

**DISCIPLINE AND ACADEMIC PERFORMANCE OF
PRIMARY SCHOOL PUPILS OF SAMPLE SELECTED
SCHOOLS IN MBITINI EDUCATION ZONE,
CHULUNI DIVISION, KITUI NORTH
DISTRICT EASTERN PROVINCE
OF KENYA**

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DECLARATION

I Emmah K. Kitemange hereby declare that the work presented in this study is original and has never been presented either in whole or in part to any institution of higher learning for an academic award.

Signed 

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Researcher

Date 20th August, 2008

APPROVAL

This research has been submitted for examination with my approval as the supervisor.

Signed

Derrick Ssekajugo

Date

DEDICATION

This work is dedicated to my daughter Grace Mutindi and Faith Kathae. They have been too instrumental to making me become what I am. May God grant them their appealing wishes and more life as I expect much more from them.

ACKNOWLEDGEMENTS

First I glorify God the Almighty for his provision towards my accomplishment of this programme in my life.

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DEFINITION OF TERMS

Discipline

Has several meanings according to different scholars and institutions; this sense also preserves the origin of the word which is Latin *displina* “instruction”. (Wikipedia.org/wiki/school).

According to Oxford advanced learners dictionary of current English, discipline is the practice of training people to obey rules and orders and punishing them if they do not have the controlled behaviour or situation that results from this training. The international Encyclopedia of psychology defines discipline as the employing of a noxious or painful stimulus to stop an undesirable behaviour.

Data

Raw information gathered in the field before interpretation and analysis.

Performance

The degree of accomplishing the given task and this case education tasks.

Truancy

Act of a child who stays away from school without a good reason.

Academic

Of schools, colleges, learning or teaching concerned with theory rather than with practice.

Drug abuse

Substance used for medical purpose, one having an effect upon the senses and the wrong use.

ABSTRACT

This study looked at the effect of indiscipline in public primary schools of Mbitini Zone, Chuluni Division. The study tried to establish the relationship between indiscipline and performance of pupils.

In the methodology the study relied on primary and secondary sources of information. Primary sources included questionnaire guides while secondary sources included the zonal official records which tried to provide information about the school, their backgrounds and other vital background information about the schools.

The study was based on the assertive discipline theory by Lee and Marlene Canter. His theory based on the concepts of teacher's rights in the classroom as well as those of the pupils. It is on this that the researcher has based his theoretical frame work.

A wide number of books and other references were used in providing literature in chapter two and enrich the study.

In the findings the pupils discipline were discovered to have a significant effect on pupils' performance in primary schools in Mbitini Zone.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In this chapter, the researcher tried to examine whether indiscipline of pupils have affected the pupils performance. Long ago there used to be very few cases of indiscipline in schools and yet pupils were learning while they were almost grown ups. Pupils used to respect teachers a lot unlike nowadays. They used to be well disciplined and many who went to schools performed well. This is because there were no truancy, drug abuse and lateness of the pupils. Today we have cases of indiscipline in our schools due to availability of drugs to our children. The pattern of life has changed and pupils have been exposed to many areas which do affect their moral behaviours. Most parents are employed and these children are left in the hands of house helps. These house helps may not give the best kind of discipline hence our children become indisciplined in schools. The indiscipline of the pupils affects their academic performance especially in Mbitini zone.

From the above observation, it is therefore important for both parents and teachers to come on board in order to help our children be well disciplined and improve their academic performance.

It is upon this background that the researcher has chosen the topic to find out how true is the relationship of indiscipline and pupils poor academic performance in Mbitini zone.

School indiscipline is a problem that worries parents, teachers and institutions administration this predicament is on a rampage increase in both developing and developed countries. In Kenya the problem of indiscipline is tougher than ever, amidst all the changes that have taken place in the school system, because of the nation wide increase of troubled families and disorderly kids. Some schools, especially those in towns even have students who are literally violent felons.

This impact that these students have in a given number of 100 pupils is quite amazing. Some students find themselves submerged into it and are unable to get out of it, but rather opt to be rebel heroes, others are intrigued and frightened.

It's upon this background that the researcher has chosen the topic to find out how true is the relationship between indiscipline and pupils performance in primary schools particularly in Mbitini Zone.

