

**TEACHER INDISCIPLINE AND THE EFFECTIVENESS OF
DISCIPLINARY MEASURES EMPLOYED BY HEADTEACHERS IN
PUBLIC SECONDARY SCHOOLS IN GITHUNGURI, KIAMBU
COUNTY, KENYA**

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(E55/CE/26318/2011)

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
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MANAGEMENT, POLICY AND CURRICULUM STUDIES SCHOOL
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NOVEMBER, 2017

DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

To my dear husband Paul Ndungu Karanja whose financial support throughout the study was consistent. His genuine concern of my progress at each and every level of the study also deserves a special mention.

It is also to our three children Racheal, Boniface and Gerald whose all-time challenge motivated me to complete the study.

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ABBREVIATIONS AND ACRONYMS

HQ	:	Headteachers Questionnaire
TQ	:	Teachers Questionnaire
TSC	:	Teachers Service Commission

ABSTRACT

Discipline is fundamental to productive performance of any school. Schools need both highly disciplined students and staff. However, many studies have tended to focus on the students' discipline at the expense of staff discipline, thus leaving out an equally important segment towards the success of the school. The main concern of this study was to establish forms and causes of indiscipline among teaching staff and the approaches used by headteachers in secondary schools to enhance discipline among the teaching staff. The objectives of the study were; to determine the causes of indiscipline among the teaching staff in Githunguri sub-county; to determine the forms of indiscipline among the teaching staff; to identify the disciplinary measures used by headteachers in maintaining discipline among the teaching staff; to find out the administrative practices applied by the headteachers that may result in indiscipline among teachers. The study was guided by two theories; the Bandura's Social Learning and the Dreikurs' Social Discipline Model. The study was undertaken in Githunguri sub-county public secondary schools. The research involved 110 respondents; 10 headteachers and 100 members of the teaching staff. Simple random sampling was used in selecting 10 public schools and consequently 10 teachers per school. The study adopted the descriptive survey design. All the information was collected through questionnaires which largely had closed-ended questions with a few open-ended questions. Data collected were analyzed by use of descriptive statistics for quantitative data. Frequency, percentage tables and graphs were used to present the data. The statistical Package for Social Sciences (SPSS) was used for data processing and analysis of quantitative data, while content analysis was used in analyzing qualitative data. The study revealed that the common indiscipline cases among the teaching staff were missing classes, failure to come to school and also failure to seek permission from the school administration, absconding duties and refusal to obey seniors. The study found that the major causes of misconduct among teachers were: pressure to perform well, irregular promotion, poor school infrastructure. The study also found that all the headteachers had used verbal warning as disciplinary action against teachers. Other approaches used by the headteachers included; written warning and forming of a disciplinary committee. The study recommended that headteachers should minimize pressure on teachers to perform well and should set up remedial classes in agreement with the teaching staff.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose and objectives of the study, research questions, theoretical framework, conceptual framework and operational definitions of significant terms.

1.2 Background to the Study

The smooth operation of any organization largely depends on the level of discipline among its employees. Nasibi (2003) argues that creation and development of a healthy organization has discipline as an integral part. According to Kung'u (2012), discipline is central to the smooth operation of any learning institution. Tshabalala, Zano and Gazimbe (2014) observe that teachers, like any other employees, are expected to act in a responsible manner and perform their duties as expected. Okumbe (1998) opines that successful achievement of school objectives requires all members of the school to adhere strictly to necessary behaviour patterns for good performance. Mkhwanazi (1997) argues that teachers cannot be able to fulfil the noble task of directing the children towards adulthood and towards achievement of their potentials if the teacher frequently engages in professional misconduct.

Indiscipline among teachers is an act of misbehaviour that affects effective teaching, learning and administration of the school (Oghuvbu, 2007). Common indiscipline behaviours by teachers may include; absenteeism from school and lesson, lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries, registers, students results, involvement

in examination malpractices, illegal collection of monies from parents and students, unapproved study leave with pay, drinking, drug taking and sexual immorality (Ndibalema, 2013). These are serious threats to all tiers of our educational system, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the nation.

During training at colleges, student teachers are oriented to several disposition standards related to professionalism to which they are to adhere to while discharging their duties (Mabagalas, 2016). At the same time in Kenya, the teachers code of conduct developed by the Teachers Service Commission (TSC) stipulates among other things that every teacher has a responsibility to comply with the provisions of the code that include: carry out duty with dignity; demonstrate honesty and impartiality in the conduct of duty; non-engagement in wrongful conduct in furtherance of personal benefits; observe official working hours; be punctual and meet deadlines; not absent from duty without proper authorization or reasonable cause; and develop and maintain relevant professional records to enhance efficient and competent performance of duty (Teachers Service Commission, 2015). Despite the training and the existence of the teachers code of conduct, teachers still engage in misconduct, this interferes with the discharge of their duties and impact negatively on students achievements. This therefore, calls for more studies geared towards understanding the reason behind the persistent misconduct among teachers.

According to Okeke, “the teacher belongs to a special class (sub-group) saddled with” the responsibility of molding the child into a functional adult who will contribute to national development (Okeke, 2004:10). Teachers are role models whose actions, beliefs, sense of humor, self-discipline, and bearing are all lessons

that are presented to students throughout the education experience (Mabagalas, 2016; Ebert & Culyer, 2012). However, despite all the values, qualities and importance given to teachers, teachers still engage in professional misconduct throughout the world (Anangisye & Barrett, 2005; William & Lebrun, 2009; Mabagalas, 2016).

Teachers' indiscipline according to Ng'oma, and Simatwa, (2013) is a concern globally. For example, out of 21,000 Utah Schoolteachers of United States of America, about 100 are investigated for misconduct each year (Toomer-Cook, Erickson & Thomson, 2006). In India, a schoolgirl was stripped in her class by the teacher, for not completing homework (Reuters, 2007). In Kenya, there is a great concern over the number of teachers in disciplinary cases since the year 2000 (Kung'u, 2012). Almost 1400 teachers face various disciplinary cases each year (Otieno, Odunga & Bii, 2007). Between 2009 and 2010, according to Leposo (2010), more than 500 teachers were fired (in a span of one year) following reports of professional misconduct that included flirting and sexual acts with students, including impregnating some young girls. Between January 2007 and July 2008 according to Teachers Service Commission (TSC), 76 teachers were interdicted because of sexual relationship with students alone (The Standard, 2008). In Kenya, research has always focused on students indiscipline neglecting that of teachers (Ng'ang'a, 2003). Again, the reasons for teachers indiscipline are not well documented unlike that of students. The current study is designed to fill this gap by investigating forms, levels and causes of indiscipline among the teaching staff in Githunguri sub-district, Kiambu County.

The school administration is responsible for the maintenance of discipline in the school and as such is an integral part that must be considered when addressing student and staff indiscipline in the schools (Kibet, Kindiki, Sang & Kitilit, 2013; Okumbe, 1998; Sariçoban & Sakizli, 2006). As the representative of the employer, the head of school has the responsibility to instill in employees the desire and means to willingly adhere to the prescribed conduct or pattern of behaviour (Enos, 2010; Tshabalala, Zano & Gazimbe, 2014). Mpofu (2013) postulates that it is the head's responsibility to maintain acceptable standards of discipline at his/her school and should therefore, and in all fairness, be prepared to take appropriate disciplinary action against any teacher who is failing in his/her duties or who is in breach of the regulations as provided for in the appropriate statute. According to Chaplain (2003), the headteacher and the senior management team are in charge of school strategic planning; offering leadership to the school as well as organising the schools day-to-day running. Both dimensions mentioned above offer essential contributions in the creation and maintenance of a well-behaved school.

Maintaining discipline in a school will require its implementation from the administration on the teaching staff which link the students and the administration to ensure total discipline in the school. There are different approaches headteachers may use to respond to indiscipline among teaching staff, however, their effectiveness depends on the ability of the headteacher to intelligently utilize the approaches (Offiong 2002). Some headteachers are known to threaten and intimidate teachers even in minor cases of coming to school late once. Chikowore (2012) argues that, heads of schools should remember that while they have the power to charge staff members for acts of misconduct, they should use those disciplinary

powers to change people's attitudes for the better. But he also warns that there are certain cases of misconduct which should never be ignored, like when a teacher comes to school drunk or is involved in sexual relations with a student under his/her charge. It is, therefore, important to establish the appropriateness of the methods used by headteachers to handle misconduct among the teaching staff. This study looks at the approaches used by headteachers in dealing with indiscipline cases among teaching staff in public secondary schools in Githunguri Sub-County, Kenya.

1.3 Statement of the Problem

Discipline is fundamental to the productive performance of any school. Schools need highly disciplined students, non-teaching staff, and teaching staff. Key among these is a disciplined teaching staff in order to help learners develop their own beliefs and values for an improved society. However, many studies tend to focus mostly on the students' discipline in relation to school performance. The assumption that has worked to maintain this view over the years is that teachers are already disciplined and committed to their work of assisting learners realize their goals in both academic work and their socialization process. Little attention has been focused on a very vital component that determines high school achievement; teachers' indiscipline and how the headteacher handles a teacher who has departed from this course of improving the learner's achievement by displaying a de-motivating behaviour. Hence, the need for more research focusing on the teachers.

There is need for the headteachers to be aware of the loopholes created by the discipline approaches they are employing on errant teachers with a view to either strengthening them or discarding them altogether for more effective ones. This study was designed to investigate forms, extent and causes of indiscipline among the

teaching staff and disciplinary measures headteachers apply in dealing with the cases of indiscipline in Githunguri sub-County, Kiambu County.

1.4 Purpose of the Study

The purpose of the study was to investigate forms, extent and causes of indiscipline among the teaching staff and disciplinary measures headteachers apply in dealing with the indiscipline cases in public secondary schools in Githunguri sub-county, Kiambu County.

1.5 Research Objectives

- i. To establish the forms of indiscipline among the teaching staff in Githunguri sub-county.
- ii. To determine the causes of indiscipline among the teaching staff in Githunguri Sub-County.
- iii. To investigate the consequences of teachers' indiscipline in public secondary schools in Githunguri Sub-County.
- iv. To find out the administrative practices applied by the headteachers in Githunguri Sub-County that may result in indiscipline among teachers.
- v. To identify the preferred approaches used by headteachers in enhancing discipline among the teaching staff in Githunguri Sub-County.

1.6 Research Questions

- i. What are the forms of indiscipline among the teaching staff in Githunguri sub-county?
- ii. What are the causes of indiscipline among the teaching staff in Githunguri sub-county?

- iii. What are the consequences of teachers' indiscipline in public secondary schools in Githunguri Sub-County?
- iv. What administrative practices are the headteachers applying in their day-to-day running of their schools that may result in indiscipline among teachers?
- v. What approaches are headteachers using to enhance discipline among the teaching staff?

1.7 Significance of the Study

This study may raise awareness and understanding of the professional ethics among teachers. Second, it may contribute to a better understanding of the reasons behind misconducts among teachers; this may help stakeholders design better measures to address specific reasons in order to reduce chances of teachers engaging in misconduct. The study also hopes to establish the approaches used by heads of schools in handling disciplinary issues involving the teaching staff in order to come up with practical suggestions to bring about the most appropriate approaches that contributes to transparency, justice and fairness in handling staff disciplinary issues in the schools.

The study may also assist the Teachers Service Personnel Office in Kiambu County to initiate in-service training for headteachers that will equip them with best approaches and practices in maintaining discipline in the County schools by identifying approaches and practices that have contributed to indiscipline among teaching staff. The headteachers may also benefit from this research as it will offer them feedback on the effectiveness of the disciplinary measures that they have already put in place.

Finally, this study may also contribute vehemently to the existing body of knowledge on the teaching staff discipline and therefore is of importance to other researchers who would be interested in the same area of research.

1.8 Limitations of the Study

- i. The study faced some challenges like unwillingness of the respondents to fill in the questionnaires and inadequate financial resources.
- ii. The researcher managed to convince the respondents of the academic importance of the exercise and the response rate was rated as 92%.
- iii. With regard to funds, the researcher was assisted by well-wishers and also used part of her savings for the exercise.

1.9 Delimitations of the Study

- i. The study was confined to some selected public secondary schools in Githunguri Sub-County since time and resources did not allow coverage of all schools in the sub-county.
- ii. Private schools were not included because they are not governed by the Teachers Service Code of Regulations for Teachers, but by individual institution's code.
- iii. The study mainly focused on the discipline issues of public school rather than levels of performance of the teaching staff in the secondary schools in Githunguri Sub-county of Kiambu County.

1.10 Assumptions of the Study

This study was based on the following assumptions:

- i. The teachers in public secondary in Githunguri engage in different forms of indiscipline
- ii. There are reasons behind teachers' indiscipline in the schools which can be identified.
- iii. Headteachers use different approaches in dealing with indiscipline among teaching staff in their schools.
- iv. Some of the approaches used by headteachers to handle staff indiscipline in schools lead to indiscipline.

1.11 Theoretical Framework of the Study

The study is guided by two theories; the Bandura's Social Learning Theory and the Dreikurs' Social Discipline Model. Bandura's theoretical perspectives reveal strong evidences that the prevalence of misconducts among teachers is socially constructed (Mothemane, 2003). In this regard, the social learning theory is used to explore the factors influencing indiscipline, their possible forms as well as how they are dealt with by administrators. According to Bandura (1977), the social learning theory stipulates that individuals learn how to behave by observing others and responding to their environment. Bandura's social learning theory describes humans as dynamic; information processing; problem solving and above all, social organisms (Hergenhahn & Olson, 1997).

Whether we learn from direct vicarious experience, most of our learning usually involves other people in a social setting. In this regard, Bandura's ideas on how the social environment influences others' behaviour can be viewed in terms of

modelling. Everyday and hour after hour, people watch and listen to what others say and do; and they pick up what is good or bad for their high or low achievement (Santrock, 2004). This theory contemplates that factors influencing teachers' misconducts in Githunguri Sub-County are socially acquired and influenced by the working environment such as administrative practices. For example, some teachers can be addicted to alcohol because of the social environment, and even so no disciplinary measures are taken against them hence perpetuating the vice.

