known to themselves have realized that they are failing and would want the whole lot to sink with them.

From the causes listed above it can be said that factors that cause indiscipline are as diverse as the individuals involved. These causes could be social, economic, political, psychological, intellectual, the teacher's behavior, peer influence, the administration structure of the headteachers and the child home environment.

### **2.5.1 Societal role in secondary schools students' indiscipline**

Society impacts the schools environment either positively or negatively. The school being an open social system is also affected by what goes on in the society and vice versa. The report on the Presidential Committee on Students' Unrest and Indiscipline in Kenya Secondary Schools (1991 pg.45) strongly supports the view that students unrests are impacted by the eroded societal values. The report says:

*Moral values are the sum total of all modes of conduct which are commonly accepted by the society as a rule of life which when followed leads to a harmonious and happy life for the individual and society as a whole. When on the contrary these values are eroded, negative consequences manifest themselves in the various sectors of societal interaction. The present way of life of our youth indicates decline of moral values of society. This is one of the contributing factors for unrest and indiscipline in our educational institutions.*

Lack of discipline among students is largely a reflection of attributes, values and practices of their society. If there is no social order in a society, the students will be indisciplined in school (Grossinckle, 1990), a view that the researcher agrees with.

### **2.5.2 Effects of parenting on students discipline**

Parents who are members of the society have a responsibility of instilling discipline in their children through guidance and counselling in the whole process of socializing children at family level. Okpako (2004) says that the basis of good behaviour orientation and good adolescent attitude development is founded on positive parenting. Parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescent. He identifies some factors which make for positive parenting as provision of

children's needs: good food, shelter, water, love, warmth, affection, education, monitoring, dialogue and control.

On the other hand Darling (2007) points out factors constituting negative parenting ( poor parenting ) as; parental harshness, aggression, lack of love, lack of affection, lack of care, lack of adequate monitoring, supervision and control. Parents do contribute to students' indiscipline by being bad role models and by avoiding parental responsibilities such as teaching the children good behavior. This could be one of the sources of students' indiscipline in schools.

### **2.5.3 Peer pressure as a cause of indiscipline in schools**

Pressure to conform to peers sometimes lead children to violate personal value. The need to belong to and identify with a peer group is the most important determinant of the adolescent's self-image and behaviour (Siann & Ekwuegbu, 1980). Peer pressure influence may form a culture within the school and can result in forming of an anti social group. Students who are socially isolated or rejected by others are considerably more likely to have psychiatric problems, for instance they may become discouraged. In their attempt to belong, they turn to inappropriate behaviours such as attention seeking, revenge, escape and withdrawal (Balson, 1998). This implies that belonging to a group, a class, or a school is very important for it makes students feel accepted and motivated. However, students who mix with delinquent groups learn delinquent behaviours.

#### **2.5.4 Poor school management as a cause of students' indiscipline in schools**

According to Afrol News Report (23<sup>rd</sup> July 2008) more than 300 secondary schools went on strike in Kenya between the months of May and August 2008, resulting in the destruction of property worth millions of shillings. The report added that the students were protesting against poor living conditions and bad management. The Basic Education Act (2013) confers extensive powers on the Cabinet Secretary in charge of Education through the National Education Board and also by extension the County Education Boards over the management and regulation of education in Kenya. However, the day to day running of affairs in the school falls squarely on the shoulders of the headteacher. Eshiwani (1993 pg.124) says:

*The headteacher is responsible for the overall running and control of the school and for the maintenance of the tone and all-round standards.*

The Teachers Service Commission do assume that the headteachers are knowledgeable in educational management based on the fact that for one to be appointed as a headteacher he/she would have taught for several years. However, this is not always the case. Sometimes good classroom teachers are appointed to the position of headteachers without formal training in management and it can lead to a lot of managerial problems. Among the ailing areas in secondary schools' management include communication and poor leadership. Communication is useful in controlling student's behavior and in motivating them by emphasizing the rules and regulations thus resulting to good discipline. It controls behavior, fosters motivation by clarifying what is to be done and how it is done. It expresses feelings and by so doing provides a release for the emotional expressions and for fulfillment of social goals (Nzuve, 1999).

School headteachers and their leadership styles affect everyone and everything within the school whether directly or indirectly. Good leadership is essential for effective management, however when leadership is impoverished, it depicts autocratic or laissez faire tendencies and many problems occur (Saleemi, 1997). Laissez faire headteachers are uncertain about the direction which the school ought to be moving. There is ineffective supervision of teachers, other school staff and students; poor planning leading to shortage of both material and human resources and unsolved student grievances which is a potent recipe for indiscipline in the school. On the other hand when headteachers adopt autocratic/authoritarian leadership an autocratic climate is developed in school. Bennars et al (1994 pg. 50) says:

*Autocratic leaders usually demands unquestionable obedience from all within an organization, the members have no say in matters that affect their welfare. Any headteacher who dictates to staff members is seen as an autocratic leader.*

Autocratic leadership creates fear, kills initiative and creativity, high staff turnover, resistance and breakdown of discipline (Ngaroga, 1996). Poor leadership is therefore a cause of indiscipline in schools.

## **2.6 Methods of dealing with students' indiscipline**

Appropriate disciplinary actions are grouped into punitive, preventive and behaviour modification (reward) methods. Punitive actions are those disciplinary methods which inflict punishment on students with an aim of deterring the student from committing the crime. Punishment is effective if it is commensurate with the offence perceived by the student as punishment and delivered with support (Cotton, 2003). To be effective

discipline should never appear arbitrary for if it does, it can be a cause of much resentment and hostility (Frels, 1990).

The following are some of the frequently used punishment methods:

- i) Reprimand-this is the most frequently resorted to. If administered calmly and without anger can be very effective.
- ii) Detention-staying after school for some hours as punishment
- iii) Enforced labour-the manual work should be selected appropriately and should be useful to the school.
- iv) Fines-carelessly damaged school property should be compensated or replaced.
- v) Loss of privileges-a student may be demoted from being a prefect or removed from class for hours.
- vi) Suspension from school-done by the head teacher.

Griffin (1994) says that a good school will apply a variety of punishment that are useful to the community such as cutting long grass and cleaning ditches. He further says that press ups and running round the athletic track are some of the punishments that can be administered to healthy students. Preventive actions on the other hand are methods aimed at preventing the situation which call for remedial measures. Such methods include development of an inclusive curriculum that is diversified to adequately cater for all the academic and non-academic needs of students. Such a programme should include such activities like games and societies which allow students full participation in organizing the activities which go a long way to relieving tension that could burst out in undesirable incidents (Ziro, 2002).

Guidance and counseling is another preventive method that can be used to minimize students' indiscipline in schools. Mutie (1999) asserts that guidance and counseling help the youth to prepare for adult life. It helps them acquire the right values and attitudes that will help them acquire self-esteem, a sense of identity, values and belief that can guide their behavior and form their character. Teaching of religious studies invokes the fear of God and can be used to prevent indiscipline. Worship caters for students' spiritual growth; it is a time when students reflect upon their creator, God. Spiritual nourishment is quite vital for emphasizing human virtues and harmonious co-existence (Ndakwa, 2000). Teaching of religious values can foster human moral values which are elements of self-discipline. It helps curb indiscipline.

The behavioral modification (reward) method refers to the provision of reinforcement for instance observing and commenting positively on good behavior (Cotton, 2003). Most modern educationists in Europe and North America advocate a disciplinary policy focused on positive reinforcement with praise, merit marks and house points. This plays a central role in maintaining discipline. Duke and Canady (1991) say that in schools where the headteachers emphasize punishments more than rewards, pupils' progress tends to be inhibited; the greater the number of punishments listed, the more negative are the effects. In contrast, wherever the number of rewards exceeded the number of punishment, the progress was greater.