1.2 Statement of problem

In many instances the school management dwell and put much emphasis on how to achieve high scores in exam and do not have a clear perception of how indiscipline influences academic performance. They give attention to content delivery, teaching materials and on syllabus coverage without having an understanding of students personalities as human beings and because of this school don't help students develop their potentials in spheres of life and don't excel in their academic undertaking. They even lack the tools they used to have for dealing even with unruliest kids. Formerly, they could expel such kids permanently or send them to school for the hard-to-discipline. These schools have largely diminished, the law has further contributed to such through banning of child canning.

In some cases the well-to-do parents also contribute by being over protective. Indiscipline has a lot of impact on students' academic performance. However, in most schools teachers and management are not committed in managing students in areas of character and development of individual personality traits. They are mostly committed to academic aspects and subjects content and they therefore have got a lot of problems in assisting students in personal matters and good character formation. This creates a gap in understanding the impact of indiscipline and other forms of delinquency behaviour and students academic performance.

This study sets out to explore the various aspects of students' indiscipline and how it influences or affects their academic performance. The study will take a case of several

schools; Mbitini, Makolongo, Muluti, Mwinzengi and Kivuuni primary schools in Mbitini Zone, Chuluni Division, Kitui district in Eastern province of Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the nature of the relationship between indiscipline and pupils performance in public primary schools in Kenya as in case of Mbutini Zone, Kitui District.

1.4 Objectives of the study

1.4.1 General objective

The aim of this study was to analyze the relationship between indiscipline and pupils performance in Mbitini Zone.

1.4.2 Specific objectives

1. To examine various types of indiscipline problems experienced in the primary schools.
2. To determine the causes of indiscipline in schools.
3. To determine the ways in which school management deal with indiscipline.

1.5 Statement of the hypothesis

There is significant relationship between indiscipline and pupils academic performance in public primary schools in Mbitini Zone.

1.6 Scope of the study

This study on the effect of indiscipline on academic will be carried out in Mbitini Educational Zone, Chuluni Division, Kitui District in Eastern Province of Kenya. The study will involve the teachers and students who are to be administered with questionnaires and give response on issues concerning discipline and academic performance.

1.7 Time scope

The study looked at period of four years of poor performance in schools in Mbitini Zone in Kenya Certificate of Primary Education (2004 – 2007).

1.8 Theoretical background

This study was based on the Assertive Discipline theory by Lee and Marlene Canter. The primary focus of Lee Canter's theory is on the concept of teacher's rights in the classroom. His methods attempts to show teachers how to responsibly take charge of their classroom by observing rights of the students as well as those of the teacher. One example of a student right would be to know the teacher's expectations without having to guess. An example of a teacher right would be the right to be backed up by parents and administrators.

Canter also gives more of these rights as well as the means by which to use them through assertive methods. Assertive teachers care about students to the point that they won't let them do harmful things. These teachers also care about themselves enough not to let children walk all over them. Canter gives various steps to become an assertive teacher. He also gives ideas on what to do when consequences need to be used. These must be unpleasant but not harmful to the children. Some of his ideas are to be consistent,

give consequence calmly and provide students with escape mechanism in case they wisely choose to avoid a conflict.

Canter's model intends to promote a supportive classroom that allows teachers to teach and students to learn. Students are taught how to behave and teachers are taught to be less punitive in their disciplining. However, this model uses extensive praise and other rewards that inhibit more intrinsic motivation. This model must be carefully considered prior to implementation. Contrary to Glesser's techniques, Canter's rely heavily upon external rewards and control rather than internal motivation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This is a form of discipline appropriate to the regulation of children and the maintenance of order in schools.

The term refers to students complying with a code of behaviours often known as the school rules. These rules may, for example, define the expected standards of clothing, time keeping, social behaviour and work ethic. The term may also be applied to be punishment that is the consequence of transgression of the code of behaviour for this reason the usage of school discipline sometimes means the maintenance of school order and the administration of punishment, rather than behaving within the school rules. The aim of school discipline is, ostensibly, to create a safe and happy learning environment in the classroom and around the school grounds. In a classroom where a teacher is unable to maintain order and discipline, students may become unmotivated and distressed and the climate for learning vanishes away creating room for idleness and underachievement.