Dreikurs' Social Discipline model is based on the four basic premises of Adler's social theory (Dreikur, 1968). The premises include;

- Human beings only perceive reality and the perception may be biased or mistaken.
- Behaviour shown by an individual has a purpose.
- The basic motivation of human beings is to belong.
- Humans are decision-making organisms.

According to Dreikurs (1968), man is a social being; man's actions are purposive and have an aim, the personality is unique and has an indivisible entity (Dreikurs, 1968). People's misbehaviours can be understood by recognizing their goals (Dreikurs, 1968). Attention seeking, power contest, displaying inadequacy, and seeking revenge are the main goals of misbehaviour. Teachers in Githunguri Sub-County are thus likely to engage in misconduct because of one or a combination of these reasons. However, according to the theory misbehaviour goals can be addressed using the following techniques;

A. Attention Seeking

- Legitimize the displayed behaviour by creating a lesson out of the behaviour,
- Applaud an appropriate behaviour.
- Minimize the attention by ignoring the inappropriate behaviour.

B. Power seeking and Control

- Make a graceful exit; acknowledge person's power.
- Apply the consequence.
- Have a break.

C. Seeking Revenge

- Contest for power.

D. Displaying Inadequacy

- Teach that its normal to make a mistake.
- Build a person's self-confidence.
- Focus on previous successes.
- Modify the existing instructional skills.
- Teach positive speech and self-talk.
- Make the learning process tangible.
- Recognize an achievement.

Thus, headteachers in Githunguri Sub-County may be using some of these strategies in responding to misbehaviour among teachers in their schools.

1.12 Conceptual Framework

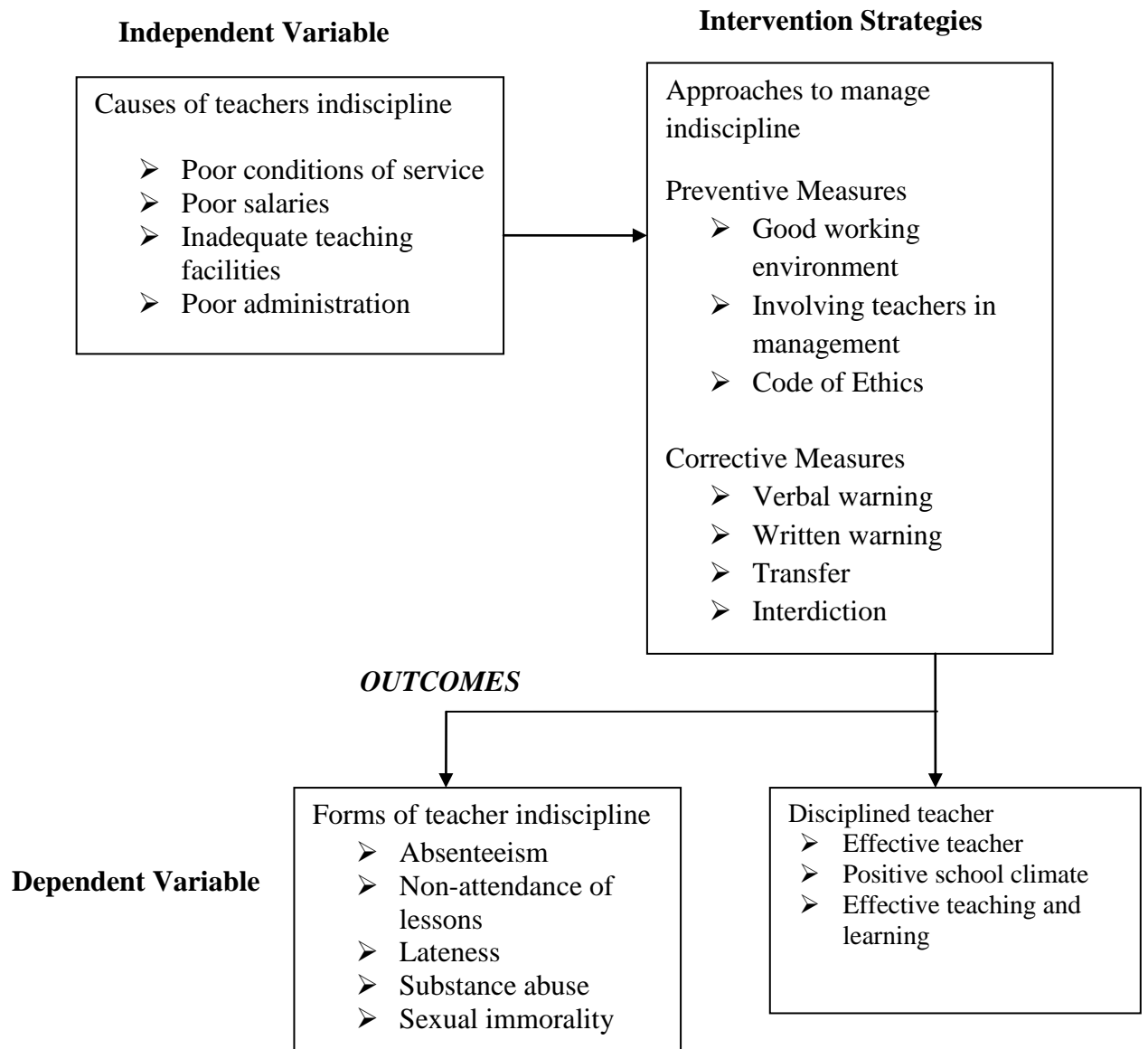


Figure 1.1: Conceptual Framework of the Study

Source: Synthesized from Literature Reviewed

Figure 1.1 shows the conceptual framework for the study. Indiscipline among teaching staff could be brought about by poor school administration, poor condition of service, poor enumeration, inadequate facilities among others (independent variable), and they manifest themselves in terms of absenteeism, non-attendance of lessons and lateness. These can however be prevented through adherence to

teacher's code of ethics, creating a good working environment and involving teachers in decision making. Or when they occur errant teachers can provoke a disciplinary measure from the headteacher who is in charge of the discipline. These affect the discipline of teachers which is a dependent variable in this study.

For the education objectives to be attained, the school discipline maintenance will be the leading factor and it must begin from the staff. The headteachers have various disciplinary measures at their disposal to ensure discipline among the teaching staff. These include preventive and or corrective measures such as warning letters and withholding of some privileges. The administrative practices put in place by the headteachers determine the type of a relationship that develops between the administration and the teaching staff. Direct administration will have the headteacher exercising his powers directly on every detail and function of the school and it will make teachers feel intimidated. The *laissez-faire* administration practice will see that headteacher involving the teachers and other stakeholders running the school, this type of rule will make teachers feel involved and improve discipline matters. The extraneous variables like code of ethics, remuneration, and education policies are assumed to bring positive influence on the discipline of the teaching staff in secondary schools.

1.13 Operational Definitions of Terms

Approaches used to enhance discipline: Strategies used by headteachers to respond to indiscipline cases.

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.

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

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

Forms of indiscipline: Refers to different types of unethical behaviour.

Indisciplined Teachers: Teachers who engage in unethical behaviour.

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

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.

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.

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

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.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review related to the study based on the study objectives; Discipline; the causes of indiscipline among teaching staff; the administrative practices used by headteachers; approaches used by headteachers to solve indiscipline case in teachers; and the disciplinary measures used by headteachers in maintaining discipline.

2.2 Discipline in Organizations

According to the American heritage dictionary, the word discipline refers to training that is expected to produce a specified character or pattern of behaviour. It is punishment that is intended to correct or to train. Sushila (2004) defines discipline as the process of training or controlling, often using a system of punishment, aimed at causing the recipients to obey rules. At organizational level, discipline can be defined as the action by the management to enforce organizational standards and the process of encouraging workers to move uniformly towards meeting the objectives of an organization (Okumbe, 1998). It is the administrative action taken by education managers to encourage employees to follow the standards, rules and organizational (school) expectations enthusiastically (Gatababu, 2012; Okumbe, 1998). It is the most important component of running an educational institution and is manifested when the school becomes a harmonious, respectable and secure place where students behave responsibly, are aware of their actions and the consequences of these actions (Kibet, Kindiki, Sang & Kitilit, 2002). Discipline also refers to the values that students and teachers should live by within the school, family, the

neighbourhood, the village and all the social units up to the nation and the entire world community (Shiundu & Omulando, 1992).

According to Okumbe (1998), there are seven principles of discipline. They include prior knowledge of rules and regulations in a school, disciplinary actions should be applied immediately after infraction, consistently applied, must be objective, disciplinary action should be impersonal, avoiding entrapment and allowing right of appeal. This implies that in schools principals are expected to follow the above disciplinary action when dealing with indiscipline cases to both the staff and learners. However, this may not always be the case and some principals often find themselves entrapped after undertaking unprocedural disciplinary actions. This study sought to establish whether the approaches used by headteachers to respond to indiscipline in public secondary schools in Githunguri Sub-County are in line with or deviate from these principles.

According to Moles (1989), school discipline has two main goals: to ensure the safety of staff and students and to create a conducive environment for teaching and learning. The purpose of discipline is that of enhancing and strengthening self-discipline between the individuals and the entire work group of teachers, students and support staff (Okumbe, 1998). Thus, school discipline aims at making a school safe where learning can be conducted in a friendly environment free of violence, intimidation, or fear. Therefore, it is a place that values the rights to life, human dignity, freedom and security of the person and education (Mc Gregory, 2004).

Despite the recognized importance of discipline by both students and staff in the smooth running of schools, many studies done in Kenya have mainly focused on students discipline (Gikungu & Karanja, 2014; Gatababu, 2012; Karanja & Bowen,

2012; Kiprop, 2012; Murithi, 2010) neglecting that of the teaching staff. The current study is, therefore, designed to address this gap by looking at discipline among the teaching staff in Githunguri Sub-county.

2.3 Causes of Indiscipline Among Teaching Staff

The quality of education is dependent on the state of teachers discipline (Tshabalala, Zano & Gazimbe, 2014). According to Kung'u (2012), teachers play great role in ensuring that educational objectives are achieved and therefore cases of indiscipline among them obviously impact negatively on teaching and learning. For the school to achieve its goal, the teachers must be disciplined and committed to their duties (Ekpo & Bassey, 2011). Productive schools have good discipline of teachers. The work relationship of the educators is essential in creating a good teaching and learning culture. The human relations in school are influenced by teachers and school managements interaction. Teachers that trust the school principal and have good working relations as well as confidence in the school manager are likely to be a motivated lot.

Misconduct is a deed not complying with the expected conduct and behaviour of a certain profession. According to Grosset and Venter (1998), less serious cases of misconduct such as unjustified absence, late reporting after lunch, loafing and wasting time, and late coming are common in learning institutions. These less serious cases according to Rose (2001) can be dealt with quite straightforwardly informally. However, if that doesn't work, the formal procedure can also be used to handle misconduct. The principals can handle various types of misconduct through the informal procedure. The cases that can be handled by principals include; absenteeism, dishonesty, insubordination, desertion, negligence, lateness,

drunkenness, and drug abuse (Grosset & Venter 1998). The serious cases of misconducts are done under the influence of drugs and alcohol, assault, and dishonesty. These cases may demand use of formal disciplinary procedures.

In overall, situations that bring disciplinary problems in school take much of the principal's time to solve them. Managing misconducts in school is time-consuming. It takes much time to resolve a case of misconduct. In some instances, cases may take months or even years to be resolved. The resolution process may cost the school lots of money to undertake the legal proceedings (Lawrence & Vachon, 1995). Poor decisions while handling less serious misconduct cases may affect the principal's relationship with the teaching staff (Lawrence & Vachon, Ibid). The ways in which a headteacher handles misconduct cases may have long term implications on labour relations between teachers and headteacher. It is, therefore, paramount that the headteacher adopts the most appropriate and effective approach in handling misconduct, however, in some cases, the approaches have been found wanting and in effect leads to aggravated indiscipline in schools. In view of this, the current study sought to establish methods used by headteachers in handling teacher misconduct in public secondary schools in Githunguri Sub-County and their suitability.

According to Oghuvbu (2007), the major causes of indiscipline among teachers in Nigeria include poor professional training, poor conditions of service, poor pay, teacher relationship with schoolhead, poor management of disciplinary cases of teachers by schoolhead and ministry of education officials, inadequate supervision, lack of infrastructure and teaching aids, improper placement of teachers and irregularity in promotion. In a study by Ng'oma and Simatwa, (2013) in primary schools in Nyando District, they found that teacher's misconduct is influenced by

work environment, home background, teacher character and school leadership. In Kenya, many studies have however focused on teacher burnout (Kitenga, 2009; Sichambo, Maragia & Simiyu, 2012; Ng'eno, 2007) neglecting the area of indiscipline. The current study was designed to identify the causes of indiscipline among secondary school teachers in Githunguri Sub-County.

2.3.1 Forms of Indiscipline

2.3.1.1 Insubordination

According to McCarthy and Cambron (1992), insubordination is willful disregard of school rules and official orders. It also refers to constant intentional refusal to obey an order given by proper authority. Each employee working has a duty to obey reasonable orders. McCarthy and Cambron (1992) further argue that the forms of insubordination include; unwillingness to cooperate, defiance, refusal to abide by school directives and instructions, unauthorized absence, and disrespecting authorities. Employees who do not obey the employer's authority and the organization rules is liable to a misconduct charge (Teleki, 2002). At school level, the management is delegated to the principal to deal with misconduct cases. The teachers need to obey legitimate instructions from the school principal; observe the school regulations as well as the principals' authority. A teacher who consistently and deliberately disobeys the principals' legitimate instructions commits insubordination. This study was intended to establish whether insubordination was experienced by headteachers in public secondary schools in Githunguri Sub-County and how they dealt with this form of indiscipline.

2.3.1.2 Dishonesty

Rose (2001) defines dishonesty as stealing of an organization's property, dodging, absenteeism, poor time keeping, and falsifying records. Teleki (2002) on the other hand, defines dishonesty as a situation where an employee intentionally deviates from normal performance in line with set procedures. Equally when an employee secretly or unlawfully takes the organization's property, or when an individual tampers with official organizational documents to gain financially. Cases of dishonesty are in varying degrees among the teaching staff. Dishonest actions like falsified qualifications will lead to dismissal from work. Minor dishonesty offences like falsified time records would attract an appropriate action. The current study set to determine whether dishonesty was one of the indiscipline cases among teaching staff in Githunguri Sub-County.