## **2.7 Challenges faced by headteachers in dealing with indiscipline**

The challenges secondary school headteachers face when dealing with students indiscipline include political interference, parents interference, restriction by laws, lack of

support by supervisors, teachers being poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. Some politicians interfere in the running of secondary schools in their constituencies for political reasons. The members of parliament will protect headteachers who are under performing for the mere reasons that they are their political point men in the area. Others undermine very hardworking headteachers who may hold political opinions contrary to their own. Okinda (1995) asserts that indiscipline in schools can be caused by politicians who may want heads whom they can control and manipulate thus admitting failures to keep the M.P. popular. This interference has a bearing on the head teachers' performance which also includes management of indiscipline in their schools.

Some parents are known for issuing threats to headteachers who take out some disciplinary actions against their children. As a result of some of the parents being influential, they have used their positions to intimidate the head teachers therefore preventing them from taking appropriate disciplinary measures against their children. Okumbe (2001) says that due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for the fear that the influential parents may have it terminated altogether and the student readmitted unconditionally. This sends the wrong signal to the other students for lack of consistency in the application of disciplinary actions defeats their aim.

In Kenya, teachers have been ridiculed, humiliated and fined in courts of law for disciplining students. A case in point is Murray secondary, Taita Taveta, where four students who had been suspended for leaving the school without permission sued the

headmistress, the chairperson of the board of governors and the Coast Provincial Director of Education (Daily Nation 2006, September 15). After the outlawing of corporal punishment in Kenyan schools, teachers have become very cautious to avoid being accused of assaulting their students. This leaves many of them afraid of taking any disciplinary action against their students escalating the problem of indiscipline in schools. Many secondary schools in Kenya are understaffed with the shortage of secondary school teachers currently standing at 25,305 (Daily Nation, May 13, 2011). It is the responsibility of the government through the T.S.C to employ teachers. Shortage of teachers leads to increased complaints by the students and parents who may blame the headteacher for the problem. If communication is not effectively employed this can lead to protests by students.

Okumbe (2001) says that teachers are supposed to be role models or a shining example at all times. A good high school teacher bears a striking resemblance to a good parent. Among the qualities of a good parent that a high school teacher must exhibit is that of modeling behavior. Unfortunately this is not usually the case and some behaviors exhibited by teachers have led to students' indiscipline. Rono & Gichana, (2006) reported that at Ndanai Secondary in Bomet students went on rampage accusing some of their teachers of being habitual drunkards. Many are the times especially after the K.C.S.E results are released that students blame their school poor performance on teacher's absenteeism and laziness.

Inappropriate knowledge on the part of the headteachers in the management of discipline in secondary schools has been a hindrance. Eshiwani (1993) and Okumbe (2007) agree

that training improves workers effectiveness in discharging their function. The Heads Manual (1975 pg.30) emphasis is made very clear that the head bears the ultimate responsibility for all school discipline. The smooth running of a disciplinary system depends on a well defined basic policy established by the head in consultation with the staff. This policy must be enforced fairly and consistently by all persons in authority. To this extent, a headteacher becomes a cause of indiscipline if he/she is ineffective in his/her leadership and managerial roles. It is therefore important that training needs of headteachers in management are identified and in-service training programmes provided to arm them with best practices in management.

A survey conducted in 2004 by NACADA among students and school leavers found that hard drugs like heroine, ecstasy, cocaine and madrax were widely abused in schools by children as young as ten years. The survey revealed that some legal substances such as alcohol, tobacco and khat (miraa) were commonly abused leading to high incidences of violence in schools (East Africa standard, May 22, 2004). Drugs abuse could lead to students having behavior problems like stress, fatigue, anxiety, bullying and even committing murder. Students under the influence of drugs could even beat up their teachers, rape them or kill their colleagues (Siringi, 2003). When students are under the influence of drugs, it becomes hard to maintain discipline in schools.

## **2.8 Summary and Conclusion**

In the literature reviewed, it has been shown that discipline is synonymous with the readiness or willingness of an individual to demonstrate decent and decorous respect for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties

with promptitude and efficiency. Indiscipline has many causes and knowledge of them prepares a headteacher in devising the best methods of tackling indiscipline in the school. It has also been shown that indiscipline manifests itself in many forms and headteachers should be keen on the several demonstrations of indiscipline. Different methods of dealing with indiscipline have been advanced and their implementation can go a long way in enhancing discipline in schools. The challenges headteachers are currently facing in handling indiscipline in schools have been explored. It has been noted that a school's learning outcomes depends on the quality of students discipline. This is because discipline provides a sense of direction among learners besides increasing teacher's job satisfaction, which is a critical correlate of commitment to school goals. Therefore, ways and means must be sought to address the challenges faced by headteachers in the management of indiscipline to ensure achievement of the secondary schools education goals.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the details of methodology used in the study such as location of the study, study population and sampling, description of research instruments and data collection procedure. The chapter closes with an explanation of the data analysis techniques that was used in the study.

#### **3.2 Research Design**

The researcher used descriptive survey design to explore the challenges headteachers face in the management of indiscipline in Lamu County. Descriptive survey studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. It is the most appropriate when the purpose of the study is to provide a detailed description of a phenomenon (Gall & Meredith, 2003).

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

The study was carried out in Lamu County. The County is made up of two districts namely; Lamu East and Lamu West. Majority of the people in the County engage in peasant farming and others in small scale fishing and trading. Many are also engaged in the tourism industry where they offer transport, hotel and accommodation services to tourists who visit the Lamu archipelago. The high influx of tourists to the archipelago though a big boost to the area's economic well being has also been associated with increased drug abuse. Some of the youth involved in the industry as tour guides are both

peddlers and users of these drugs. As a result of the drugs being easily available, they have found their way to the secondary school students in the county worsening the problem of indiscipline.

### **3.4 Target Population**

The target population in this study was 17 headteachers, 17 deputy headteachers, 34 teachers in charge of guidance and counselling and games; and 170 student leaders in the 17 public secondary schools in the County.

### **3.5 Sample and Sampling Procedure**

Out of 17 public secondary schools in Lamu County, the researcher employed stratified random sampling to select 10 schools. Among the selected ten schools included 1 boarding boys school, 1 boarding girls school, 3 mixed day/boarding schools and 5 mixed day schools, which was 59% of the target population. Wiersma and Jurs (2005) recommend that if the population is large, a minimum of 10% is adequate for the sample. However, if the population is small, then a larger sample can be taken. In this case, the population of 17 schools is small and therefore 59% of the sample size was used. The study involved a sample of 10 headteachers, 10 deputy headteachers, 20 teachers of guidance and counselling and games, and 40 student leaders. The deputy headteachers being the heads of the discipline committees in many schools had vital information on students' indiscipline. The teachers in charge of games on their part were important to the study because serious manifestations of indiscipline have happened during sporting activities in the county. From each of the selected 10 schools, the researcher liaised with the District Education Officers of the two districts that form Lamu County, for

information on the headteachers in the ten selected schools. The headteachers in turn were able to give information on their deputies who formed part of the study sample. The school deputies were instrumental in identifying the student leaders in their respective schools. The researcher randomly selected 4 student leaders from each of the 10 selected schools. In mixed schools, the researcher ensured gender balance by selecting equal number of boys and girls. The researcher solicited information from headteachers and deputies about the teachers in charge of guidance and counseling and games in their schools.

### **3.6 Research Instruments**

The researcher used the following three types of research instruments:

#### **3.6.1 Questionnaires**

The questionnaires contained background information of the respondent such as class, gender, experience, qualification and questions relating to the theme of the study. Three different questionnaires were developed for the study.