The enforcement of discipline in schools can however, be motivated by other non-academic moral objectives. For example a traditional British public school usually has a strong underlying Christian ethic, and enforces strong discipline outside the classroom as well as in it, which applies particularly to boarders. Duties can include compulsory chapel attendance, sport participation, meal attendance and conformation to systems of authority attendance, sport participation, meal attendance and conformation to systems of authority within "houses" strongly controlled bed-times and restricted permission to leave the school grounds. Such duties can be strengthened enforced, formerly by corporal punishment, and more recently curtailment of freedoms and privileges.

2.2 Discipline theory

Hendrickz (1986) argues that discipline is necessary if a school has to do its job so that individuals and groups of students can reap the full benefits from their studies. In some

schools students make very serious mistakes and need argnt measures by the school administrations. Various schools management have their way of dealing with discipline. To many administrators discipline means punishment instilling fear and even pain. A Mbiti (1974) points out. This is negative form of discipline, which should not be allowed. To many schools discipline means severe punishment that is aimed at suppressing evil deeds and misbehaviour.

In the past many schools in Kenya used canning as an effective form of punishment but this was done away with when the children Ac of 2004 was enacted. With removal of the canning, teachers are at confusion because they have not adopted other forms of punishment. Some teachers use other forms of punishment such as making students kneel, do slashing and digging in the compound. Maiyu P. (1999) argues that ineffective methods of instilling punishment are detrimental as they negatively influence and affect the students. He reveals that many students have been forced to drop out of school due to frustration and wrong use of punishment. This he says leads to early marriages, unwanted pregnancies, missing chances to go on with education and consequently missing opportunities in life.

International encyclopedia of psychology says that punishment generates negative feelings in students. School digest (K) 10th May to August (2007) says that if children misbehave parents and teachers should not remove misbehaviour from them by enforcing punishment.

Marshal (1984) says that punishment has unfortunate side effect which can lead to avoidance of the whole situation in which the punished action took place and avoidance of the punisher. He continues to say children run away from home or refuse to go to school, they also learn that "might" is right and they in turn learn to use physical violence against people who are weaker than them. He points out that lasting discipline is self-discipline which can be instilled with aid of selective reinforcement.

This leaves a question as to whether any punishment should ever be administered on any student. To other writers the use of punishment depends largely upon the spirits which it is administered and the consistency. Karl (1965) gives four requirements of punishment if it is to be of any value that it has to be administered in terms of the past life of the child. That it has to be based upon understanding rather than emotion, that it has to be understood by the subject concerned and that it has to be related to the behaviour act from which it resulted than to the administration and that it should follow immediately after the act. Successful people in society were brought up when these punishments were used to.

To many this form of punishment is old fashioned, and yet most of the very responsible and successful people in society were brought up when these punishments were used to discipline the students, today there are methods, which have been advocated as being able to instill positive discipline or self-discipline.

Mutai (1999) says that pupils should be guided and counseled appropriately rather than use authoritarian discipline which is associated with tradition discipline, which emphasis that badness is punished, and goodness be rewarded. This gives two views. That punishment has been known to create fear, resentment and even hostility. The rewards used have produced negative results because a child may behave in a certain manner not because he wants to but because he or she will be rewarded.

One stein C.A (1995) emphasizes the use of preventive discipline good procedure of punishment. This involves establishing of controls and involves a series of strategies to modify the surface behaviour of students. It permits the teacher to cope with students adjustment problems in class while helping students cope with their feelings, he concludes by saying that good procedure of punishment is to ignore undesirable behaviour while paying attention to and reinforcing desirable behaviour. He continues however, to say that some misbehaviour can be disruptive or dangerous to be ignored.

Emmer (1982) says that students' behaviour and attitudes are adversely affected when teachers ignores violation of school rules or classroom rules, the mistakes made should not be ignored but should show concern.

Moses I.F (1963) says that guidance and counseling services help the students appraise the realities of their capabilities and their possible future accomplishment to assess their total situation realistically as it relates to the present and future possibilities to the set up goals and plans to move towards them and to assist in the furtherance, revision and final attainment of re-evaluated goals.

Guidance and counseling is still under study to see if it really works. Guidance and counseling might only work through cooperative efforts of non-school and school personnel and not through the isolated efforts of any one specialist.

Antonym C.R. (1963) says that it needs sufficient authority and administration support for guidance and counseling to function well and to meet their responsibilities. Whichever of these method will work it will take time and more research.