2.3.1.3 Abusive Language

Rose (2001) argues that any bad language used or directed at undermining the authority is misconduct. The disciplinary action to be taken for abusive language depends not on the context in which those words were used. The incident which resulted to the complaint as well as the vents prior to the said words should be examined. The current study set out to determine how headteachers in public secondary schools in Githunguri Sub-County dealt with cases of abusive language as a form of indiscipline among teachers.

2.3.1.4 Absenteeism

According to Roberson (1995), all employers have employee absenteeism challenge. Roberson defines absenteeism as unapproved employee absence as well as approved absence in a case where the approval was granted on pretence by the employee.

Unauthorized absence from work without an acceptable reason or medical certificate, during working hours, will constitute either desertion or absenteeism (Grosset & Venter, 1998). Absence without leave is the most common type of misconduct that employees commit.

An organization cannot function properly if the employees are allowed to report and go at their own wish. According to a study by Mkhwanazi (1997) on the effects of teacher absenteeism in Kwazulu Natal secondary schools showed that the effects include demotivation among pupils, fighting and other forms of violence such as intimidation, truancy, incomplete work programmes and poor performance. In essence, the presence of teachers for duty in school is important for the progress of the students.

Holidays and ill health even when they cause long absences are not disciplinary matters (Rose, 2001). Absenteeism in some cases occurs when an employee misuses a sick leave. For instance, when a teacher is absent without offering an explanation or a phone call claiming to be sick when not sick (Potter & Smellie, 1995). Roberson (1995) argues that absenteeism is result of a decision-making process. The two major determinants of an employee being absent are the motivation to attend and ability to attend. If the employee is able to attend, then the comparison between benefits of working and the benefits of not working will play part.

In Peru, a national survey of public primary schools by Alca' zara, Rogersb, Chaudhuryb, Hammerb, Kremerc, and Muralidharanc, (2006) based on unannounced visits and direct observation of teachers, revealed that public school teachers are absent from their posts 11 per cent of the time. While this overall

absence rate is low compared with those of other survey countries, the absence rates in Peru's poorest and remotest communities are much higher—16 and 21 per cent, respectively according to Alca' zara et al., (2006). They identified several factors associated with increased absence as poor working conditions, teachers with fewer ties to the schools community; contract teaching; and, an absence of private competition. In a study in Nzau, Makueni County, Komoni (2015) established among others that illness, lack of regular supervision and assessment, assigning teachers non-teaching duties, teachers strike, lack of harmony between parents and teachers are key causes of teachers absenteeism. The current study was designed to establish the extent of absenteeism among teachers in public secondary schools in Githunguri and compare the results.

2.3.1.5 Late Coming

Lateness at work is absence without permission between the official reporting time and the actual arriving time, and since it is unauthorized absence, it is misconduct. An employee cannot ignore an employer's warnings to arrive on time because she/he accomplishes her/his work on time and because there was little for him to do on arrival (Rose, 2001). Lawrence and Vachon (2002) state that, being late for a few minutes can be misconduct if the employee has been warned before to be punctual. This type of misconduct is usually aggravated with persistent lateness even when it is for a few minutes every time. The lateness offence is further aggravated if the teacher misses an essential duty because of being late. Mutuva (2012), points out that teachers arriving late in school reduce the total instructional time. This is compounded when they also leave classes early. For example, in a study in Ghana and Tanzania reported in LINS (1999) this behaviour led to teachers only working

for an average of 11 hours in Ghana and 17 hours in Tanzania per week in secondary schools. The current study investigated the frequency of late coming among teachers in public secondary schools in Githunguri Sub-County in order to determine whether it was one of the major misconduct among teachers.

2.3.1.6 Negligence

Duty neglect arises if a teacher fails to carry out the assigned duties. Teachers have the responsibility to ensure safe, friendly learning environment for learners, as well as efficient operations in the school. The teachers' duties are critical to the proper learning process during the school hours (Lawrence & Vachon, 2002). The current study sought to establish whether the above outlined indiscipline was common among public secondary school teachers in Githunguri.

2.4 Disciplinary Measures Used by Headteachers

Less serious form of misconduct by teachers can be handled using informal phase verbal warnings by the principal followed by serious steps if it continues. The formal phase of disciplining will entail a final written warning as well as dismissal if the earlier sanctions fail (Rossouw, 2002). Some of the methods used by headteachers to respond to misconduct among teachers include:

2.4.1 Warning

Warning is used to rectify the conduct of an employee in an organisation. The management monitors an individual's behaviour after giving warnings. The warnings are allowed to lapse after a specified time span. If there are no misconduct cases after six months since issuing the formal warning, the warning will be considered null and void. The warning can also be removed from the employees' work record so

long as there are no further disciplinary breaches for a span of six months (Towers, 1992). The current study set to establish the frequency and circumstances headteachers used warning in the study area.

2.4.1.1 Verbal Warning

It is the most frequent and least severe penalty. Oral warning starts with informal verbal warning to formal verbal warning (Potter & Smellie, 1995). Verbal warning is normally given for the first time offence because it is presumed that the employee did not understand why she erred, and so the standard of conduct is explained. It is made clear such misconduct will not be condoned and that further violations will require stronger actions (Frunzi & Halloron, 1991). Informal verbal warning is not part of the formal disciplinary procedure and is frequently administered by managers for minor misdemeanours as part of day-to-day control of subordinates (Salamon, 2000). The current study set to establish whether headteachers in public secondary schools in Githunguri Sub-County used verbal warning as a disciplinary measure and how frequent.

2.4.1.2 Written Warning

For the second time offence, the employee is informed in writing that the misconduct is in violation of regulations and that the next infraction will result in further action. A copy of the warning is placed in the employees' personnel file and given to a union official (Frunzi Ibid). The current study set to establish how frequently headteachers in the study area gave written misconduct to teachers found to have been engaged in misconduct.

2.5 Administrative Practices

Headteachers' effective management practices are very essential if educational goals and objectives are to be realized. It is believed that the success of, internal organization and functioning of a school is primarily determined by headteacher's effectiveness in the school management and teachers' perception of what is desirable. Headteachers must be respected and regarded as highly qualified professionals by the other teachers they are leading. Thomas (2007) suggests that the quality of teaching and learning is affected by the quality of professional relationships that occur outside the classroom. When a professional culture of teaching is present, sustainable change and increased learning opportunities are more likely to occur. Ultimately, teacher leaders are those teachers who facilitate change in and out of the classroom, be it formally or informally.

Employee satisfaction depends on the type of leadership in an organization, which in turn, affects its success (Danielson, 2006). Teacher job satisfaction is an outcome of the various organizational factors and it is very critical in terms of making teaching and learning processes more productive thereby paving the way for creating effective schools (Ali, 2011). Teacher satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student performance. Like in other organizations, school leadership has a significant influence on teacher satisfaction as well as school effectiveness. School leadership plays an important role in creating a school environment that is conducive to teacher job satisfaction.

Danielson (2006) outlined the skills of teacher-leaders. There are seven skills identified as skills of a teacher-leader: teacher-leaders use evidence and data in decision-making; teacher-leaders recognize opportunities and take initiative;

teacher-leaders mobilize people around a common purpose; teacher-leaders marshal resources and take action; teacher-leaders monitor progress and adjust their approach as conditions change; teacher-leaders sustain the commitment of others and anticipate negativity; lastly, teacher-leaders contribute to a learning organization.

Teacher leadership is characterized by a form of collective leadership in which teachers develop expertise by working collaboratively. So for example, they may be teachers working together on a particular aspect of the literacy strategy or teachers who are jointly preparing new materials and resources for a new topical area. There are two key dimensions of teacher leadership first, a focus on improved learning outcomes through the development work and second, an emphasis upon collaborative professional activity. Teacher leadership incorporates three main areas of activity: First, the leadership of other teachers through coaching, mentoring, leading working groups; Second, the leadership of developmental tasks that are central to improved learning and teaching; and third, the leadership of pedagogy through the development and modelling of effective forms of teaching.

One of the main barriers to teacher leadership concerns the ‘top-down’ leadership model that still dominates in many schools. The possibility of teacher leadership in any school will be dependent upon whether the head and the senior management team within the school relinquishes power to teachers and the extent to which teachers accept the influence of colleagues who have been designated as leaders in a particular area. For teacher leadership to become embedded, heads will, therefore, need to become ‘leaders of leaders’ striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school.

Kubai (2004) observes that the heads of learning institutions are to be blamed for the indiscipline among learners and the teaching staff due to poor management skills. Lack of exposure and experience and inadequate management knowledge are the main causes of poor management portrayed. Koontz and Weihrich (1998) identify 5 administrative practices that can be utilized in the management of organizations. They include: Autocratic style, in this case management is through power and authority. The school head makes decisions without consulting; dictatorial leadership. Teachers and learners are like devices that are controlled on what to do. The school compound is like a small chiefdom with one leader resulting in conflicts between the school manager, teachers and learners leading to rebellions, violence riots, and destruction of school property. The other is democratic or participative leadership style, this leadership approach recognizes democratic governance principles, it encourages everyone to be part of the decision making process.

The ideas flow freely from the school administration to teaching staff, from administration to the learners, teachers to learners and vice versa. Individual freedom and rights are accepted and respected equally.

- Laissez –faire: In this form, the school manager establishes the objectives of the organization. Everyone strives to achieve the set objectives on their own and at their own pace at work.
- Bureaucratic style: The ruler is concerned about rules and regulations mainly in this case. The rules and regulations run the institution and the school transactions are kept in detail.
- Contingency: The school manager reacts to emerging issues depending on the situation at hand. Issues are tackled as they come.

- Consultative: The schoolhead involves stakeholders in problem identification as well as finding possible solutions. However, the final decision is made by the head.

In general, collective leadership that involves the head of institution and other staff members have been found to be one of the most effective methods of managing workforce and reducing friction that contributes to misconduct. The current study sought to establish the different forms of administrative practices used by headteachers in public secondary schools in Githunguri Sub-county and whether some of these lead to indiscipline among the teaching staff.

2.6 Solving Indiscipline Cases

The paramount concern of every school principal is to ensure that teachers are disciplined for the achievement of school goals through effective management. This requires the knowledge and application of good strategies. Offiong (2002) points out that ensuring effective discipline in schools depends on the ability of the school principal to intelligently utilize the various approaches of staff discipline in order to ensure compliance and good behaviour. The ability to use a particular disciplinary strategy at the appropriate time and condition is fundamental to effective management of school discipline (Ikonya, 2009).

According to Kiprop (2007), discipline in school is a function of the administration and therefore the principal as a leader must have a clear policy of what he/she wants for the school to ensure successful management of the school. The headteachers set the tone, the morale of the school and they have remarkable influence over the teachers and pupils. Even at the classroom level, what the teacher does on matters of

discipline is influenced by “the standards and expectations” of the principal (Blandford, 1998).

According to Danielson (2006), in preparation programs, teachers learn the skills of teaching. Few have the opportunity to acquire the skills needed to exercise leadership in their schools. If teachers are to be leaders, they must have the skills to do so. The skills to run the school include; Collaboration skills - establishing group norms, selecting a leader, and determining roles. Skills - introducing a topic, leading the discussion, keeping the group on track. Clarifying, mediating, dealing with negativity and knowing when to summon outside expertise. Planning skills - teachers typically pass through the following steps: brainstorming, determining what would count as evidence, collecting and analyzing relevant data. Action and Evaluation skills - setting goals, determining evidence of success, planning actions, maintaining logs of activities.

Discipline in school is a function of the administration and therefore, the principal as a leader must have a clear policy of what he/she wants for the school to ensure successful management of the school (Kiprop, 2007). The headteacher may use preventive or corrective discipline on the staff. Preventive discipline refers to the administrative actions taken by education managers to encourage employees to follow the standards, rules and regulations which prevent infractions and stimulate the students to meet the organizational (schools) expectations enthusiastically (Okumbe, 1998). Components of preventive discipline include clear and broad-based rules, concern for staff as individuals, a visible supportive headteacher, delegations of discipline authority to teachers and close ties with communities (Cotton, 2003). Corrective discipline refers to the administrative actions that follow

an infraction of a rule in order to discourage further infringement of the rule (Okumbe, 1998). The main aim of corrective discipline is to reform the offender to deter others from similar actions and to maintain consistent effective group standards. (Davis & Newstrom, 1983). The current study investigated the approaches used by headteachers in handling indiscipline thereby determining whether they fall within preventive or corrective methods.

In a study on challenges faced by schoolheads in handling teacher disciplinary issues in Umuguza District Zimbabwe, Tshabalala, Zano, and Gazimbe (2014) found that most heads lacked the necessary expertise of handling disciplinary procedures. Information from the study showed that most heads were avoiding the longer and complicated route of charging teachers opting for simpler actions like verbal warnings, transferring teachers or ceasing their salaries due to lack of knowledge to process acts of misconduct. The findings also reveal that some heads abused their powers and charged teachers even for minor offences to settle scores on non-professional issues. In a study by Ng'oma, and Simatwa, (2013) in primary schools in Nyando District, established that the preferred methods of managing teacher professional misconduct were guidance and counselling, log in, transfer, provision of Code of Regulation for Teachers, capacity building, provision of account clerks, transfer and motivation. This study sought to establish the strategies or approaches used by headteachers in public secondary schools in Githunguri Sub-County in dealing with indiscipline problems among teaching staff and explore whether they are appropriate.

2.7 Summary of the Literature Review

This chapter has tackled the related literature on discipline of the teaching staff; it looked at discipline as the action by the management to enforce organizational standards and the process of encouraging workers to move uniformly towards meeting the objectives of an organization. The causes of indiscipline among the teaching staff; the examples of indiscipline cases as well as the administrative practices employed by the headteachers in their day-to-day running of the school has been illuminated on. The studies have shown that there are different forms of teacher indiscipline that vary in space and situation hence the need to extend studies on the subject to other areas to compare the findings and provide wide range of recommendations to stakeholders in education. The available literature has shown that teachers are involved in professional misconducts but the reasons for their involvement have rarely been put forward through research, hence the need for the current research.