##### **3.6.1.1 Headteachers' questionnaire**

The questionnaires consisted of both closed and open ended questions. Closed ended questions are preferred for ease in data analysis (Orodho, 2004). Where the researcher cannot predict all answers, open ended questions will allow the respondents give their perceptions and views. The questionnaires were designed to seek the headteachers bio data by stating the category of their school, teaching experience and academic qualifications. Other questions focused on seeking answers for the research questions

including causes of indiscipline in their schools, how they dealt with indiscipline and the challenges they faced in management of indiscipline among others.

### **3.6.1.2 Teachers' questionnaires**

Like the former, most of the items were short and easy to understand. Both closed and open ended questions were used. The teachers questionnaire also sought to get the teachers bio data by including a section on the teachers school category, teaching experience and qualification. Other questions included sought to answer the research questions including the place of guidance and counseling in schools, availability of rules and regulation in schools and their views on punishment among others.

### **3.6.1.3 Students' questionnaires**

The students' questionnaire also included a section on their bio data touching on their age, gender and class. Other questions asked had the same view of checking the student responses as pertains the research questions.

### **3.6.2 Interview Guide**

The instrument was used during in-depth interview with the headteachers and the deputies of the sampled schools. The structured interview consisted of already determined content and sequence of questions to make the analysis easier. The open ended questions at the end evoke rich qualitative responses (Orodho, 2004).

### **3.6.3 Observation**

The researcher used an observation schedule to check on certain aspects of school rules, indicators of indiscipline and existing records of punishment.

### **3.7 Pilot Testing**

According to Wiersma and Jurs (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. The research instruments were piloted in two schools in the County where it involved 2 headteachers, 2 deputy headteachers, 4 teachers of guidance and counseling and games and 8 student leaders. The purpose for piloting was to assess the research instruments clarity and the suitability of the language used in reference to the different respondents. Those instruments were revised.

### **3.8 Validity of Research Instruments**

Validity of an instrument is improved through expert judgment (Gall & Meredith, 2003). As such, the researcher sought assistance of research experts, experienced graduates, lecturers and experienced supervisors in order to help improve content validity of the instruments.

### **3.9 Reliability of Research Instruments**

To enhance reliability of the instruments, a pilot study was conducted in two schools in the target population which was excluded in the final study. The reason behind pre-testing was to improve reliability of the instruments. The researcher assessed the clarity of the questionnaire items such that the items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument thus increasing its reliability. Split-half technique of reliability testing was employed, whereby the pilot questionnaires was divided into two equivalent halves and then a correlation coefficient for the two halves computed using the formulae given below:

$$i) r = 1 - \frac{6 \sum(D)^2}{N(N^2 - 1)}$$

Where:

r = correlation coefficient

N = sample

$\sum$  = summation of scores

D = deviation

$$ii) SH = \frac{2R}{1+r}$$

Where

SH = Split half

R = Correlation coefficient

iii) A reliability of 0.7 or greater was accepted

### **3.10 Data Collection Process**

First, a letter of introduction and permission to conduct a small scale research was granted/issued by the permanent secretary, Ministry of Education. The researcher then visited all ten schools to deliver the questionnaires for the headteachers, teachers and students. They were requested to respond to the questionnaires appropriately and hand in the duly filled forms to the researcher. To allow the respondents to have ample time to study and respond appropriately, the instruments were distributed in the morning and collected in the afternoon. At the same time, questionnaires for headteachers and teachers were administered and collected at the same time with those of the students. The researcher interviewed the headteachers and their deputies immediately the headteachers were through with their questionnaires. To minimize attrition (threat to internal validity)

the researcher explained the importance of the study to the respondents before they responded to the items contained in the research instruments. With regard to observation, this was carried out in each school, by checking on different aspects of the school rules, indicators of indiscipline and existing records of punishment.

### **3.11 Data Analysis**

The data was collected using three research instruments, the interview schedules for headteachers and deputies, questionnaires for headteachers, teachers and student leaders and the observation schedule. Data collected from the field was coded and entered in the computer for analysis using the S.P.S.S. Descriptive and inferential statistics were used in analyzing the data, associations between selected variables were tested using chi square. Data generated from the interview schedules and observation was compared with that from the questionnaires to identify recurring patterns or themes that cut across the data. Therefore, results of interview were used as informative evidence in explaining some findings and observation results assisted in verifying some data collected by questionnaires. The responds were presented using descriptive statistics such as frequency distribution, calculating percentage and tabulation. On the basis of this approach the data was summarized, findings discussed, conclusions drawn, recommendations for the study made and further research suggested.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This study was conducted to identify challenges faced by headteachers in the management of indiscipline in public secondary schools in Lamu County. The objectives of the study were: to determine the prevalent indiscipline problems among secondary school students; identify the causes of indiscipline among the secondary school students; investigate the methods employed by headteachers in dealing with indisciplined students and determine the challenges headteachers face in managing indiscipline in secondary schools. The data in this chapter has been treated under each of the research objectives stated in Chapter One, and finally major findings have been discussed under pertinent research questions. The research findings were presented in graphs, tables, and figures as appropriate.

#### **4.2 General information on respondents**

From the study, 77 out of the 80 sampled respondents filled in and returned the questionnaires contributing to 96.25% return rate. Table 4.1 shows the response rate for all categories of respondents.

**Table 4.1: Response Rate**

<b>Respondents</b>	<b>Target sample size</b>	<b>Actual response</b>	<b>Response Rate</b>
Headteachers/Deputy headteachers	20	20	100%
Teachers	20	18	90.0%
Students	40	39	97.5%
<b>Total</b>	<b>80</b>	<b>77</b>	<b>96.25%</b>

#### 4.2.1 Categories of schools

This study covered different categories of schools as presented in Table 4.2

**Table 4.2: Categories of schools**

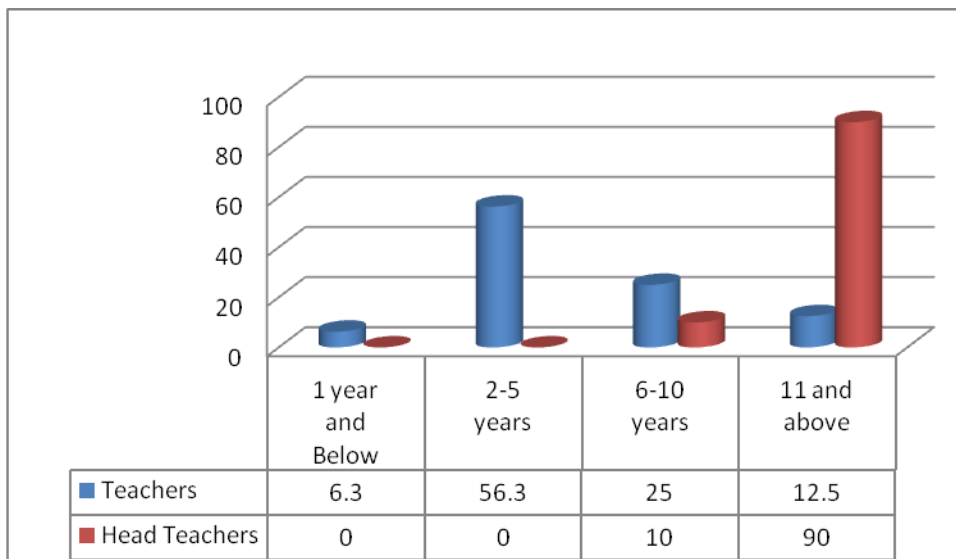
<b>Categories of schools</b>	<b>Frequency</b>	<b>Percentage</b>
Girls boarding	1	10.0%
Mixed boarding	3	30.0%
Mixed day	5	50.0%
Boys boarding	1	10.0%

The study was carried out on different categories of school as shown in Table 4.2. This implies that views expressed by the respondents reflect the responses from all categories of schools so as to avoid exclusion.