Discipline is very important factor to a student. It implies controlling of ones behaviour in order to achieve an objective which is deliberately chosen. One of those objectives is excel in exams. In schools students are required to be obedient punctual, clean and attend lessons and follow other set school rules. If they do not then that is indiscipline.

Melgosa J. (1997) says that the fundamental principle to remember is that the aim of discipline is not merely to avoid certain behaviour. The aim is that young persons reach self discipline: this involves the necessary internal motivation to responsibly guide their behaviour and to make independent decision. So a disciplined student will be able to decide to study seriously and thus be able to do well academically.

Discipline is very important in institution of learning, Wanyoike S. (2003) says that no serious institution of learning can create conducive atmosphere for education without

discipline. This is because discipline provides a good environment where the teacher administers teaching without fear and provides a good environment where the teacher administers teaching without fear and students also get an opportunity to express themselves freely. Learning takes place when there are three things: the teacher, the learner and the learning process. The learner and the teacher need to interact freely in order for effective learning to take place. However, there are factors that may disrupt or reinforce the learning process such as discipline of students.

Hendrickz E. (1990) argues that discipline is necessary if a school is to do its job so that individuals and groups can reap the full benefits from it.

Cotton F. (1990) says that misbehaviour disrupts the flow of classroom activities and interferes with learning. She continues to say that approximately one half of all classroom time is taken up with activities other than instruction and discipline problems are responsible for a significant portion of this lost time.

Macharia P.M. (2003) states that disruptions lead to loss of valuable teaching and learning time which leads to poor performance in exams as a result of inadequate syllabus coverage which leads to cheating in exams. When the students fail in exam they become even more indisciplined. He continues to say that suspension and expulsion of the indisciplined students results in being a social burden and educational wastage. The indiscipline leads to damaging of school property leading to loss of teaching and learning materials and facilities. These make them to perform very poorly in exams.

Ornstein C.A. (1995) emphasizes the use of preventive discipline and good procedure of punishment in establishing control and involves a series of strategies to modify the behaviour of students. It permits a teacher to cope with students' adjustment problems in class while helping them to cope with their feelings. This helps students to become disciplined and achieve their goals.

When students are disciplined they will utilize their time well and finally pass the exams at the end of course. Those who are indisciplined end up getting problems.

Mwachichi J. (2002) in his paper presented during the national annual head teachers conference in Kenya warned that the candidates that cheat in any exam paper or subject or are found in any other form of indiscipline in the exam room would be discontinued by the Kenya National Examinations Council, therefore discipline is very important throughout the life of a student and should never be taken for granted.

Melgosa J. (1997) gives reasons for poor performance as (i) loss of interest in studying due to students focusing their interest on other interest such as sex, clubs and clothes, he continues to say that it may be due to (ii) an attempt by the student to gain the parents attention or due to (iii) loss of self esteem which may be due to self concept, (iv) it may be due to peer pressure, he or she may be having friends who are not interested in passing exams, (v) it may be due to immaturity in the areas of intellectual development which may be due to normal variations that may affects aspects of development or (vi) it may be due to lack of study techniques. It may be any other cause. This research study has helped to unveil the real causes of poor academic performance and to prove if indeed discipline is one of them.

2.3 The concept of indiscipline

Nowadays most children believe in having things in one way only. And God forbid, if they do not get things the way they like, there is hell to pay. Indiscipline is rampant in society today, where it is the parents who seem more afraid of their children rather than the other way round. Parents do not seem to realize that by giving in to the child's demands, they are only making him or her more uncontrollable and a menace to the society.

Yes, indiscipline is a behavioural disorder that is classified as act of delinquency. Just like, lying, stealing and playing truant or running away from home. It is often the cause of a lot of mental, emotional and also physical damage, such as damage property in homes as well as in schools. An indisciplined child is an uncontrollable child and can do just about and damage when he or she does not get whatever he wants.

2.4 Indiscipline at school

Over the last decade, the standards of indiscipline are fast deteriorating in the school environment too. School is just not what it used to be anymore as very few schools are able to maintain the same standards of behaviour. May be the teachers do not have that same confidence and commanding personality as they used to. Or may be work pressure have increased to such a degree that all teachers can think of is completing the curriculum on schedule. Quite obviously, most of them seem to lack the dedication to go beyond the call of duty and the syllabus and contribute to the all round development of the child.