The literature has shown that headteachers use various approaches to deal with teacher indiscipline some of which may be fueling indiscipline cases, hence the need to carry out more research to unearth the approaches used by the headteachers in responding to indiscipline to determine their suitability and make appropriate recommendations. Furthermore, none of the studies outlined above has been conducted in Githunguri Sub-County. In an attempt to seal these gaps, the study set out to establish the current administrative operations and disciplinary approaches employed by headteachers in this district with a view to determining their effectiveness or otherwise. This study supplements other research findings done on teacher-discipline and teachers at large.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, study location, target population, sample and sampling procedures, methods of data collection, validity and reliability of the research instruments, and data analysis. Logistical and ethical considerations appear at the end of the chapter.

3.2 Research Design

The research design used was descriptive survey. The descriptive survey design encompassed quantitative and qualitative methods of data collection and analysis. Kothari (2002) asserts that descriptive survey is a method of collecting information or administering a questionnaire to sampled individuals. The choice was considered appropriate because the study requires the opinion of people to describe prevailing circumstances. According to Mugenda and Mugenda, (2003) survey design are the most suitable in exploring existing status variable and is a useful scientific tool to employ when investigation is made into the opinion of representative sample of the target population so as to have the rough perception of the entire population. Survey research design was suitable because it sought to obtain information that describes existing phenomena by asking respondents about the current situation of misconduct among teaching staff and the approaches that headteachers are utilizing to respond to these cases.

3.2.1 Variables

The dependent variable in this study is indiscipline cases among teachers while the independent variables are causes of indiscipline in schools such as poor school management, poor remuneration, and inadequate teaching facilities among others and forms of indiscipline such as absenteeism, lateness, negligence, use of abusive language and insubordination. The intervening variables are the strategies used by headteachers to maintain discipline or respond to indiscipline among teachers such as good working conditions, involving teachers in decision making, written and verbal warning, suspension and interdiction.

3.3 Target Population

The target population is defined as all the members of a real or hypothetical set of people, events or objects, which a researcher wishes to generalize the research study (Borg & Gall 1989). The target population for this study was 468 teachers and 30 headteachers in public secondary schools in Githunguri Sub-County. Githunguri Sub-county has a total of 30 public secondary schools (Wambui, 2015) which formed the target population.

3.4 Sample and Sampling Techniques

According to Kothari (2002), in descriptive studies, 10% of the accessible target population is adequate. However, in the present study, 33% of the school (headteachers) and 21% of the teachers were picked for the study which is adequate representative of the population (Table 3.1). The variation in the sample percentile was due to the total population, in the case of headteachers the total population was small and this enabled selection of a bigger percentage sample. The reverse was the case with teachers.

Table 3.1: Sample Frame

Respondents	Total	Sample Size (%)	Sample Size (n)
Headteachers	30	33.3	131
Teachers	468	21.4	100

Simple random sampling was used to select the sample of 110 respondents (10 headteachers and 100 teachers) from the 10 randomly selected public secondary schools in Githunguri Sub-County. From each sampled school, 10 teachers were randomly sampled for the study. This provided equal opportunity for each group to express their views on the approaches used by headteachers to enhance discipline among the teaching staff. According to Mugenda and Mugenda (2003), this sample helped yield data that can be generalized to the larger population. The response rate for the teachers was 92.0% and 70.0% for the headteachers.

3.5 Research Instruments

The study used questionnaire as the main instrument for collecting data. It was preferred for its suitability to this study because it allowed the researcher to reach out to a large sample within a short period and with no extra personnel (Kothari, 2002). According to Gay (1992), questionnaires are effective in obtaining peoples' opinions about a particular situation. The study utilized two sets of questionnaires.

3.5.1 The Headteachers Questionnaire (HTQ)

The HTQ was used to gather information from the heads of schools from the sampled public secondary schools in Githunguri Sub-County. This had two sections A and B. Section A comprised general information about the type of school, gender, academic qualification and length of headship experience. Section B comprised

closed-ended questions on forms of teacher indiscipline, causes of teachers indiscipline and disciplinary actions taken against teachers who engage in misconduct.

3.5.2 Teachers Questionnaire (TQ)

This also had two sections A and B. Section A of the questionnaire comprised general information about the teacher such as gender, academic qualification and teaching experience. Section B comprised closed-ended questions on forms of indiscipline among teachers, cause of indiscipline and disciplinary measures and approaches applied on teachers who engage in indiscipline cases such as absenteeism, lateness, insubordination, negligence among others.

3.6 Piloting

Prior to conducting the study, piloting was conducted to determine the reliability and validity of the research instruments. The piloting also helped to modify and remove any ambiguous items in the instrument. Two schools from the neighboring Ruiru Sub-County were used in piloting. Five teachers from each school and the two headteachers were used in the pilot study.

3.6.1 Validity the Instruments

According to Nachimias and Nachimias (1996), validity is the degree to which results obtained actually represent the phenomenon under study (Mugenda & Mugenda, 1999). Assistance was sought from the supervisor in validating the value content of the instrument, that is, whether the questions in the instruments actually measured what they were intended to measure. Modifications of the themes were

made where necessary. Any item found to be ambiguous in eliciting relevant information was corrected.

3.6.2 Reliability of the Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results after repeated trial (Kombo & Tromp, 2000). The reliability of the instruments was established by pilot study administered to 2 headteachers and 10 teachers from the two schools. The test –retest method was applied. This involved administering the same questionnaire at an interval of one week to the same group and then comparing the two scores. This was aimed at finding out if the results would be consistent. The Pearson Product Moment Correlation coefficient(r) was used to estimate the correlation coefficient of the two tests. It gave a correlation of 0.812. According to Gay (1992), reliability level of an instrument is acceptable if it ranges from 0.7 and above. Therefore, the instruments used in this study were reliable.

3.7 Data Collection Procedure

Permission to collect data was sought from the National Commission for Science, Technology and Innovation (NACOSTI) and upon getting University authority. In the schools, permission was obtained from the headteachers and the teaching staff before they were asked to fill in the questionnaires. This catered for the informed consent which made the respondents aware of the research. The researcher personally visited the sampled individuals and administered the questionnaire on a face-to-face basis. Where necessary clarification was made on the items of the questionnaire, secondary data were collected from the school administration.

3.8 Data Analysis

This study generated both qualitative and quantitative data; hence qualitative and quantitative methods of data analysis were used in analysis as shown in Table 3.1. Qualitative analysis considered the inferences that were made from the opinions of the respondents (Mugenda & Mugenda, (2003). This type of analysis was mainly used for the objective on the practices used by headteachers in the day to day running of the school which involved open-ended questions that sought to solicit a wide range of practices. This analysis was then thematically presented in narrative form and where possible tabular form.

Table 3.2: Nature of Data Analysis

Variable	Types of data	Instrument	Method of Analysis
Forms of indiscipline among teachers	Qualitative	Headteachers and teachers open-ended questions from the questionnaires	Thematic analysis of narrative on forms of indiscipline
	Quantitative	Headteachers and teachers closed-ended questions from the questionnaires	Descriptive analysis using frequency and percentage to show numbers of response to a particular form of indiscipline
Causes of indiscipline among teachers	Qualitative	Headteachers and teachers open ended questions from the questionnaires	Thematic analysis of responses on open ended questions on the causes of indiscipline
	Quantitative	Headteachers and teachers open-ended questions from the questionnaires	Descriptive analysis using frequency, percentage and mean on rating of causes of indiscipline
Administrative practices that may result in indiscipline among teachers	Qualitative data	Headteachers open and closed-ended questions from the questionnaires	Thematic analysis of the responses to the open ended question on practices headteachers use that may result to indiscipline among teachers
Approaches used by headteachers in responding to indiscipline among teachers	Quantitative	Headteachers' and teachers open-ended questions from the questionnaires	Descriptive analysis using frequency, percentage and mean on rating of approaches used to respond to indiscipline by headteachers

Quantitative analysis involved use of descriptive statistics. This involved items on the demographic characteristics of the respondents, the objective on forms of indiscipline among the teaching staff, causes of indiscipline, consequences of indiscipline and approaches used by headteachers in handling indiscipline. Descriptive statistics included the use of frequencies, totals, percentages, and tabulation.

3.9 Legal and Ethical Considerations

One of the ethical requirements for any research requires that measures be put in place to protect the identity of participants. Ethics also require that participants give informed consent. Permission to conduct research was sought and written informed consent obtained before carrying out the research. The choice of words and expressions to be used in the research instruments were carefully selected to cater for the diverse characteristics of the respondents. The researcher ensured honesty and confidentiality at all levels of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretation and discussion according to the objectives of the study. The objectives of the study were:

- i. To determine the forms of indiscipline among the teaching staff in Githunguri Sub-County.
- ii. To establish the causes of indiscipline among the teaching staff in Githunguri Sub-County.
- iii. To find out the administrative practices applied by the headteachers in Githunguri Sub-County that may result in indiscipline among teachers.
- iv. To identify the approaches used by headteachers in enhancing discipline among the teaching staff in Githunguri Sub-County.

4.2 Demographic Background of the Respondents

This section presents a description of the demographic background of the sampled respondents. Information was collected from public secondary school teachers and principals. The study sample was 97 respondents of whom 90 were teachers and 7 were headteachers. The demographic data of the respondents included gender, category of school, academic qualification of all the teachers and number of years served as a principal.

4.2.1 Nature of the Schools

The schools involved in the study were from two categories, county and sub-county as shown in Figure 4.1 below. Majority of the sampled schools (63.04%) belonged to the sub-county category while 36.96% were county schools. It means that like other regions in Kenya, Sub-County schools form the majority of the schools in the sub-county.

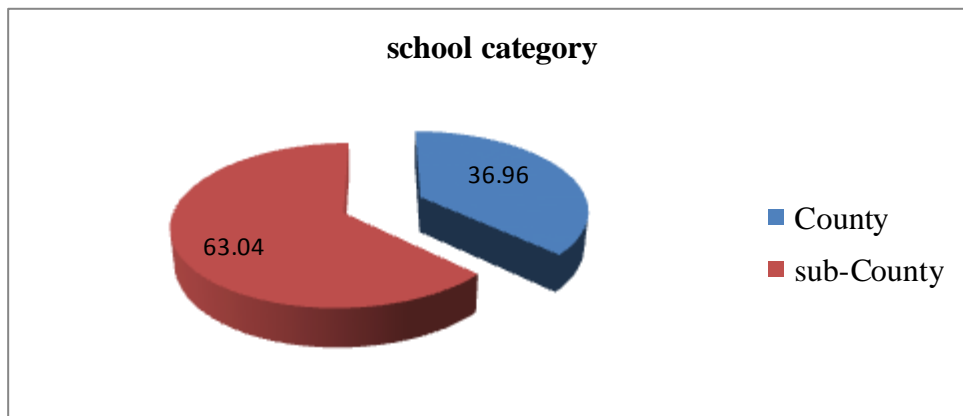


Figure 4.1: School Categories Surveyed in Githunguri Sub-County

The schools were further sub-categorized into girls, boys and mixed schools (Figure 4.2). Of the sampled schools, 39.13 % were girls schools, 33.69 % were boys schools and the remaining 27.17% were mixed schools. This shows that single girls and boys schools dominate schools in the sub-county while mixed schools are a minority.

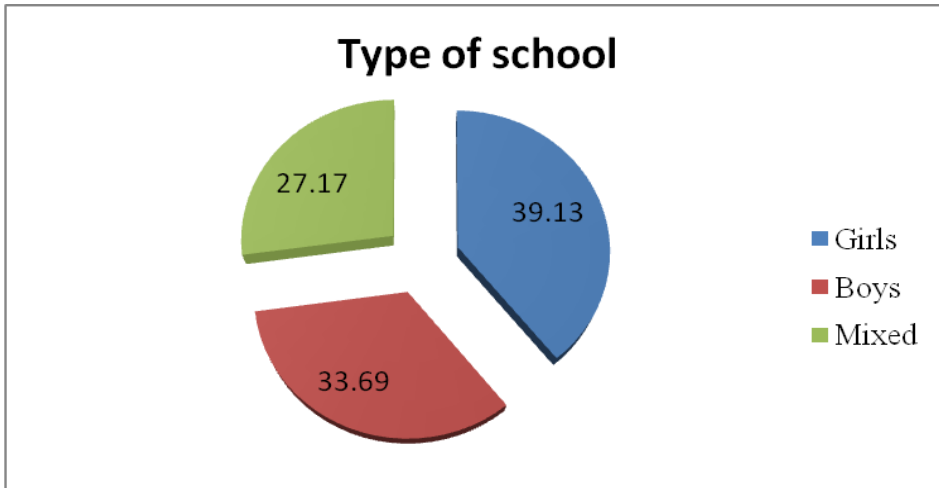


Figure 4.2: Types of Sampled Schools in Githunguri Sub-County

4.2.2 Background Information of Teachers

The study sought to establish the background of the teachers in terms of their gender, academic qualifications and teaching experience. In terms of gender, the ratio of the sampled teachers was 1:1, meaning that 50% of the teachers were males and another 50% females (Figure 4.3).