### 4.2.2 Teaching experience of staff

In a bid to establish the teaching experience of both teachers and the headteachers, the research findings were as indicated in figure 4.1.

**Figure 4.1: Teaching experience for Teachers, Headteachers and Deputy Headteachers**

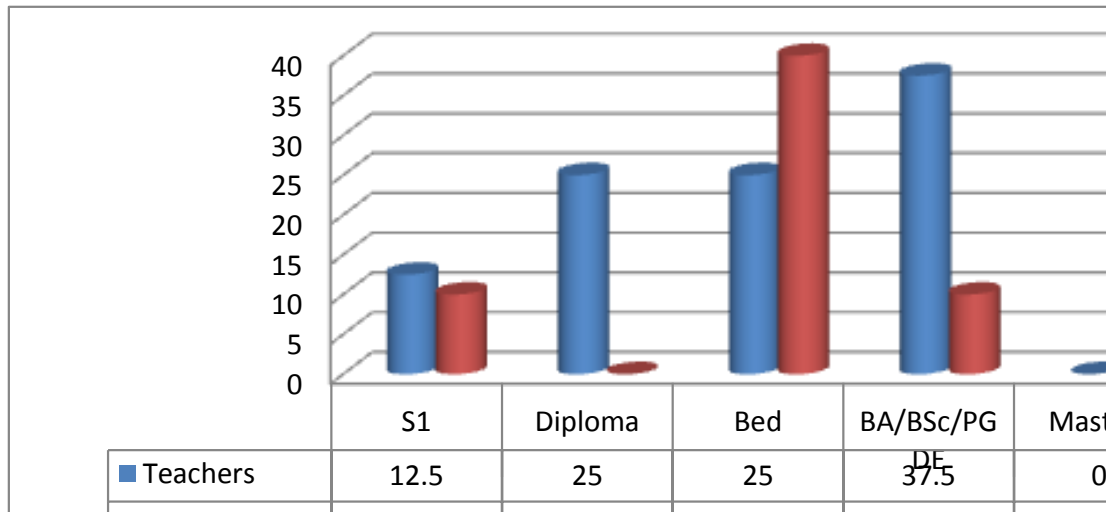


As shown in figure 4.1, 90.0% of the headteachers had 11 years and above teaching experience as compared to other teachers who were only 12.5% who had 11 and above years of experience. This implies that due to experience, the headteachers were competent enough to inform this study on the challenges they face in the management of indiscipline in public secondary schools.

### 4.2.3 Teachers Academic Qualification

In a bid to establish the academic qualifications of both the teachers and the headteachers, figure 4.2 presents the findings.

**Figure 4.2 Academic Qualifications of Teachers, Headteachers and Deputy Headteachers**



As shown in Figure 4.2, majority of headteachers, 40.0% had the highest qualification of masters degrees as compared to zero for other teachers. Generally headteachers' qualifications were higher comparatively putting them in a good position to be able to give information on the challenges they face in the management of indiscipline in secondary schools.

#### 4.2.4 Students' background information

In order to ensure that the responses relatively represented both sexes, the questionnaires were issued to both genders. The study revealed that 44.7% of the students were male and 55.3% female. In terms of age, the average age for the students was 18 years; the minimum was 14 years while the maximum was 22. This is critical youthful age when students display their character in terms of discipline and it was important for this study to establish their ages.

#### 4.2.5 Class distribution of the students

The students who responded in the study were distributed as presented in table 4.3.

**Table 4.3: Class Distribution of Students**

<b>Gender</b>	<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
Male	Form 1	2	10.5
	Form 2	2	10.5
	Form 3	8	42.2
	Form 4	8	36.8
	<b>Total</b>	<b>19</b>	<b>100.0</b>
Female	Form 1	3	15.0
	Form 2	2	10.0
	Form 3	7	35.0
	Form 4	8	40.0
	<b>Total</b>	<b>20</b>	<b>100.0</b>

The study ensured that all students were represented in order to get their perspective regarding discipline in public secondary schools.

#### 4.3 Prevalent indiscipline problems among secondary school students

Students were asked to state whether their schools had incidences of bad behaviour. In response 96.4% agreed and 5.4% indicated that they had not experienced any incidences of bad behaviour in their respective schools. Even though majority of students agreed that there were incidences of bad behaviour, 73.5% informed the study that it was decreasing.

However, 21.1% of the student respondents were not certain. In outlining the prevalent discipline problems, the headteachers gave their views as presented in table 4.4.

**Table 4.4: Common discipline problems as reported by headteachers**

<b>Common discipline problems</b>	<b>Frequency</b>	<b>Percentage</b>
Disrespectful to teachers and headteachers	3	30
Unruly behaviour e.g. aggression, fighting	3	30
Laziness, Lateness, Absenteeism	10	100
Vulgarity and sexual assault	0	100
Drug abuse	4	40
Damage to property/theft	0	0
Untidiness, rudeness and insolence	3	30

As presented in table 4.4, headteachers agreed that the most common discipline problems were laziness, lateness and absenteeism among secondary school students. They however did not view vulgarity and sexual assault as common in secondary schools. Similarly, damage to property and theft were not reported as being common.

Teachers on their part cited use of abusive language by the students, lack of respect for teachers, fighting among the students, poor dressing code, truancy and sneaking as the most common discipline problems exhibited by the students.

On the part of the students, the following were reported the most common types of indiscipline: misbehavior/rudeness to teachers, reporting to class late, disobeying school rules and regulations, fights among the students, use of abusive language towards fellow

students, cheating/assisting fellow students with exams, refusal to carry out punishment and inappropriate wearing of uniforms. This concurs with Onyechi and Okere (2007) who identified deviant behaviours exhibited frequently and persistently in the classroom in Nigeria as; walking out on the teacher, noise making, sleeping in class, pinching, aggression, vandalism, pilfering, lies, truancy, tardiness, irresponsibility, cheating, immorality, alcoholism, use of drugs, cultism and examination malpractice. The three respondents from their responses did agree that the most prevalent indiscipline problems were students' absenteeism, students' lack of respect for teachers and fighting among the students.

#### **4.4 Causes of indiscipline among the secondary school students**

In a bid to establish the most common causes of indiscipline in secondary schools, the headteachers gave their views as presented in table 4.5.

**Table 4.5: Causes of indiscipline as reported by the headteachers**

<b>Causes of indiscipline</b>	<b>Frequency</b>	<b>Percentage</b>
Parental influence	5	50.0
Societal influence	5	50.0
Drug abuse	4	40.0
Peer pressure	8	80.0
Political interference	0	0

From the data in table 4.5, it is clear that peer pressure is the most common cause of indiscipline according to the headteachers. However, all the headteachers did not indicate

political interference as a cause of indiscipline. This finding disagrees with Okinda (1995) that indiscipline in schools can be caused by politicians who may want heads whom they can control and manipulate.

Teachers' views on the causes of indiscipline were as follows: 22.2% of the teachers reported that mixed schools contribute to indiscipline, 27.8% cited poor community support towards education, 16.7% blamed retrogressive cultural practices, 22.2% singled out poor relationship between teachers and students, 50.0% pointed at parental negligence and drug abuse while 44.4% cited ignorance of school rules and regulation by both students and parents as main causes of indiscipline among students.

The students on their part reported as follows about the causes of indiscipline among them: 46.2% mentioned lack of socialization and interaction between teachers and students, 20.5% cited lack of ways of expressing feelings towards teachers particularly when they are wronged, 25.6% talked about pride amongst students themselves, 38.5% singled out drugs and substance abuse, 23.1% pointed out tribalism, 30.8% cited negative attitude towards specific subjects, 51.28% blamed bad company and 64.1% mentioned limited support from parents as the main causes of indiscipline. The study finding confirms Okpako (2004) who says that the basis of good behavior orientation and good adolescent attitude development is founded on positive parenting. Parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescent. He identifies some factors which make for positive parenting as provision of children's needs: good food, shelter, water, love, warmth, affection, education, monitoring, dialogue and control. All the respondents mentioned negative influence from the society either in

the form of parental negligence or poor community support towards education and drug abuse as the major causes of indiscipline. Teachers and students did agree that poor student/teacher relationship also contributed to indiscipline.