One can not really blame them entirely, when you observe the huge number of children in each classroom, and the added burden of two or three shifts. To top up all of this, the number of subjects and books has also increased tremendously and most children are finding it difficult to cope with these extra burdens. Most parents fail to reason why they send their children for tutorials and this serves to further increase their load. It is a vicious circle. Not only this, today's education system does not prepare the child for employment. The curriculum is far removed from practical knowledge and this make the child's mind and feet wander. So as we can see the basic fault lies with the education system.

2.5 How to work around the situation

If the child is given practical courses that cater for his requirements, he will have a purpose and therefore less time to indulge indisciplined behaviour his restlessness will be curbed, as he will be better occupied. But until then, it is the duty of the teacher to help the child to cope with the load and to find a workable solution for those children who are breaking under pressure. The parents too can contribute by spending quality time with the child and taking a deeper interest in what is happening at school. They should make an effort to meet the teachers and find a solution to make their children's schooling more productive and satisfying. Once the child realizes that his parents are really interested in his welfare he might be willing to meet them halfway, rather than demanding his own way all the time.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the major methodological aspects of the study. The description focuses on the methods, that the researcher used in collecting data, and presenting the findings on which interpretations, conclusions and recommendations were based.

3.2 Research design

The study employed the qualitative and quantitative approach with a descriptive case study design to determine the effect of indiscipline on academic performance in Mbitini Education Zone.

3.3 Area and population of the study

The study was carried out in Mbitini Zone, Chuluni division Kitui District in the Eastern province of Kenya. The zone has 6284 pupils and 105 teachers.

3.4 Subjects / respondents / participants

The study targeted 500 students and 40 teachers in the zone. The study also acquired information from the zonal inspector of school.

3.5 Sample size and sampling techniques

The researcher used simple random sampling method where 1500 pupils from five schools were randomly picked from standard 6 to standard 8. These represented the pupils because the researcher felt that pupils from the top classes provide the best information forty teachers were also picked from those five schools to help provide the required information about the research questions, representing the entire one hundred and five teachers.

3.6 Source of data

The study relied on both primary and secondary source. This was because the later was sufficient enough for the study hence it would not be used alone.

3.6.1 Primary source

The pupils and the teachers of Mbitini zone provided the primary source of data through responding to questionnaires.

3.6.2 Secondary source

The zone files provided the secondary data. However, this source was used originally since most information was provided primarily. Hence the primary source was the most important one used.

3.7 Data collection

Structured questionnaires were used to collect data from the respondents. In this case, the researcher went to every class and wrote the questions on the black board where the right answer was to be selected according to his or her opinion. It was flexible and time saving since it could be executed within a short time. The questionnaires were both given with alternative for both respondents to choose. The researcher used pre-determined multiple choice answers as shown below. A, B, C, D or Yes and No. The respondents were required to tick the most appropriate options.

3.8 Validity and reliability of the materials

To establish reliability of the questionnaires the researcher used methods of expert judgment which is recommended by Gay (1992) as the best method for reliability (Kimbowa 2006). To attach this after constructing the questionnaire, the researcher conducted the supervisor to ensure the reliability and validity of the researcher instruments. That it was made more clearly relevant, specific and logically arranged.

3.9 Research procedure

The researcher attempted to secure a letter of introduction from the office of the administration Kampala International University which was presented to the Head teachers of Mbitini Zone for permission to carry out research in their schools. Thereafter, a selection exercise followed.

3.10 Data processing and analysis

The collected data was analyzed and interpreted with the view of checking for accuracy and completeness. The questionnaires were edited immediately after they had been collected. The questions were analyzed using discipline statistic frequencies and percentages that were presented in tables and enhance understanding for discussion.

3.12 Limitations of the study

There was fear by the school administration to provide the researcher with the school records because administrators felt threatened that if information was provided it could expose their weakness. In other words, the administrators of the schools were guilty of many weaknesses and knew the research could reveal the problems of their schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

While the previous chapter presented the methodology of the study, this chapter provides presentation, interpretation and analysis of the data. Presentation and analysis of the collected data was computed by using percentages in order to show the distribution of respondents on the various question items. Tables were used in presentation of data. The percentages (%) was obtained using the formula $(\%) = \frac{n}{N} \times 100$

N

Where n = number of respondents, N = total population. As earlier noted in chapter three of this work, the information for this study was provided by both teachers and pupils. However, the greatest emphasis was put on pupils since they are the ones who are affected directly by the topic in question. One thousand and five hundred pupils were given questionnaires and provided the following information.