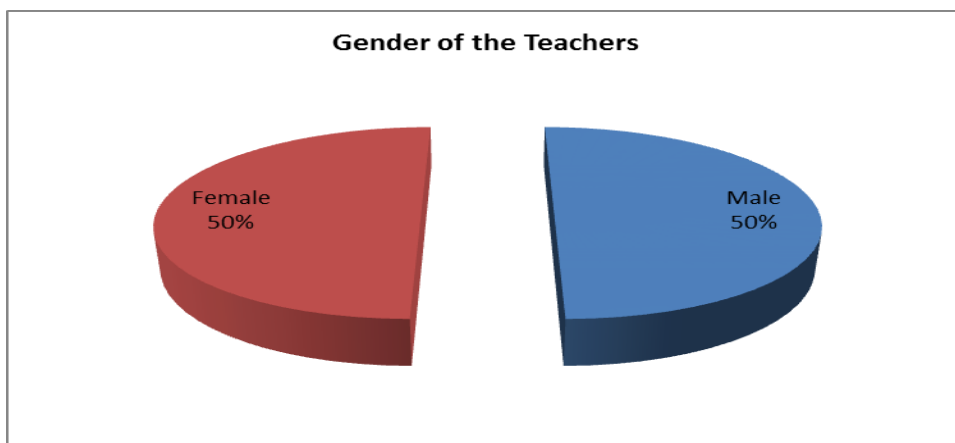


Figure 4.3: Genders of the Sampled Teachers in Githunguri Sub-County

On the qualifications of the teachers in Githunguri Sub-County, the study established that majority of the teachers 66 (73.0%) had a master degree qualification although this is not a requirement for one to teach at this level of

education. This means that many teachers in the sub-county have sought higher education, the implication of this could be for promotion purposes or to seek other job opportunities. Only 11 (12.0%) of the teachers had a bachelor degree and 14 (15.0%) had a diploma (Figure 4.4) which are the stipulated qualifications for teaching at secondary school level in Kenya. The high academic levels exhibited by the teachers could be linked to the opportunities universities have created for teachers to further their education and the desire by the teachers to go for these opportunities.

In terms of teaching experience, majority of the sampled teachers (59.78%) as shown in Figure 4.5 had taught for less than 5 years, 21.74% had taught for 6-10 years, 8.7% had taught for 11-15 years while 9.78% of the teachers had taught for over 15 years.

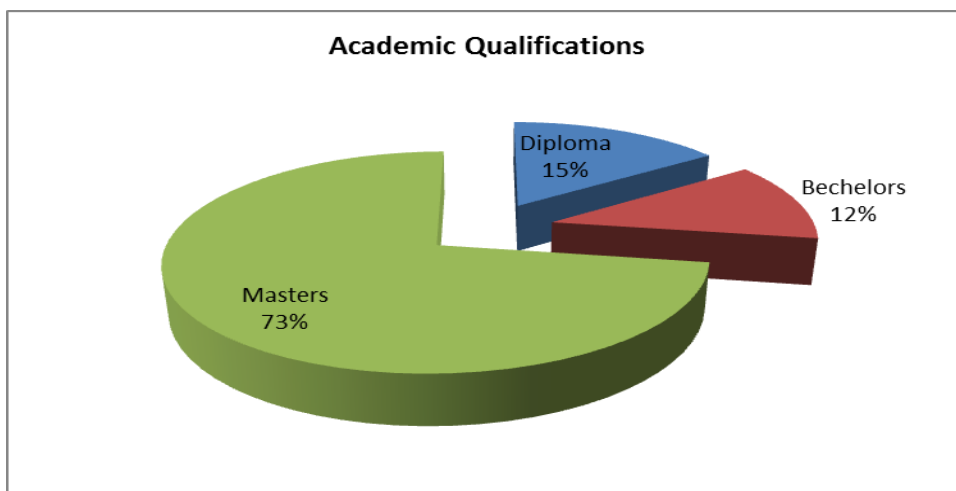


Figure 4.4: Academic Qualifications of the Sampled Teachers

This shows that majority of the teachers have spent few years in the teaching profession and may not be well conversant with teachers code of conduct which can be prerequisite for the possible unintended indiscipline cases.

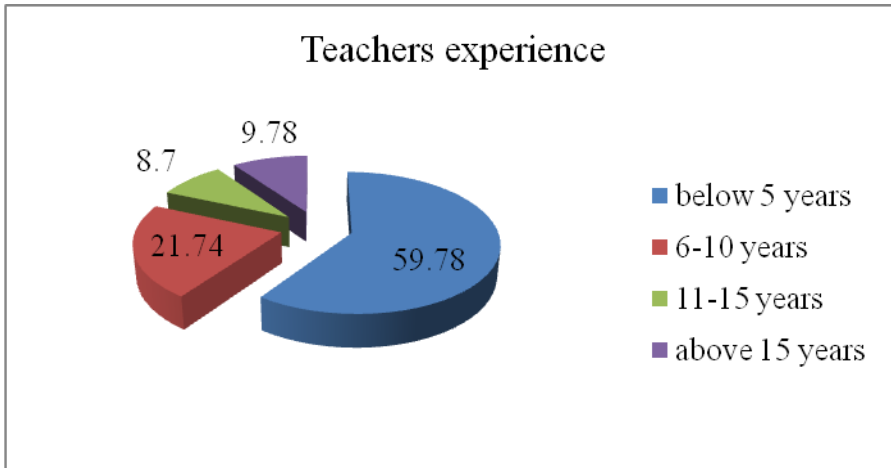


Figure 4.5: Teaching experience of sampled teachers in Githunguri Sub-County

4.2.3 Background Information of Principals

Unlike the teachers the gender of the headteachers was skewed in favour of the male (57.14%) while the female principals were only 42.86% (Figure 4.6).

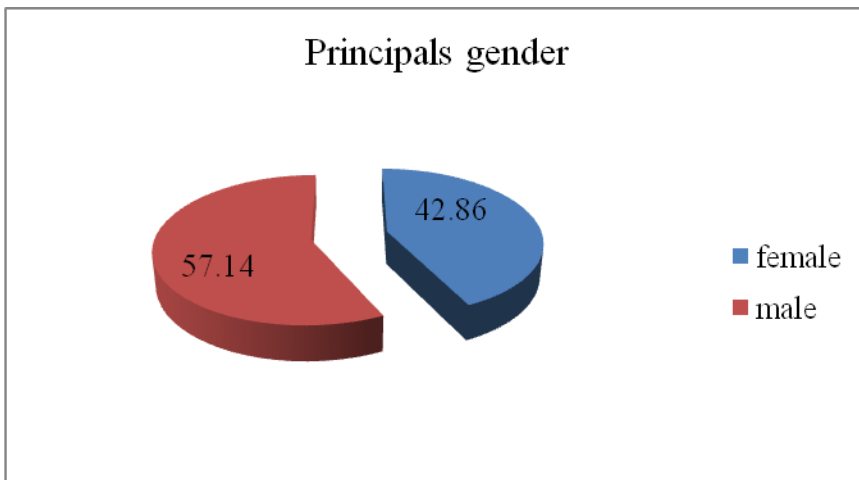


Figure 4.6: Gender of the Principals

The study further established that no principal had less than a bachelor degree in their academic qualification. Of the sampled principals, 71.43% had a bachelor degree while 28.57% had acquired a master degree (Figure 4.7).

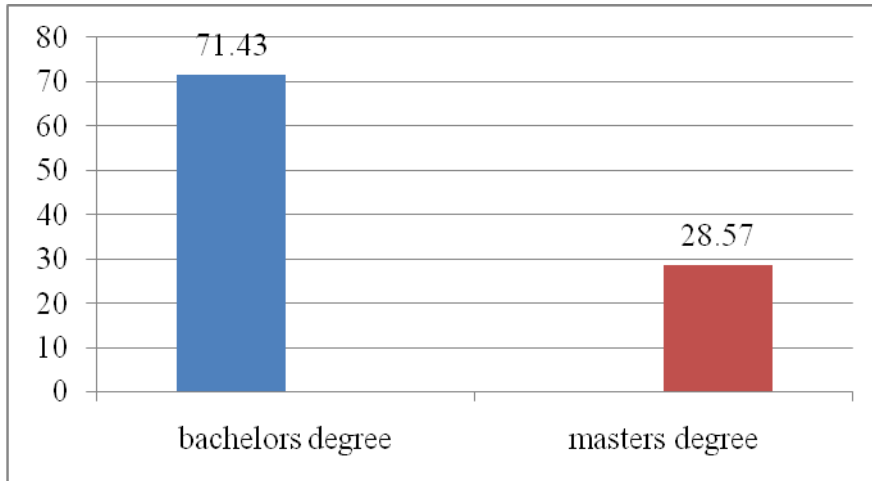


Figure 4.7: Principals' Academic Qualification

In terms of experience, the study established that the majority of the principals (71.43%) had served for less than 5 years while 14.29% had been principals for 5-10 years and the rest (14.29%) had been principals for over 10 years as shown in figure 4.8.

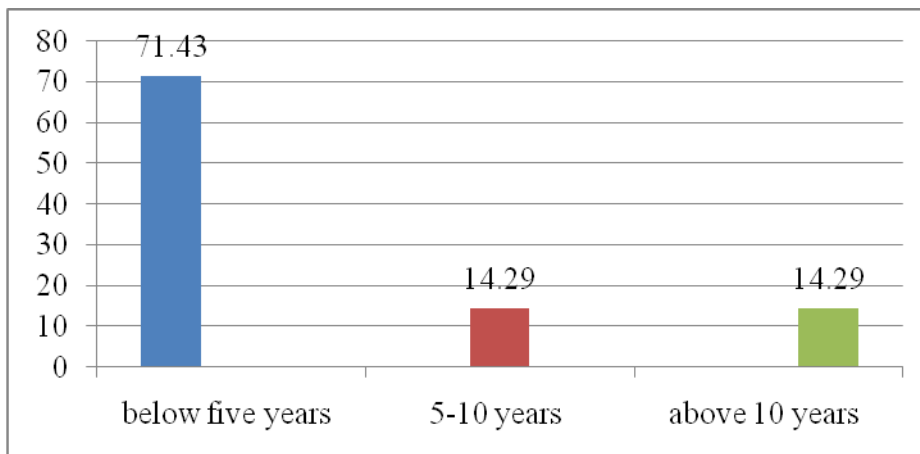


Figure 4.8: Experience of the School Principals

The experience levels of the principals may be a hindrance to enhancing discipline among teachers; teachers tend to respect older and more experienced heads as opposed to greenhorns.

4.3 Forms and Degree of Indiscipline Among the Teaching Staff

The first research question focused on forms of indiscipline among teachers in public secondary schools in Githunguri Sub-County. The headteachers were asked to rate in a likert scale the degree of teachers discipline in the schools as well as to rate the frequency of the various forms of indiscipline experienced in their respective schools as 'very common', 'common', moderate', 'rare', and 'not at all' for the cases where a specific form is not occurring. The purpose of these questions was to establish the degree of the teachers discipline and frequency with which various indiscipline cases occur in public secondary schools. The frequency of the indiscipline cases helped the researcher to ascertain the various approaches used by headteachers to enhance discipline and their effectiveness.

4.3.1 The Degree of Teachers Discipline

Data from Figure 4.9 revealed that the degree of discipline among teachers' in public secondary schools in Githunguri according to the headteachers is impressive. Most of the sampled principals 5 (72.0%) felt that the teachers in their schools had very good discipline, 14.0 % excellent discipline and another 14.0% good discipline. This indicated that most of the teachers in the sampled schools were well-mannered in regard to work discipline. These findings contrast with those of Ng'oma and Simatwa (2013) in a study in primary schools in Nyando Sub-County, where they established that majority of headteachers reported that cases of teacher indiscipline were frequent in the schools.

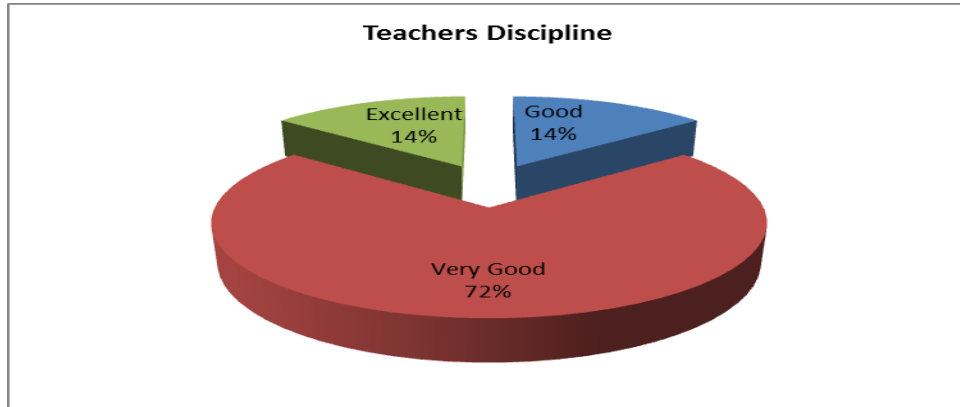


Figure 4.9: Perception of Teachers' Level of Discipline by the Principals

Similarly, in a study in Zimbabwe, Tshabalala, Zano and Gazimbe (2014) reported that all the headteachers in the schools in Umguza District pointed out that most teachers in their schools engage in some forms of misconduct. These observations show that the extent of teacher misconduct varies from place to place, however, they manifest everywhere.

4.3.2 Indiscipline Among Teachers

To determine the forms of indiscipline, a table was developed for that purpose. Table 4.1 presents the information on forms of indiscipline represented as either common (C), moderately common (MC), rarely (R) and not at all (NA).

Table 4.1: Headteachers Opinion on Teachers Discipline

Statement	C	M.C	R	N.A
	9	3	2	1
Some teachers come to school late	1 (14.3%)	0 (0.0%)	0 (0.0%)	6 (85.7%)
Some teachers miss classes	0 (0.0%)	2 (28.6%)	3 (42.9%)	2(28.6%)
Some teachers fail to come to school and do not seek permission	0 (0.0%)	1(14.3%)	2(28.6%)	4 (57.1%)
Some teachers abuse alcohol and other drugs and substances in school	0 (0.0%)	0 (0.0%)	3(42.9%)	4(57.1%)
Some teachers refuse to take instructions from seniors	0 (0.0%)	0 (0.0%)	3(42.9%)	4(57.1%)
Some teachers abscond duties at school	1(14.3%)	1(14.3%)	4(57.1%)	1(14.3%)
Some teachers engage students in sexual assault	0 (0.0%)	0 (0.0%)	2(28.6%)	5(71.4%)
Some teachers disrespect fellow teachers and school administration	0 (0.0%)	0 (0.0%)	2 (28.6%)	5(71.4%)
Some teachers collect illegal monies from students and parents	0 (0.0%)	0 (0.0%)	4(57.1%)	3(42.9%)
Some teachers lack lesson notes	1(14.3%)	2(28.6%)	0 (0.0%)	4(57.1%)
Some teachers fail to mark students exercise books and tests	1(14.3%)	0 (0.0%)	5 (71.4%)	1(14.3%)

KEY**C: Common, MC; moderately common, R; rarely; NA; Not at all**

The findings in Table 4.1 indicated that the major disciplinary issues with regard to teachers in schools were; absconding duties, followed by failure to mark students' exercise books, lack of lesson notes and missing classes. The least common disciplinary issues among the teachers according to the headteachers were; disrespect of fellow teachers and school administration and engaging students in sexual assault. The indiscipline case reported by the headteachers shows the unfortunate nature of the most common indiscipline case; they affect learners

directly. Failure to mark exercise books means the teacher does not get a feedback on the content delivery and therefore, can't tell the progress of the learners. Absconding duties also affects the learners since the teacher's number duty is teaching and therefore, avoiding class attendance will be reflected in the learners' outcome at the end of the course. Lack of class notes and missing classes is unprofessional and lack of educational ethics leads to poor performance from the learners.