#### **4.4.1 Effects of indiscipline**

In this study it was revealed by the teachers and headteachers that effects of indiscipline included: Poor academic performance, inconducive learning environment and time wastage while handling indiscipline cases. The students however cited school dropout, failure to cover the syllabus, lower grades in KCSE exams and isolation from fellow students as effects brought about by indiscipline. Therefore, the respondents did agree that poor academic performance, which would be as a result of time wasted in addressing indiscipline issues among other factors, was a negative effect brought by indiscipline.

#### **4.5 Methods of dealing with indisciplined students**

To deal with indisciplined students, 60.0% of the headteachers suggested that schools should create conducive environment for effective learning. However, 40.0% of the headteachers said that the school administration should consistently punish the indisciplined students in order to reduce the number of those who are misbehaving. Table 4.6 presents the most commonly applied disciplinary measures in secondary schools by the headteachers.

**Table 4.6: Disciplinary measures preferred as reported by the headteachers**

<b>Disciplinary measures</b>	<b>Frequency</b>	<b>Percentage</b>
Preventive (Encouragement)	2	20.0
Corrective (Disciplinary action after infraction)	1	10.0
Both in equal proportion	7	70.0
<b>Total</b>	<b>10</b>	<b>100</b>

As presented in table 4.6, many of the headteachers, that is 70.0% of them, prefer both encouragement of students and taking disciplinary action to deal with indisciplined students. In a bid to establish the ways of dealing with indiscipline, 47.1% of teachers still believed that canning should never have been banned by the Ministry of Education because it was the most effective punishment in controlling indiscipline in schools. “Canning of students is very effective for a student to realize his/her mistake and be ready to change, but to some chronic cases, it is not effective at all as the students develop some resistance” (Oral informant, 28/09/2012). This however negates Duke and Canady (1991) advice that in schools where the headteachers emphasize punishments more than rewards, pupils’ progress tends to be inhibited; the greater the number of punishments listed, the more negative are the effects. In contrast, wherever the number of rewards exceeded the number of punishment, the progress was greater.

In order to establish whether the students were referred for guidance and counseling, 60.5% of the students informed the study that they were sometimes referred, 34.2% said they were always referred, 2.6% were not certain and another 2.6% said they were rarely

referred. This finding implies that guidance and counseling is embraced by secondary school authority as a method of dealing with students problems. This was confirmed by 62.5% of teachers who identified and counseled over 5 students with problems per term. Mutie (1999) asserts that guidance and counseling help the youth to prepare for adult life. It helps them acquire the right values and attitudes that will help them acquire self-esteem, a sense of identity, values and belief that can guide their behavior and form their character. Table 4.7 presents the extent of engagement by teachers in assisting students with problems.

**Table 4.7: Extent of involvement of teachers in management of indiscipline as stated by the teachers**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
I devote enough time to each student who needs help	67.7%	29.4%	-	5.9%	-
There is a room set aside for guidance and counselling in school	17.6%	17.6%	5.9%	35.3%	23.5%
Teachers often use punishment	11.8%	88.2%	-	-	-
Teachers use guidance and counselling	20.0%	60.0%	6.7%	13.3%	-
Time is not set aside for counselling problematic student	11.8%	47.1%	-	23.5%	17.6%
Relationship between teachers and students is good	11.8%	82.4%	-	-	5.9%

Key: **SA**= Strongly Agree, **A**=Agree, **U**=Undecided, **D**=Disagree and **SD**= Strongly Disagree

As presented in table 4.7, teachers were of the view that majority of them devoted enough time to students in management of problems. Majority of the teachers also used punishment as a corrective measure. The table confirms that more than 60.0% used guidance and counselling to manage indiscipline cases and over 58.8% claimed that there were no rooms set aside for guidance and counselling. Many of the teachers built relationships between themselves and students. Further, 82.4%, of the teachers reported to have received direction and guidance from headteachers. On the other hand, the students were asked to comment on statements regarding control of discipline in their respective schools, table 4.8 presents their responses.

**Table 4.8: Statements on control of discipline in schools as respondent to by students**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Teachers are good parents to me	73.7%	18.4%	5.3%	2.6%	-
Teachers often use punishment	23.7%	36.8%	2.6%	23.7%	13.2%
Teachers often guide and counsel	50.0%	34.2%	5.3%	7.9%	2.6%
Rules are drawn by headteachers, teachers and students	57.9%	7.9%	5.3%	10.5%	18.4%
Time is not set aside for counselling problematic students	10.5%	10.5%	5.3%	36.8%	36.8%
Relationship between teachers and students is good	39.5%	34.2%	5.3%	13.2%	7.9%
Students avoid teachers	15.8%	18.4%	7.9%	7.9%	50.0%
Time is set aside for guiding students	37.8%	32.4%	2.7%	18.9%	8.1%
There is privacy in guidance and counselling room	28.9%	21.1%	5.3%	21.1%	23.7%
Teachers devote time to every student who need help	52.6%	13.2%	2.6%	21.1%	10.5%

As shown in table 4.8, students supported the fact that teachers gave a lot of support in the management of indiscipline in public secondary schools. The students did indicate that teachers used guidance and counselling more than they used punishment which was quite encouraging. The respondents also indicated that teachers set aside time in their busy schedules to guide and counsel the students. However, there was a need to improve privacy in the guidance and counselling room as a significant number of the respondents did not agree that there was privacy.

Further findings show that 60.0% of the headteachers had a system put in place that is known to staff members and students for positively reinforcing well behaved students. This was confirmed by 58.8% of teachers who agreed that their respective schools had agenda during staff meetings to discuss and identify well behaved students for rewarding. Even though staff members met, discussed and identified well behaved students to be rewarded, 60.0% of the schools only met on yearly basis and 40.0% on termly basis. This is a drawback in terms of monitoring and implementing disciplinary measures to curb indiscipline cases in secondary schools.

All the headteachers had the school rules and regulations reviewed in consultation with headteachers from other secondary schools, members of staff and students themselves. This is done to incorporate the needs of the students so as to be in tandem with changing times. To implement the school rules and regulations, 70.0% of the headteachers placed the rules and regulation materials in every class, 60.0% on the general notice boards, and 50.0% in the staff room and 40.0% in the deputy headteacher's offices. These findings agree with those of Okumbe (2007), who found that since discipline of students in

schools is vital for both academic and psycho-social achievements, the rules and regulations used to regulate students' behavior should be clear and precise. It is also in line with Franken (1998) assertion that all students must be aware of the rules before disciplinary action can be administered.

From the study, 50.0% of the headteachers confirmed that their schools had qualified guidance and counselling staff committed in addressing indiscipline cases among students and 70.6% of the schools had standardized approaches of dealing with indisciplined students.

In order to embrace consultations, 40.0% of the headteachers met with their prefects' body for consultation, 10.0% met weekly while 50.0% met on a monthly basis. In order to prevent new students from being influenced by indisciplined continuing students, 82.4% of the teachers met form one students during orientation week to explain the school culture, rules and regulation. This implies that majority of the teachers gave support to schools in the management of indiscipline in Lamu County. 82.4% of the teachers reported that the school administration most of the time reacted to the students complains fast enough.