To further ascertain the forms of indiscipline in public schools, teachers were asked through a drafted table to tick the forms of indiscipline some of the teaching staff engage in as well as to rate their frequency. The frequency of the indiscipline forms were rated as 'very often', 'fairly often', 'rarely', and 'never'. Table 4.2 presents the indiscipline incidences as stated by teachers. The indiscipline cases reported by teachers under fairly often include; missing classes (6.5%), failure to come to school and also to seek permission from the school administration (6.5%), coming to school late (5.4%), failure to mark students exercise books and tests (3.3%) and having no lesson notes (2.2%). Other that teachers engage in although rarely include; absconding duties (34.8%), refusing to take instructions from seniors (25.0%) and collecting illegal monies from students and parents (3.3%).

The least indiscipline cases that teachers indulged in include: engaging students in sexual relations and alcohol and substance abuse in school. The study noted that failure to mark the student's exercise books and tests findings contradicted with the headteachers findings which were indicated as the major disciplinary issue that teachers faced.

Table 4:2 Incidences of Teachers' Indiscipline as Stated by Teachers

Statement	VO	FO	R	N
	5	4	2	1
Some teachers come to school late	1 (1.1%)	5 (5.4%)	40 (43.5%)	46 (50.0%)
Some teachers miss classes	0 (0.0%)	6 (6.5%)	31 (33.7%)	55 (59.8%)
Some teachers fail to come to school and do not seek permission	0 (0.0%)	6 (6.5%)	25 (27.2%)	61 (66.3%)
Some teachers refuse to take instructions from seniors	0 (0.0%)	0 (0.0%)	23 (25.0%)	69 (75.0%)
Some teachers abscond duties at school	0 (0.0%)	0 (0.0%)	32 (34.8%)	60 (65.2%)
Some teachers engage students in sexual assault	0 (0.0%)	0 (0.0%)	2 (2.2%)	90 (97.8%)
Some teachers abuse alcohol and other drugs and substances in school	0 (0.0%)	0 (0.0%)	2 (2.2%)	90 (97.8%)
Some teachers collect illegal monies from students and parents	0 (0.0%)	0 (0.0%)	3 (3.3%)	89 (96.7%)
Some teachers lack lesson notes	0 (0.0%)	2 (2.2%)	28 (30.4%)	62 (67.4%)
Some teachers fail to mark students exercise books and tests	0 (0.0%)	3 (3.3%)	15 (16.3%)	74 (80.4%)

KEY: VO, Very Often; FO, Fairly Often; R, Rarely; N, Never

The leading indiscipline cases as reported by teachers were missing classes, failing to come to school and absconding duties which translates to least contact with the learners and thereby may be a contributing factor to poor results in the examinations. Teachers should therefore be sensitized on the need to take their responsibilities seriously as per the laid down regulations. As Ng'oma and Simatwa (2013) warn, negligence of duty impact negatively on teacher curriculum delivery as they may fail to realize the set targets. Duties of a teacher are very crucial that if not performed as expected may pose danger to the wellbeing of pupils and those they work with. Teachers should therefore be sensitized on the need to take their responsibilities

seriously as per the laid down regulations. These finding tallies with the findings by Teleki (2002) in a study in South Africa in which he reported that the common disciplinary problems among teachers included: missing classes, absenteeism without permission and absconding school duties.

Similar findings were arrived at by Tshabalala, Zano, and Gazimbe, (2014) in Zimbabwe where they observed that most common acts of misconduct committed by teachers include absence from duty without good cause, however, unlike the present study they reported that other prominent forms of misconduct included excessive liquor consumption, improper association with secondary school girls from neighbouring schools by younger male teachers, incompetent performance, violent behaviour against pupils and other teachers as well as embezzlement of school funds. Similarly in a study by Ng'oma and Simatwa, (2013) in schools in Nyando Sub-County alcoholism, negligence of duty, financial mismanagement, sexual immorality, insubordination, drug abuse, assault and desertion of duty feature prominently unlike in the present study together with lateness and absenteeism. It is imperative to note that alcoholism that feature predominantly in other studies is not prominent despite Githunguri Sub-county being located in central region of Kenya where alcoholism has been reported to be rampant.

4.3.3 Absenteeism Among Teachers in Schools

The principals were asked to rate the level of absenteeism in their respective schools as either 'rarely', 'frequently', and 'very frequently'. The established information is essential to the researcher since it is meant to bring out the frequency of absenteeism which is has been reported in other studies as a major form of indiscipline among teachers in public secondary schools in Kenya. The results in Table 4.3 reveal that

up to 42.9% of the headteachers reported that sometimes teachers absent themselves from the school. The high absenteeism cases are not in tandem with low cases of disciplinary actions taken by the headteachers. Being absent from school means the duties that are to be handled by the teacher are neglected leading to low quality instructional delivery in schools.

Table 4.3: Teacher’s Frequency of Absenteeism as Reported by Principals

Response	f	%
Rarely	4	57.1
Sometimes	3	42.9
Total	7	100.0

According to Ndibalema (2013), absenteeism of teachers may disrupt the school routine as well as creating low morale among the present teachers. The principals’ frequent use of verbal warnings mostly has not thwarted the high absenteeism cases in secondary schools in Githunguri Sub-County. It has been reported in other studies that teachers absent themselves from school due to attitude and economic pursuit with some attending to their farms or “boda boda” business instead of attending school (Ng’oma & Simatwa, (2013). In a study on the nature of teacher professional misconduct in Tanzania, Oziambo (2013) reported that absenteeism was prevalent in both urban and rural schools. Respondents reported that teachers spent few work hours at school and use the rest of their time in private business. The absenteeism was mainly attributed to low income due to low salaries. As a result, teachers used official hours to engage in private income-earning activities to supplement their meagre income. Similar findings were arrived at by Ndibalema (2013) in a study on

primary teachers' professional misconduct in Chamwino District in Tanzania. This shows that absenteeism is a common form of misconduct among teachers in the region.

Cases of absenteeism have also been reported in other places due to varied reasons. For example, in Peru a national survey of public primary schools on the subject by Alca zara, et al., (2006) based on unannounced visits and direct observation of teachers revealed that public school teachers are absent from their posts 11 per cent of the time. They identified several factors associated with increased absence as poor working conditions, teachers with fewer ties to the school community, contract teaching and an absence of private competition. Unlike in other studies where alcoholism and drug abuse have been blamed for rampant absenteeism (Ng'oma & Simatwa, 2013; Oziambo, 2013), in the current study this was not the case as it was mainly reported as rare.

4.3.4 Most Observable Indiscipline Cases

The most observable indiscipline case reported by teachers was coming to school late. Of the sampled teachers, 48.9% reported that they came to school late in some occasions. This was followed by missing classes that was reported by 16.3% of the sample teachers. Other behaviours like helping students cheat, sexual assault, collection of illegal monies, non-preparation of schemes of work and failure to mark student's exercise books were negligible as reported by the sampled teachers.

4.4 Causes of Indiscipline among Teachers in Public Secondary Schools in Githunguri Sub-County

Teachers were asked to highlight various causes of indiscipline among teachers in the schools. The aim of the researcher was to establish the possible causes of the indiscipline cases as one of the study objectives. The researcher drafted a table containing the possible causes of indiscipline and the teachers were to tick the ones they felt applied to them. The frequency of teachers' perception of indiscipline causes are as shown below.

Table 4.4: Causes of Misconduct among Teachers in Githunguri Sub-County as Indicated by Teachers

Cause	f	%
Poor condition of service	55	59.8
Irregular promotion	68	73.9
Inadequate teaching and learning facilities	51	55.4
Work overload	57	62.0
Poor school management	54	58.7
Poor professional training	56	60.9
Pressure to perform well	78	84.8

The major causes of indiscipline cases as observed by teachers (Table 4.4) were: pressure to perform well (84.8%), irregular promotion (73.9%), work overload (61.96%) and poor professional training (60.8%). Other significant causes included poor condition of service (59.8%), poor school management (58.7%) and inadequate teaching and learning facilities (55.4%). Performance seems to be wrongly interpreted by the school administrators leading to further indiscipline cases as pointed out by the teachers.

The pressure to perform in the examinations is the leading cause of indiscipline cases among teachers (84.8 %). Performance of the teacher should not be pegged on examination performance since it is jeopardizing the discipline levels among teachers which are reflected in the school performance. This finding coincides with those of Oghuvbu (2007) who posited that the major causes of indiscipline among teachers in Nigeria include poor professional training, poor conditions of service, poor pay, teacher relationship with schoolhead, poor management of disciplinary cases of teachers by schoolhead and Ministry of Education officials, inadequate supervision, lack of infrastructure and teaching aids, improper placement of teachers and irregularity in promotion. Similarly, in a study by Ng'oma and Simatwa, (2013) in primary schools in Nyando District, they found that teacher's misconduct was influenced by work environment such as pressure to perform and school leadership but also by home background and teacher character. Prominent in the current study and in that by Ng'oma and Simatwa (2013) is that lack of or irregular promotion. In spite of their hard work, some teachers fail to be promoted from one grade to another leading to despondence and thus misconduct.

4.5 Consequences of Teachers Indiscipline in Schools

The third objective of the study was to establish the consequences of teachers' indiscipline. This was important because not every disciplinary case is handled at the TSC level, while others may not seem to be serious but have repercussions not only on the teacher or administration but also on the students. The teachers' responses are presented in Table 4.5. Poor academic performance (80.4 %) was the major effect of teachers' indiscipline that was reported by the teachers; this was followed by conflicts among teachers and with school administration (73.9%), fall in

instruction quality (65.2%), dismissal from teaching (50.0%), increased examination malpractices (41.3%), student's school dropout (40.0%) and poor remuneration (6.5%) respectively.

Table 4.5: Consequences of Teachers' Indiscipline in Schools

Statement	f	%
Poor academic performance by students	74	80.4
Dismissal from teaching	46	50.0
Students drop out of school	34	37.0
Increased examination malpractices	38	41.3
Fall in instructional quality	60	65.2
Conflicts among teachers and with school administration	68	73.9
Poor remuneration	6	6.5

The consequences of teachers' indiscipline cases all affect the welfare of the learners and the whole education system. The outcome of the learning process is mainly measured by the performance of the learners at the end of the course, poor academic performance as a major effect of teacher indiscipline indicates the extent that the learner is affected by the indiscipline cases. Ng'oma and Simatwa (2013) observe that teacher misconduct such as lateness, absenteeism, alcoholism, negligence of duty, financial mismanagement, corporal punishment, sexual immorality, insubordination and drug abuse result into interference with the curriculum delivery and had negative effect on student performance. Oziambo (2013) reiterates that teacher misconduct is a problem of great concern in schools that affects teachers' work performance, the teaching and learning process, and the quality of education at large.

4.6 Administrative Practices Used by the Headteachers that Cause Indiscipline

The fourth objective of the study was to find out the administrative practices applied by the headteachers in Githunguri Sub-County that may result in indiscipline among the teaching staff. This section presents the findings based on the various practices.

4.6.1 Headteachers' Presence in the School

The study sought to determine whether the principals are always present in schools as one of the administrative practices. The teachers were asked to rate the principals' presence in school in terms of either 'not at all', 'rarely', 'partially' or 'always'. Teachers reported that majority of the principals (66.3%) are always in schools, 29.3% reported that they are partially in school while 5.4% were rarely in school during school hours as shown in table 4.6.

Table 4.6: Headteacher's Presence in School as Stated by Teachers

Response	f	%
Always	61	66.3
Averagely	26	29.3
Rarely	5	5.4
Total	92	100

The presence of headteachers in schools is a very important factor in maintaining order and discipline in schools. An absent headteacher is not in a position to take charge. When the headteacher is present in school it leads to effective supervision of staff and reduces truancy. However, it is important to note that the presence of the headteacher in school is not enough in maintaining discipline as the study has shown

that there are teachers in the schools who engage in misconduct. The principals might not be keen enough to avert the indiscipline trends among the teaching staff despite their presence, but absenteeism accentuates misconduct.

4.6.2 Headteachers' Sensitivity to the Concerns and Difficulties of the Staff

Another administrative practice that can lead to misconduct is sensitivity to the concerns and difficulties the staff under one's administration. Teachers were asked to rate the sensitivity of the principal as 'not at all', 'rarely', 'partially' and 'always' and the responses from of teachers are as shown in table 4.7. Of the sampled teachers, 59.8% reported that the headteachers are slightly sensitive to the concerns and difficulties of the staff, 22.8% of teachers felt the principals were always sensitive to their needs while 17.4% of the sampled teachers reported that the principals were rarely sensitive to the concerns and difficulties of the staff.

Table 4.7: Headteacher's Sensitivity to the Teachers' Concerns as Stated by Teachers

Response	f	%
Always	21	22.8
Partially	55	59.8
Rarely	16	17.4
Total	92	100

The insensitive nature of the headteachers can create a rift between the teachers and the administration and thereby increasing the indiscipline cases. Some of the indiscipline cases like absconding duties and failure to take instructions reported in this study could have arisen from headteachers who are insensitive to the teachers' concern. In a study in Tanzania Oziambo (2013) arrived at the conclusion that

failure to be sensitive and to fulfill teachers' needs and demands is one of the main causes of indiscipline among teachers in both rural and urban schools in Sumbawanga District.