Teachers reported that inviting facilitators in various fields, e.g., in drugs and substance abuse, converting schools into full boarding schools and involving the community to participate in education policies were effective ways of handling indiscipline. On the other hand, headteachers indicated the following as effective ways of handling indisciplined students: talking to students about the offence committed, the consequences, then acting on the offenders accordingly as per the laid down rules and regulations and

use of guidance and counselling. Other methods put forward by the headteachers were punishments like sweeping, weeding flower beds, uprooting tree stamps and slashing. Suspension and use of religious leaders to talk to the students on weekly basis would improve discipline in secondary schools according to the headteachers.

It was reported that students preferred punishment, calling parents to school and suspension from school as methods of dealing with indiscipline. They also reported that time set aside for guidance and counselling was inadequate and suggested that there was a need to interact with the school administration through questions and that suggestion boxes should be provided for them to air their grievances freely. They also said teachers should be role models and be fair to all students. To avoid negative feelings among the students, they reported that teachers should avoid discrimination while marking.

#### **4.6 Challenges in managing indiscipline in secondary schools**

In order to establish challenges faced by the headteachers in the management of indiscipline in public secondary schools, the study found out that lack of sincerity by both parents and students while addressing indiscipline cases, canvassing by parents whose children are found in the wrong, failure to adhere to school rules and regulations and resistance to change were some of the most predominant challenges faced by the headteachers. Other challenges were that serious offences that required dire consequences were watered down by some school officials. The headteachers noted that some offenders who were relatives of some B.O.G./P.T.A members were being treated favourably as opposed to those who did not have relatives in the management bodies. Parents were less supportive as most of them tried to cover their children and were also not able to

discipline them. Many students lied about the offences they had committed and some were able to convince their parents of their innocence. This made the parents to develop negative attitudes towards schooling especially in relation to disciplining of their sons and daughters.

The students reported that headteachers were sometimes threatened by students and some parents which made them refrain from taking appropriate action against offenders. It was also reported that some teachers failed to implement the school rules and regulations therefore making the headteachers ineffective in handling indiscipline.

Teachers cited that inadequate number of teachers did affect the schools effectiveness in handling indiscipline cases. Lack of residential houses for teachers within schools and especially for the boarding masters to monitor delinquencies posed a challenge in maintenance of discipline. It was also reported that some teachers did not want to be part of the discipline team either out of lack of commitment to their duties or as a way of showing displeasure with the school administration. Other challenges reported were that parents had a habit of going directly to BOG and PTA members to have their cases attended to by passing the school administration. Discipline procedures are important in ensuring that the indiscipline cases are effectively handled reducing their recurrence in future. Students' failure to report fellow students involved in bad behaviour was another challenge reported. This challenge was compounded by religious differences among the students, for example it was wrong for a Muslim student to report a fellow Muslim to a teacher who is a Christian referred to as a 'kafir' (one who is not religious). These challenges according to the teachers made maintenance of discipline in secondary schools

in Lamu County a very difficult task. The respondents did agree that interference of parents in the management of indiscipline through seeking favours from members of the management bodies of the schools when their children had disciplinary issues posed a serious challenge. Consequently, enforcement of school rules and regulations was compromised by these acts of the parents and the teachers own apathy.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides the summary of the findings from chapter four, and also it gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were: to determine the prevalent indiscipline problems among secondary school students; identify the causes of indiscipline among the secondary school students; investigate the methods employed by headteachers in dealing with indisciplined students and determine the challenges headteachers face in managing indiscipline in secondary schools in Lamu County.

#### **5.2 Summary of findings**

The prevalent problems of indiscipline according to headteachers were laziness, lateness and absenteeism among secondary school students. However, the headteachers did not think that vulgarity, sexual assault, damage to property and theft were common in secondary schools. Other problems cited by headteachers/teachers were use of abusive language, lack of respect for teachers, fighting among students, poor dressing codes, absenteeism, truancy and sneaking. As for students, misbehaviour/rudeness to the teachers, reporting to class late, disobeying school rules and regulations, fights among the students, use of abusive language, cheating/assisting fellow students in exams and refusal to carry out punishment were examples of some of the indiscipline problems they faced. The three respondents from their responses did agree that the most prevalent indiscipline problems were students' absenteeism, students' lack of respect for teachers and fighting among the students.

Peer pressure was the most common cause of indiscipline according to the headteachers. All the headteachers were not of the view that political interference was a cause of indiscipline in their schools. According to teachers being in a mixed school, poor community support towards education, retrogressive cultural practices, poor relationship between students and teachers, parental negligence and drug abuse, ignorance of school rules and regulations and other discipline procedures also contributed to indiscipline. The students mentioned lack of socialization and poor relationship between teachers and students as a cause of indiscipline. Other causes cited by students were: lack of ways of expressing displeasure when wronged by the teachers and the administration, pride among the students, drugs and substance abuse, tribalism, religious differences, negative attitude towards specific subjects, bad company and unsupportive parents as some of the common causes of indiscipline. All the respondents mentioned negative influence from the society either in the form of parental negligence or poor community support towards education and drug abuse as the major causes of indiscipline. Teachers and students did agree that poor student/teacher relationship also contributed to indiscipline.

Headteachers suggested that school administrators together with teachers should create conducive environment for effective learning. School administration should be consistent in punishing the indisciplined students in order to reduce the number of those who are misbehaving. Teachers still believed that canning should never have been banned by the Ministry of Education because it was the most effective punishment in controlling indiscipline in schools. Guidance and counseling was to be emphasized by secondary school authorities as a method of dealing with student's problems. Headteachers were to have school rules and regulations reviewed in consultation with headteachers from other

secondary schools, members of staff and students themselves to incorporate the needs of the students so as to be in tandem with the changing times.

Challenges faced by the headteachers in the management of indiscipline included: students failure to adhere to school rules and regulations, students lying to their parents about offences committed, the parents support of their children even when in the wrong and resistance to change by the students. Other challenges were that serious offences that required dire consequences were watered down by some school officials. The headteachers noted that cases of offenders who were relatives of B.O.G./P.T.A members were favourably treated compared to those of offenders who did not have relatives in the management bodies. Some parents were not supportive to the administration as they would unashamedly support their children even when in the wrong and were unable to discipline them. As a result of the students lying to their parents about the offences they committed, the parents developed negative attitude towards schooling especially in regards to disciplining of their sons and daughters. The students said that headteachers were sometimes being threatened by students and some parents and that some teachers failed to implement school rules and regulations. As for teachers, they reported that there was inadequate number of teachers. There was also lack of residential houses for teachers within schools and especially for the boarding masters to monitor delinquencies. It was also reported that some teachers did not want to be part of the discipline team in their schools. The respondents did agree that interference of parents in the management of indiscipline, through seeking favours from members of the management bodies of the schools when their children had disciplinary issues posed a serious challenge.

Consequently, enforcement of school rules and regulations was compromised by these acts of the parents and teachers own apathy.

### **5.3 Conclusions**

It is evident from the research findings that the common indiscipline problems in secondary schools in Lamu County have now been identified. Laying strategies by school administration to deal with each challenge/problem will now be easy. Various causes of indiscipline in secondary schools in Lamu County have also been listed. Addressing these causes will help in reducing the cases of indiscipline in secondary schools in the County. Several methods of dealing with indiscipline have been advanced key among them is the continued emphasis on the use of guidance and counseling. The challenges that headteachers face in handling indiscipline cases in their schools have been shown to be diverse. However, the study has also revealed that majority of the headteachers have sufficient work experience in terms of years worked to deal with issues that arise among students. This implies that the teachers and headteachers have the necessary knowledge and training to deal with student's problems. In summary, the study findings bring hope that the hitherto unknown issues concerning the research problem have now been unearthed and that the study will form a firm basis for tackling the indiscipline problems in secondary schools in Lamu County.