4.6.3 Headteacher's Frequency of Appraisal in Good Performance

Teachers were asked to rate the frequency at which the headteachers offer appraisal when there is good performance from the teachers. The frequency of the appraisal was rated as 'always', 'averagely' and 'rarely'. According to the results presented in Table 4.8, majority of the teachers (64.1%) reported that principals rarely offer appraisal when there is good performance in school, 26.1% of the sampled teachers indicated that principals averagely give appraisal with regard to good performance and 9.8% of the teachers affirmed that the principals always offered appraisal. Lack of appraisal when teachers have performed well in school makes teachers feel unappreciated and that increases chances of indiscipline behaviours.

Table 4.8: Appraisal Frequency as Reported by Teachers

Response	f	%
Always	9	9.8
Averagely	24	26.1
Rarely	59	64.1
Total	92	100.0

The dissatisfaction with their school headteachers sets the centre stage for bad blood between teachers and the principals which contributes to the increasing indiscipline cases among the teaching staff. These findings are in tandem with Kubai (2004) who observes that indiscipline in Kenyan schools is as a result of poor management skills

by heads of institutions of learning. This is partly because of lack of experience or exposure and adequate knowledge in management.

4.6.4 Headteachers ‘Set Up Gear’ when Things are at Critical Points in School

The researcher sought to establish whether the headteachers ‘set up gear’ when the indiscipline cases have increased. To ‘set up gear’ meant to swing into action. The teachers were asked to rate the reaction of the headteachers when the level of indiscipline is at critical points; either as ‘not at all’, ‘rarely’, ‘partially’ or ‘always’. The teachers’ responses are as shown in table 4.9.

Table 4.9: Headteacher’s Gear Up at Critical Points as Stated by Teachers

Response	f	%
Always	8	8.7
Partially	43	46.7
Rarely	41	44.6
Total	92	100

In line with Table 4.9 above, 46.7% of teachers reported that headteachers averagely swing to action when the situation is at critical points in school while 44.6% of the sampled teachers affirmed that headteachers rarely swing to action and 8.7% teachers indicated that the headteachers always swing to action during critical moments in school. The fact that headteachers swing to action when at a critical point in school implies lack of preparation to prevent crises in schools which lead to conflicts between the headteacher and teachers. Headteachers should be alert always when in school and not to wait to revert damage in relation to the level of discipline levels.

4.6.5 Inclusion of Teacher in School Management by Headteachers

Teachers were asked whether the headteachers involve them in the management of the schools through delegated responsibilities. This was essential to the study as it illuminated on the working relationship between teachers and administration as well as to know if the headteachers appraise teachers through delegation of duties. Teachers were to rate the level of management inclusion as either ‘always’, ‘partially’, ‘rarely’, or ‘not at all’.

Table 4.10: Teacher’s Involvement in School Management by Headteachers as Reported by Teachers

Response	f	%
Always	18	19.6
Partially	56	60.8
Rarely	16	17.4
Not at all	2	2.2
Total	92	100

The majority of the sampled teachers (60.8%) were partially involved in the management of the school, while 19.6% of the sampled teachers were always involved in the management of the school and 17.4% of the sampled teachers indicated that they were rarely involved. However, 2.2% of the sampled teachers reported that they were never involved. The fact that majority of the teachers are involved in the management of the school shows the headteachers’ commitment to creating a rapport with teachers. This justifies the few cases of cases forwarded to the TSC and the few instances of written warnings being used by the headteachers. However, the cases where teachers are not involved in management of the school,

the teachers seem to feel dejected and insignificant thus creating a rift between them and the administration.

4.7 Approaches that Headteachers Use to Enhance Discipline in Schools

Offong (2002) points out that ensuring effective discipline in schools depends on the ability of the school principal to intelligently utilize the various approaches of staff discipline in order to ensure compliance and good behaviour. The fifth objective of the study was to identify the approaches that secondary school headteachers in Githunguri apply in dealing with teacher indiscipline. This section presents these approaches.

4.7.1 Inclusion of Teachers in Decision-Making by the Headteachers

The researcher sought to establish if the headteachers involve teachers in the decision-making process particularly in situation involving indiscipline cases. The headteachers were asked to rate their responses as either ‘not at all’, ‘rarely’, or ‘frequently’.

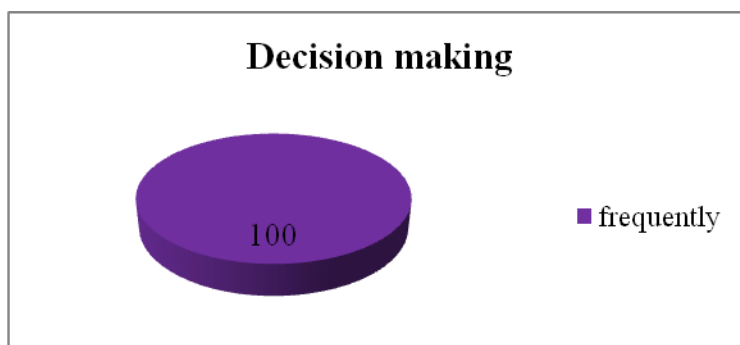


Figure 4.10: Headteachers’ Opinion on Teachers’ Involvement in Decision-Making

According to the results in figure 4.10, all the headteachers (100 %) stated that they involve teachers while making major decisions in the school (Figure 4.10). To

ascertain the headteachers' report on involving teachers in the decision-making process, the researcher asked the teachers the same question. The teachers rated the inclusion by headteachers as 'not at all', 'rarely' and 'frequently'. The teachers' responses are as shown in Figure 4.11.

Teacher inclusion in decision making

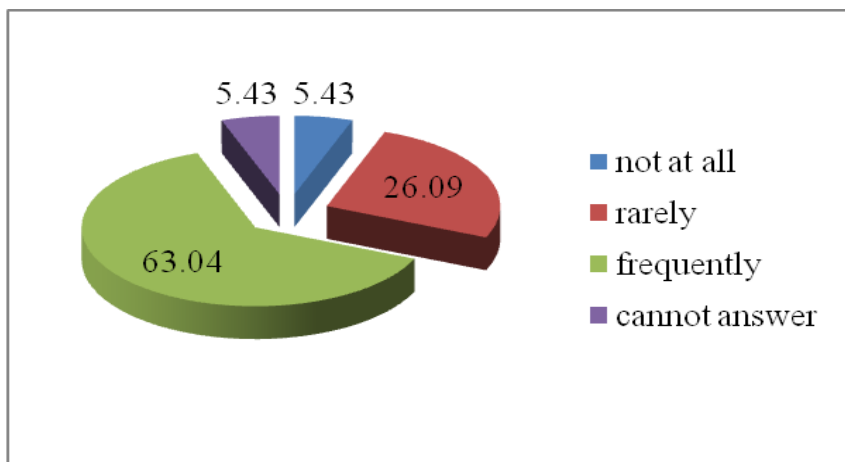


Figure 4.11: Teacher Inclusion in Decision-Making by Headteachers as Reported by Teachers

Majority of the teachers (63.0%) reported that they were frequently involved in decision-making in the school, 26.1% reported that they were rarely involved in the decision-making process, 5.4% reported to that they were never involved while 5.4% did not answer.

4.7.2 Use of Verbal Warning by the Headteachers

The researcher sought to determine the disciplinary actions used by the headteachers in public secondary schools. The headteachers were asked to rate the frequency with which they use verbal warnings against teachers; 'rarely', 'frequently', and 'not at all' (Table 4.11).

Table 4.11: Verbal Warning Disciplinary Action

Response	f	%
Frequently	7	100.0
Averagely	0	0.0
Rarely	0	0.0
Total	7	100

All the sampled headteachers (100 %) reported that they frequently use verbal warning to teachers who misbehaved in the school as a disciplinary action. The frequent use of verbal warning by headteachers means that the disciplinary action is effective in averting indiscipline cases among teachers in Githunguri Sub-County. Self-evaluation by the headteachers is not conclusive and there is need to link their responses to the teachers' responses. To ascertain the response by headteachers, the researcher further sought the teachers' opinion. Their responses were rated as 'rarely', 'frequently', and 'not at all' (Table 4.12).

Table 4.12: Teachers' Response on the Use of Verbal Warning by Headteachers

Response	f	%
Frequently	20	21.7
Averagely	54	58.7
Rarely	18	19.6
Total	92	100

Of the sampled teachers, 58.7 % reported being rarely warned verbally, 21.7 % of the sampled teachers reported that they were frequently warned verbally while 19.6% of the sampled teachers reported that they are not verbally warned. The high number of teachers who are rarely warned by the headteachers confirms the least cases of indiscipline by teachers.

4.7.3 Headteachers' Use of Written Warning Disciplinary Action on Teachers

The researcher further sought to find out the frequency with which the headteachers use written warnings as a disciplinary action on teachers. Headteachers and teachers were asked to rate the frequency of the use of a written warning as either 'rarely', 'frequently' or 'not at all'. The headteachers' responses are as shown in Table 4.13 while those of the teachers in Table 4.14. Of the sampled headteachers, 85.7% reported that they rarely used written warning as a disciplinary measure against the teachers, while 14.3% of the sampled teachers reported that they have used written warnings.

Table 4.13: Headteachers' Use of Written Warning on Teachers

Response	f	%
Frequently	1	14.3
Rarely	6	85.7
Total	7	100

This low usage of the written warnings confirms that the verbal warnings frequently used by the headteachers are effective in maintaining the discipline levels in public secondary schools. The headteachers might be avoiding the written warnings to avoid tensions with the teachers. Teachers were also asked to rate the use of written warnings by headteachers as a disciplinary action.

Table 4.14: Responses of Teachers on the Use of Written Warnings by the Headteachers

Response	f	%
Frequently	12	13.0
Rarely	39	42.4
Not at all	41	44.6
Total	92	100

Of the sampled teachers, 44.6 % reported that the headteachers did not use written warnings at all, 42.4 % of the teachers reported that the headteachers rarely use written warnings and 13.0% of the teachers reported that the headteachers frequently used written warnings. The teachers' responses are in tandem with the headteachers' on the use of written warnings. The low usage of written warnings further confirms that the use of verbal warnings as the first option is effective in maintaining the discipline levels. In a study in Zimbabwe, Tshabalala, Zano and Gazimbe (2014) in which only 10.0% of headteachers preferred using written warning with many using verbal warning. This means that this may be a common trend among many headteachers.

4.7.4 The Use of a Disciplinary Committee by the Headteachers as a Disciplinary Action

Use of disciplinary committee is one among the effective methods of dealing with indiscipline cases among staff as decision is arrived on after an evaluation by many people. As such, this sought to establish from the headteachers whether they form a disciplinary committee to handle cases of indiscipline and the frequency with which the disciplinary committees are used in schools to handle indiscipline cases. The headteachers' responses are as shown in Table 4.15 below.

Table 4.15: Frequency of Formation of Disciplinary Committee by Headteachers

Response	f	%
Frequently	1	14.3
Rarely	1	14.3
Not at all	5	71.4
Total	7	100

Majority of the headteachers (71.4%) reported that they have never formed a disciplinary committee to handle teacher discipline related issues, 14.3% of the sampled headteachers reported that they frequently formed disciplinary committees while another 14.3% of the sampled headteachers reported that they rarely formed disciplinary committees. The low use of disciplinary committees shows that majority of the teachers disciplinary issues are handled single handled by the headteachers in public secondary schools. To ascertain the headteachers' responses, the researcher further asked teachers whether the headteachers formed disciplinary committees and the frequency with which they are used by the headteachers as a disciplinary action. Teachers' responses are as shown in Table 4.16 below. The teachers' responses are similar to headteachers' responses. Of the sampled teachers, 57.6 % reported non-existence of disciplinary committees in the school, 26.1 % of the sampled teachers reported that the disciplinary committees are rarely used while 16.3 % of the teachers reported that exist disciplinary committees existed in their school.

Table 4.16: Teachers' Response on the Formation of Disciplinary Committees by Headteachers

Response	f	%
Frequently	15	16.0
Rarely	24	26.1
Not at all	53	57.6
Total	92	100.0

Lack of disciplinary committees shows teachers are rarely involved in disciplinary issues of the teaching staff as is reflected in teachers' responses on the formation of disciplinary committees. In a similar study by Tshabalala, Zano and Gazimbe (2014)

in Zimbabwe, they reported that just like in the current study, most headteachers rarely constituted a disciplinary committee to handle cases of indiscipline among teaching staff in their schools. This they argue leaves little room for the teachers' accused of misconduct to argue out their cases in an open forum.

4.7.5 Forwarding of Disciplinary Cases to the TSC by the Headteachers

To ascertain the other disciplinary actions used by headteachers, the researcher asked the headteachers whether they forward teachers with indiscipline cases to the TSC (Teachers services Commission). The headteachers rated the frequency with which they forward cases to the TSC; 'rarely', 'not at all' and 'not at all'. The headteachers' responses are as shown in Table 4.17 below.

Table 4.17: Frequency of Cases Forwarded by the Headteachers to TSC

Response	f	%
Frequently	0	0.0
Rarely	5	71.4
Not at all	2	28.6
Total	7	100.0

Majority of the sampled headteachers (71.4%) reported that they rarely forward cases of teacher misconduct to TSC, at least 28.6% reported that they have never forwarded a teacher to the TSC. The fact that the headteachers are not forwarding cases to the TSC shows that there are not serious cases that cannot be handled in the confines of the school. The researcher also asked teachers whether their headteachers forward cases of indiscipline to the TSC as a disciplinary measure. The teachers' responses are as shown in Table 4.18.

Table 4.18: Teachers’ Response on the Frequency of Disciplinary Cases Forwarded to TSC by Headteachers

Response	f	%
Frequently	9	9.8
Rarely	28	30.4
Not at all	55	59.8
Total	92	100

Teachers’ responses on the frequency of cases of indiscipline forwarded to the TSC by their heads are in tandem with headteachers’ responses. Majority of the teachers (59.8 %) reported that the headteachers did not forward disciplinary cases to the TSC, 30.4 % of the teachers sampled reported that the headteachers rarely forward disciplinary cases to the TSC while 9.8 % of the sampled teachers reported that the headteachers frequently forwarded of disciplinary cases to the TSC. This means that headteachers in Githunguri Sub-county normally opt for internal mechanism in responding to teacher misconduct. These findings are similar to those of Tshabalala, Zano and Gazimbe (2014) in a study on challenges faced by schoolheads in handling teacher disciplinary issues in Umuguza District in Zimbabwe that showed that most heads were avoiding the longer and complicated route of charging teachers opting for simpler actions like verbal warning and transferring teachers. However, Zvobgo (2004) advises that since teachers’ code provides the ground on which disciplinary action should be taken by the head in matters of discipline, the heads should not shy away from taking the right step as this may aggravate the problem in future. He further advises that it is also important that the head handles matters of discipline carefully and with tact, firmness, sound judgment, understanding, courage and empathy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the project, implications of the findings, conclusion, recommendation and further research to fill the gaps which the researcher identified during her research. This chapter summarizes the findings, draws conclusions based on the findings and make some recommendations. The presentations are in tandem with the research objectives.

The research objectives were:

- i. To establish the forms of indiscipline among the teaching staff in Githunguri Sub-County.
- ii. To determine the causes of indiscipline among the teaching staff in Githunguri Sub-County.
- iii. To investigate the consequences of teachers' indiscipline in public secondary schools in Githunguri Sub-County.
- iv. To find out the administrative practices applied by the headteachers in Githunguri sub County that may result in indiscipline among teachers.
- v. To identify the approaches used by headteachers in enhancing discipline among the teaching staff in Githunguri Sub-County.

The research questions were:

- i. What are the forms and levels of indiscipline among the teaching staff in Githunguri Sub-County?

- ii. What are the causes of indiscipline among the teaching staff in Githunguri Sub-County?
- iii. What are the consequences of teachers' indiscipline in public secondary schools in Githunguri Sub-County?
- iv. What administrative practices are the headteachers applying in their day-to-day running of their school that may result in indiscipline among teachers?
- v. What approaches are headteachers using to enhance discipline among the teaching staff?

Descriptive survey design was used in conducting this study. The sample selected for this study included; 7 headteachers and 92 teachers. The research instrument used in the study was primarily questionnaires for headteachers and teachers. In analyzing data, percentages, frequencies and means were used.

5.2 Summary of the Research Findings

From the data presentation and analysis, the following emerged:

5.2.1 Forms of Indiscipline Among the Teaching Staff in Githunguri Sub-County

The analysis revealed that most teachers according to the headteachers had excellent discipline (85.7%). The indiscipline cases among teachers as reported by headteachers included; absconding duties, failure to mark student's exercise books, lack of lesson notes, and missing classes. Teachers reported that the common indiscipline issues among the teaching staff included missing classes, failure to come to school and also failure to seek permission from the school administration, absconding duties and refusing to obey seniors. The least forms of indiscipline cases

reported by teachers included: engaging students in sexual relations, alcohol and substance abuse in school and failure to mark student's exercise books and tests.

5.2.2 Causes of Indiscipline among the Teaching Staff in Githunguri Sub-County

The study established that the major causes of indiscipline among teachers were: pressure to perform well, irregular promotion, poor school infrastructure, work overload, and poor professional training. Other significant causes included: poor condition of service, poor school management and inadequate teaching and learning facilities.

5.2.3 Administrative Practices Applied by the Headteachers in Githunguri Sub-County that May Result In Indiscipline Among Teachers

According to the teachers, the administrative practices applied by the headteachers that may result in indiscipline include headteachers' being insensitive to the concerns and difficulties of the teaching staff, lack of appraisal of good performance by headteachers, inappropriate methods of gearing up things at school at critical times, and partly lack of the headteacher's presence in school.

5.2.4 Approaches Used by Headteachers in Enhancing Discipline Among the Teaching Staff in Githunguri Sub-County

A three-point likert scale was used to establish the approaches used by headteachers in enhancing discipline among the teaching staff. The findings showed that all the headteachers reported that they involve teachers while making major decisions in the school. Again, all headteachers had used verbal warning as disciplinary action against teachers. Some headteachers used written warning and majority reported that

they formed a disciplinary committee. However, according to most teachers, headteachers rarely used verbal warning as a disciplinary action. Some teachers indicated that they had frequently received written warnings. A good number of teachers reported that they had never been involved in disciplinary committee and very few cases of indiscipline were forwarded to TSC as a disciplinary action.

5.3 Conclusions

The study arrives at the following conclusions; cases of indiscipline among teachers in public secondary schools in Githunguri Sub-County are mainly lateness and negligence of duty. Any form of misconduct impacts negatively on teacher's performance. The root causes of misconducts are mainly as a result of pressure to perform, irregular promotion, big work load and inadequate teaching and learning materials. Others arose from headteachers' administrative practices such as headteachers being insensitive to teachers' problems, lack of teachers' appraisal, inappropriate methods of gearing up things at school at critical times and lack of inclusion of teachers in the management of the school. Headteachers resorted to verbal warning, setting up disciplinary committees, writing written warning and using TSC to deal with disciplinary cases among the teaching staff.

5.4 Recommendations

5.4.1 Recommendations for Policy

Arising from the findings of the study, the following recommendations were made for policy:

- i. The headteachers should incorporate the use of disciplinary committees in schools so that the teachers own up the discipline process in the schools.

- ii. It was evident from the study that lateness is a major form of indiscipline. The schools should install biometric systems which will record the time the teachers arrive in school and the time they check out. This will not only reduce late coming but also missing of classes.
- iii. The headteachers should embrace short courses on school management to improve their managerial skills in relation to handling teachers discipline in schools.
- iv. The headteachers should avail copies of the teachers' code of ethics to regulate teachers' discipline.
- v. Counseling services should be available for the teaching to help them cope with stresses of work and avoid engaging in misconduct.

5.4.2 Recommendations for Further Research

The following recommendations for further research were made:

- i. Coming to school late and absenteeism were established to be the main forms of indiscipline among teachers. There is need to investigate the causes of persistent late coming and absenteeism from school among teachers in public secondary schools.
- ii. Forms of indiscipline like missing classes affect the learner directly. Further research is necessary to determine the impact of teachers' discipline levels on academic performance of the learners.
- iii. Further research can be carried out in other counties with various educational challenges to determine the approaches to enhance discipline among the teaching staff.

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APPENDICE

APPENDIX I

Headteacher's Questionnaire

The purpose for which this questionnaire was designed is to analyze the approaches used by headteachers to enhance discipline among the teaching staff in Githunguri Sub-County. All your responses and information will be treated with utmost confidentiality and only to be used for analytical purposes of the study. Please give your view by filling in the blank spaces or putting a tick [√] in the appropriate spaces that correspond with your response.

SECTION A

1. Your name..... (Optional)
Gender Male [] Female []

2. Category of school
District [] Provincial [] National []

3. Type of school Girls [] Boys [] Mixed []

4. Academic qualification
Diploma [] Bachelors degree []
Masters degree [] Ph.D []

5. How long have you been heading this school?
Below five years [] 5 - 10 years []
10 - 15 years [] Above 15 years []

SECTION B

6. In a scale of 1-10, how can you rate the discipline of teachers in your school?
1-3 [] 4-6 [] 7-9 [] 10 []

7. What are the common forms of indiscipline among teaching staff in your school?

	Very common	Common	Moderately common	Rare	Not at all
Some teachers coming to school late					
Some teachers missing classes					
Some teachers failing to come to school at all without seeking permission					
Some teachers selling goods during school hours					
Some teachers abusing drug e.g. drinking too much alcohol, chewing miraa, smoking bang					
Some teachers having sexual relationship with students					
Some teachers fighting with fellow staff members					
Some teachers refusing to take instructions from seniors					
Some teachers failing to complete school records e.g. register, records of work, diaries					
Some teachers coming to school Untidy					
Some teachers helping students cheat in examination					
Some teachers using abusive words					
Some teachers engaging in sexual assault e.g. touching or making unwarranted sexual advance on fellow staff members					
Some teachers disrespecting other teachers and school administration					
Some teachers collecting illegal monies from students or parents					
Some teachers failing to prepare lesson notes					
Some teachers failing to mark students exercise books of tests					
Others (specify)					

8. What is the rate of absenteeism among the teachers in this school?

Rarely [] Frequently []

Very frequently [] Can't answer []

9. The decision making process in the school involves the teaching staff too.

Not at all [] Rarely []

Frequently [] Can't answer []

10. Of the following disciplinary actions, rate them the way you frequently use them.

Disciplinary action	Rarely	Frequently	Not at all
Verbal warning			
Written warning			
Form a disciplinary committee			
Forward to TSC			
Others (specify)			

APPENDIX II

The Teaching Staff's Questionnaire

The purpose for which this questionnaire was designed is to analyze the approaches used by headteachers to enhance discipline among the teaching staff in Githunguri Sub-County. All your responses and information will be treated with utmost confidentiality and only to be used for analytical purposes of the study. Please give your view by filling in the blank spaces or putting a tick [√] in the appropriate spaces that corresponds with your response.

SECTION A

1. Your name.....(Optional)
2. Category District Provincial National
Type (01) Girls (02) Boys Mixed
3. Gender: Male Female
4. Academic qualification
Diploma Bachelors degree
Masters degree PhD
5. How long have you been teaching in this school?
Below five years 5 - 10 years
10 - 15 years Above 15 years

SECTION B

6. Teachers in this school are included in decision making process
Not at all Rarely
Frequently Can't answer

7. Indicate how often the following applies to you as you perform your duties as a teacher in your school

	Very often	Fairly often	Occasionally	Rarely	Never	Can't answer
I get late to come to school						
I miss classes						
I don't come to school at all without seeking permission						
I sell goods during school hours						
I abuse drugs e.g. drinking too much alcohol, chewing miraa, smoking bang						
At times I have sexual relationship with students						
I fight with fellow staff members						
I refuse to take instructions from my seniors						
Do not complete school records e.g. register, records of work, diaries						
Come to school Untidy						
Help students cheat in examination						
Vulgarity e.g. using abusive words						
Sexual assault e.g. touching or making unwarranted sexual advance on fellow staff members						
Disrespect to other teachers and school administration						
Collect illegal monies from students or parents						
Non preparation of lesson notes						
Failing to mark students exercise books of tests						

8. Briefly explain what makes you engage in any of the above?

.....

9. Indicate some of the most common behaviours you have observed among some teaching staff in your school.

	Very common	Common	Moderately common	Rare	Not at all
Coming to school late					
Missing classes					
Failure to come to school at all without seeking permission					
Selling goods during school hours					
Drug abuse e.g. drinking too much alcohol, chewing miraa, smoking bang					
Sexual relationship with students					
Fighting with fellow staff members					
Refusal to take instructions from seniors					
Failure to complete school records e.g. register, records of work, diaries					
Coming to school Untidy					
Helping students cheat in examination					
Vulgarity e.g. using abusive words					
Sexual assault e.g. touching or making unwarranted sexual advance on fellow staff members					
Disrespect to other teachers and school administration					
Collecting illegal monies from students or parents					
Non preparation of lesson notes					
Failing to mark students exercise books or tests					
Others (specify)					

10. What are some of the causes of teachers' engaging in the above behaviour (indiscipline) in your school?

	Tick
Poor condition of service	
Irregular promotion	
Poor salaries	
Poor professional training	
Negative influence from the society	
Inadequate teaching and learning facilities	
Inadequate supervision	
Poor school administration	
Unnecessary victimization	
Lack of clear duties	
Lack of clear rules and regulation	
Too much work	
Influence from students	
Influence by other teachers	
Pressure to produce good results	
Others (specify)	

11. Which of the following disciplinary actions have been applied on you or to other teachers by the headteacher?

Disciplinary action	Rarely	Frequently	Not at all
Verbal warning			
Written warning			
disciplinary committee			
Forward to TSC			

12. Which of the following applies to your headteacher?

	Not at all	Rarely	Averagely	Always
Present around the school (in teaching and recreational areas)				
Being sensitive to the concerns and difficulties of staff				
Set up “gear” when things are going too well in the school				
Set up “gear” when things are at critical points in the school				
Let teachers be part of management function				

13. What according to your experience are the consequences of teachers’ indiscipline in schools?

	Tick
Poor performance by students	
Dismissal from teaching	
Students drop out	
Increase in examination malpractices among students	
Fall in instructional quality	
Conflicts among teachers and with school administration	
Others (specify)	

14. What are some of the administrative practices your school head uses that may lead to indiscipline among teaching staff?.....

.....

APPENDIX III

Time Schedule

ACTIVITY	Dec, 2014	Jan, 2014	Feb, 2014	April 2014	July, 2014	Dec, j2014	Jan, 2015	Feb, 2015	Mar, 2015	April, 2015	May, 2015	June, 2015
Identification of research topic												
Literature review												
Drafting research proposal												
Developing research instruments												
Proposal writing												
Proposal defence and correction of the proposal												
Data collection												
Data analysis and report writing												
Submission of the report												
Graduation												

APPENDIX IV

Research Authorization letter from Nacosti



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KEN

Ref. No. **NACOSTI/P/17/8340/19595**

Date: **13th October, 2017**

Grace Wangui Ndungu
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Teacher indiscipline and the effectiveness of disciplinary measures employed by head teachers in public secondary schools in Githunguri, Kiambu County, Kenya”*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **12th October, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

APPENDIX V

Research Permit

THIS IS TO CERTIFY THAT:
MS. GRACE WANGUI NDUNGU
of **KENYATTA UNIVERSITY, 1159-900**
KIAMBU, has been permitted to conduct
research in **Kiambu County**

Permit No : **NACOSTI/P/17/8340/19595**
Date Of Issue : **13th October, 2017**
Fee Received : **Ksh 1000**

on the topic: **TEACHER INDISCIPLINE**
AND THE EFFECTIVENESS OF
DISCIPLINARY MEASURES EMPLOYED BY
HEADTEACHERS IN PUBLIC SECONDARY
SCHOOLS IN GITHUNGURI, KIAMBU
COUNTY, KENYA



for the period ending:
12th October, 2018

.....
Applicant's
Signature

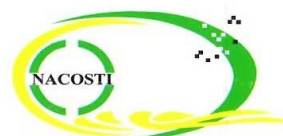
.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A **16136**

CONDITIONS: see back page