### **5.4 Recommendations**

From the findings of this study, the researcher made the following recommendations to mitigate challenges faced by headteachers in the management of indiscipline in secondary schools in Lamu County:

- i) Schools administration should encourage parents to play their proper roles in parenting by ensuring that their children are disciplined.
- ii) The fact that there were no rooms allocated for guidance and counseling services needs to be looked into and the situation remedied. In addition, teachers and students should have a close relationship that would ensure that students are free to consult counselors and that counselors have enough time to attend to students
- iii) There is need to impress on leadership in the schools to appreciate the importance of dialogue and democratic approaches in solving students' indiscipline.
- iv) To effectively manage indiscipline and unrests in public secondary schools, there is a need to strengthen counseling because it can help to increase students' self-awareness, foster emotional growth and maturity. Schools should therefore establish structures, specifically for dealing with reconciliation, trauma and healing for peace building.
- v) Secondary schools should endeavor to develop moral values among the students. Moral values refer to the building of a consistent set of values and ideas which can become a basis for making personal decisions about how to behave in relation to other people and the society.
- vi) Schools should ensure that best behaviours and conditions are inculcated, established and maintained for effective learning to take place in our secondary schools. The school environment should be busy, and an active place in which the students and teachers know that they are on the same side, working together to achieve something worthwhile.

### **5.5 Policy recommendation**

- i) A study could be carried out to investigate measures that can be put in place to ensure that secondary schools are effectively managed.
- ii) Collaboration among all stakeholders in education on student discipline should be determined.

### **5.6 Recommendation for further research**

- i) Similar studies could be carried out in other Counties in Kenya to find out the challenges faced by headteachers in primary schools.
- ii) The study could be replicated using other respondents such as the parents and education officials.
- iii) A study needs to be carried out in private secondary schools to see whether findings from the study will tally with the ones from this research.

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## APPENDIX 1

### INTERVIEW SCHEDULE FOR HEADTEACHER AND DEPUTY

#### HEADTEACHER

1. Rate the relationship between teachers and students.

Very good        ( )    Good   ( )    Fair   ( )

2. Which behaviours are exhibited by your teachers?.

(i) Effective models        ( )

(ii) Ineffective models        ( )

3. How do you rate the incidences of indiscipline in your school?

Increasing        ( )                      Decreasing        ( )

Do occur        ( )                      Not certain        ( )

4. (i) What types of discipline problems do you encounter in this school?

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(ii) What are the causes of the discipline problems mentioned in 4 (i) above?

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(iii) Outline the effects of indiscipline to this school?

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5. How supportive are the parents in dealing with students indiscipline?

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- 
6. What discipline measures do you apply to control the unique discipline problems that you experience in your school?

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7. What problems do you encounter in enhancing students discipline in your school?

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## APPENDIX 2

### QUESTIONNAIRE FOR THE HEADTEACHER

This research is meant for academic purpose. It will try to find out the challenges faced by headteachers in the management of indiscipline. Kindly, you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questionnaires will be treated as confidential. Please tick (√) where applicable or fill in the required information on the spaces provided.

1. (a) Category of school

Boy boarding	( )	Girls boarding	( )
Mixed boarding	( )	Mixed day	( )

(b) Teaching experience

1 year and below	( )	2-5 years	( )
5-10 years	( )	10 and above	( )

(c) Academic qualification

Diploma	( )
S1	( )
BA/BSC with PGDE	( )
Masters	( )

Any other (specify) \_\_\_\_\_

2. Which of the following statements on the purpose of discipline do you agree with?

- (i) To punish and therefore reduce the number of misbehaving students in school ( )
- (ii) To create conducive school environment for effective learning ( )

3. There are two types of discipline, which one do you most commonly apply in your school?

(i) Preventive (encouragement) ( )

(ii) Corrective (disciplinary action after infraction) ( )

(iii) Both in equal proportion ( )

4. Indicate the most common cause(s) of student indiscipline which are applicable in your school.

Parental influence ( )

Societal influence ( )

Drug abuse ( )

Peer pressure ( )

Political interference ( )

5. Which are the most common discipline problems in your school?

Disrespect to teachers and headteacher ( )

Unruly behaviour e.g. aggression, fighting ( )

Laziness, lateness, absenteeism ( )

Vulgarity and sexual assault ( )

Drug abuse ( )

Damage to school property/theft ( )

Untidiness, rudeness and insolence ( )

Any other? Specify \_\_\_\_\_

6. (a) Have you ever reviewed the school rules and regulations that you found in place in this school?

Yes ( )

No ( )

(b) If yes, who did you consult when reviewing or coming up with new rules and regulations to check indiscipline?

Deputy headteacher ( )

Members of staff ( )

Students ( )

All of the above ( )

7. Where have you placed the institutions rules and regulations?

1. In every class ( )

2. On the general notice board ( )

3. In the staffroom ( )

4. In the deputy's and headteacher's offices ( )

8. Prior to your appointment as headteacher, had you received any pre-service or in service training in education administration?

Yes ( )

No ( )

9. Do you have qualified staff for guidance and counseling?

Yes ( )

No ( )

10. How would you describe the cohesion of your staff in addressing indiscipline among students?

Firm ( )

Not very firm ( )

Fair ( )

11. How often do you meet with your prefects body for consultations?

As the need arises ( )

On weekly basis ( )

Monthly ( )

12. Do you have a system put in place and known to staff members and students for positively reinforcing well behaved students?

Yes ( ) No ( )

13. Which methods/measures do you most commonly apply in enhancing discipline in your school?

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14. In an effort to enhance student discipline in your school, identify the major challenges that you encounter.

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15. Do you have any external influence that interferes with your management of  
indiscipline cases in your school?

Yes ( ) No ( )

If your answer in 15 above is Yes, explain the type of interference.

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Thank you for your cooperation

### APPENDIX 3

#### TEACHERS' QUESTIONNAIRE

This research is meant for academic purpose. It will try to find out the challenges faced in the management of indiscipline cases in school. Kindly, you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questionnaires will be treated as confidential. Please tick (√) where appropriate or fill in the required information on the spaces provided.

1. (a) Category of school

Boys boarding ( )                      Girls boarding ( )

Mixed boarding ( )                      Mixed day ( )

(b) Gender      Male ( )                      Female ( )

(c) Teaching experience

1 year and below ( )                      2-5 years ( )

5-10 years ( )                      10 and above ( )

(d) Academic qualification

Diploma ( )

S1 ( )

BA/BSC and PGDE ( )

Masters ( )

Any other? Specify \_\_\_\_\_

2. How many years have you been in your current station \_\_\_\_\_

3. What are the five main causes of indiscipline in your school in the order of gravity?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

4. List down the main measures advocated by the administration in dealing with the above cases.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

5. Which leadership style is advocated in the school?

Democratic ( )                      Authoritative ( )

Laissez faire ( )

6. During the orientation week for the form one students, do teachers meet the students and explain the school culture, rules and regulations?

(a) Yes ( )

(b) No ( )

7. Do you feel the school administration react to the students complaints fast enough?

Most of the time, yes ( )

Most of the time, no ( )

8. (a) Have you had an agenda in the staff meeting to discuss and identify the well behaved student for rewarding?

Yes ( )

No ( )

(b) If your response for 8(i) above is yes, how often is the said exercise done?

Yearly basis ( )

Termly basis ( )

When students have completed their course ( )

9. Do you have standardized approaches of dealing with indisciplined students in your school?

Yes ( )

No ( )

10. Do you agree or disagree with this statement. "Caning should never have been abandoned by the Ministry of Education because it was the most effective punishment in controlling indiscipline in this school".

(a) Will agree ( )

(b) Will disagree ( )

11. (a) Does your school have a set of school rules and regulations?

(a) Yes ( )

(b) No ( )

(b) Where are they displayed? \_\_\_\_\_

(c) Are all the consequences of undesirable behaviour known to students?

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12. (a) Have you ever punished a student?

Yes ( ) (b) No ( )

(b) How often do you punish students?

Always ( ) Sometimes ( )

Rarely ( ) Never ( )

(c) With outlawed corporal punishment list alternative forms of punishment you use

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13. Do you record the punishment administered in each case?

Yes ( ) No ( )

14. In your opinion, how effective is the use of punishment as a measure to instill discipline?

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15. How many students with problems have you identified and counselled this term?

None ( ) 1-3 ( ) 4-5 ( ) Over 5 ( )

16. The table below contain statements designed for you to evaluate this school by giving your opinions and feelings. Indicate whether you Strongly Agree (SA) Agree (A) are undecided (U), Disagree (D) or strongly Disagree (SD) against the statements below by putting a tick (√) once for each statement.

Statement	SA	A	U	D	SD
I devote enough time to each student who needs help					
There is a room set aside for guidance and counseling in the school.					
Teachers often use punishment					
Teachers use guidance and counseling					
Time is not set aside for counseling problematic students					
Relationship between teachers and students is good					

17. What support have you received from the headteacher to enable you perform your duties?

Direction/guidance ( ) Training ( ) None ( )

18. List the discipline problems you have encountered in the process of teaching in this school

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

19. According to you, what challenges are the headteacher facing in enhancing discipline in school?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. Would you say the way the headteacher manages student discipline is consistent?

- Yes ( ) (b) No ( )

Thank you for your cooperation

## APPENDIX 4

### QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks to gather information to be used to establish the challenges of managing student's indiscipline in schools. You are kindly requested to fill this questionnaire. Your response will be used for purpose of study only. Please do not write your name or that of your school anywhere in this questionnaire. Please tick (√) where appropriate or fill in the required information on the space provided.

1. (a) Gender                      Male            ( )                      Female            ( )
  - (b) Age? \_\_\_\_\_
  - (c) Indicate your class
 

Form 1            ( )	Form 2            ( )
Form 3            ( )	Form 4            ( )
  
2. (a) (i) Does your school have incidences of bad behaviour
 

Yes    ( )	(b) No            ( )
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  - (ii) How do you rate the incidences of indiscipline in your school?
 

Increasing    ( )	Decreasing    ( )
Not certain    ( )	
  
- (b) How often are the students referred for guidance and counseling?
 

Always (    )	Sometimes (    )	Not certain (    )
Rarely (    )	Never            (    )	

3. (a) What is the consequences of not

(i) Wearing full school uniform? \_\_\_\_\_

(ii) Being punctual for class? \_\_\_\_\_

(b) Why must a student be in school uniform all the time?

\_\_\_\_\_

\_\_\_\_\_

4. The table below has statements on control of discipline in this school. Indicate whether you Strongly Agree (SA), Agree (A) are Undecided (U) Disagree (D) or Strongly Disagree (SD) with the statement below by putting a tick (√) once for each statement.

Statement	SA	A	U	D	SD
i.) My teachers are good parents to me					
ii.) My teachers often use punishment					
iii.) My teachers often guide and counsel students					
iv.) Rules are drawn by headteacher, teachers and students					
v.) Time is not set aside for counselling problematic students					
vi.) Relationship between teachers and students is good					
vii.) Students of this school avoid teachers					
viii.) Time is set aside for guiding students					
ix. There is privacy in guidance and counselling room					
x. Teachers devote time to every student who need help					

5. (a) What are the common types of indiscipline/bad behaviour in this school?

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- (b) In your opinion what could be causing the above mentioned misbehaviors in this school.

<u>Bad behavior</u>	<u>Causes</u>

6. (a) List some offences for which you have been punished for committing and the punishment meted out/given to you in each case.

Offence	Punishment	Time punished		
		Immediately	After Class	On school day

- (b) Would you say the teacher was fair?

Yes ( ) (b) No ( )

(c) Give reasons for your answer in (b) above

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7. Which other methods are currently used by teachers in this school to discourage indiscipline?

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8. What are the effects of student's bad behaviour to learning in this school?

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9. What do you think administrators should do to minimize incidences of indiscipline among students?

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10. In your opinion, what difficulties does your headteacher face in his/her endeavor to enhance students discipline?

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Thank you for your cooperation

**APPENDIX 5****BUDGET**

<b>1. Production of research instruments</b>	<b>Kshs.</b>
Typing of pages research instruments @ 40	2,800.00
Photocopying 500 pages of research instrument @ 3	1,500.00
Typing approximately 50 pages of report @ 40	2,000.00
Binding 6 copies report @ 200	1,200.00
<b>2. Transport and substance</b>	
Transport to the field 20 days @ 500	10,000.00
Lunch 20 days @ 300	6,000.00
<b>SUB-TOTAL</b>	<b>50,023.00</b>
<b>3. Miscellaneous</b>	26,500.00
<b>GRAND TOTAL</b>	<b>50,000.00</b>

**APPENDIX 6**  
**PERMIT LETTER**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [kubps@yahoo.com](mailto:kubps@yahoo.com)  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

**Our Ref:** E55/CE/14268/09

**Date:** 14<sup>th</sup> July 2012

The Permanent Secretary,  
Ministry of Higher Education, Science & Technology,  
P.O. Box 30040,  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MR. KILONZO JOHN -  
REG. NO. E55/CE/14268/09**

I write to introduce Mr. Kilonzo John who is a Postgraduate Student of this University. He is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Mr. Kilonzo intends to conduct research for a thesis project entitled, “Challenges Faced by Headteachers in the Management of Indiscipline in Public Secondary Schools in Lamu County.”

.”

Any assistance given will be highly appreciated.

Yours faithfully,



**MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL**

LNm/fwk

## APPENDIX 7

## RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
 254-020-310571, 2213123, 2219420  
 Fax: 254-020-318245, 318249  
 When replying please quote  
 secretary@ncst.go.ke

P.O. Box 30623-00100  
 NAIROBI-KENYA  
 Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/1173

Date: 27<sup>th</sup> August, 2012

John Kilonzo Muthama  
 Kenyatta University  
 P.O BOX 43844  
 NAIROBI

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Challenges faced by headteachers in the management of indiscipline in public secondary schools in Lamu County*" I am pleased to inform you that you have been authorized to undertake research in **Coast Province** for a period ending **31<sup>st</sup> October, 2012**.

You are advised to report to **the District Commissioner and the District Education officer, Lamu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR.M.K.RUGUTT, PhD, HSC**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
 The District Education officer,  
 Lamu County

**APPENDIX 8**  
**PERMISSION LETTER**

KILONZO JOHN,  
P.O BOX 39-80501,  
FAZA

Dear Sir,

**RE: RESEARCH PERMISSION**

I am a postgraduate student at Kenyatta University. I am currently undertaking educational research aimed investigating the challenges that face headteachers in managing indiscipline in public secondary schools in Lamu County. I am supposed to carry out a research project for the award of a M.Ed. degree. I therefore wish to seek your permission to carry out the research in your area. Thank you in advance.

Yours faithfully,

Kilonzo John.

**APPENDIX 9**  
**INTRODUCTION**

KILONZO JOHN,  
P.O. BOX 39-80501,  
FAZA.

Dear respondent,

The study seeks to investigate the challenges facing headteachers in public secondary schools in the management of indiscipline in Lamu County. The study is based on the premise that indiscipline negatively affects the schools outcomes in the county. This is despite the fact that the stakeholders in the county and the region at large are interested in seeing many students excel in KCSE to compete for admission to quality courses in our public universities.

Given the significance of the study in improving the general school outcomes, I consider you to be an important part of the study. I would be very grateful if you could spare your time to provide information relating to the questions that follow. Your response will be treated confidentially and used for this research only. Your co-operation is highly appreciated.

**Thank you in advance**

Kilonzo John