Table 1: Respondents view on indiscipline problem experienced

Option	Frequency	Percentage
A	1436	95.73
B	40	2.67
C	20	1.33
D	4	0.27
Total	1500	100

Source: Primary data

A Drug abuse

C Lateness

B Truancy

D Failure to do assignments

In the above table 1 as regards the pupils view on the most indiscipline problem in their schools 95.73% which is 436 pupils agreed that drug abuse is a major cause of indiscipline in their schools. Forty pupils (2.67%) agreed that truancy was the cause of poor performance while twenty (1.33%) of the pupils believed that it was due to lateness.

Four pupils (0.2%) believed that the performance was caused by the failure of the pupils to assessments.

Table 2: Respondents view on poor performance in examination

Option	Frequency	Percentage
Yes	1350	90
No	150	10
Total	1500	100

Source: Primary data

A. Yes 1350

B. No 150

In the above table 2 as regards the view on poor performance in the examination as to whether indiscipline pupils perform poorly, one thousand three hundred and fifty (90%) agreed that indisciplined pupils performed poorly in their examinations. One hundred and fifty pupils (10%) believed that indisciplined pupils do not perform poorly in their examination.

Table 3: Respondents view on ways the school deal with indiscipline cases

Option	Frequency	Percentage
A	85	5.67
B	154	10.27
C	21	1.4
D	1240	82.67
Total	1500	100

Source: Primary data

A Guiding and counseling

B Giving punishment by digging holes

C Suspension

D Caning

In the above table three pupils also gave their responses as follows in regard to the way indiscipline cases are dealt with in their schools. One thousand two hundred and forty pupils agreed that canning is the most type of punishment given in their schools (82.7%), one hundred and fifty four pupils (10.2%) said that punishment is given by digging holes in the school compound for planting trees. Eight five pupils (5.67%) said that cases of indiscipline are dealt with by guiding and counseling by teachers. Twenty one pupils (1.4%) said that pupils are disciplined through suspension by the administration.

Table 4: Teachers response to pupils' indiscipline in schools

Option	Frequency	Percentage
Yes	35	87.5
No	5	12.5
Total	40	100

Source: Primary data

A Lack of support by school administration for staff

B Poor parents and home-school relationship

In the above table 4 given to forty teachers about the main cause of indiscipline in schools, thirty five teachers (87.5%) agreed that the lack of support by the school administration was the cause of indiscipline and that is why cases have increased in schools. Five teachers (12.5%) said that indiscipline cases are due to lack of parents' school or teachers' relationship which is very poor.

Table 5: Teachers response on whether given full support administration there will be no indiscipline

Option	Frequency	Percentage
Yes	25	62.5
No	15	37.5
Total	40	100

Source: Primary data

A. Yes

B. No

In the above table 5 twenty five teachers (62.5%) agreed that if given full support by the school administration, cases of indiscipline will not arise hence performance will improve. Fifteen teachers (37.5%) disagreed and said that support from the administration alone cannot end indiscipline in pupils and improve performance.

Table 6: Teachers response on how discipline should be improved

Option	Frequency	Percentage
A	8	20
B	3	7.5
C	3	7.5
D	26	65
Total	40	100

Source: Primary data

A Parents sensitization

B Involving provincial administration

C Training teachers in guidance and counseling

D All of the above

In the above table 6, teachers gave their views on how to improve discipline in their schools. Twenty six teachers (65%) agreed that all the options A – C should be used so as to improve the discipline in the schools. Eight teachers (20%) said that parent's sensitization can help to improve discipline. Three teachers in option B and C (7.5%) agreed that involving provincial administration and training of teachers in guidance and counseling can help improve discipline in schools. Twenty six teachers (65%) agreed that all the above should be included so as to improve the discipline in the schools.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter portrays a discussion of the results of the study based on findings presented in chapter four. The discussion related the objectives of the study to the findings as earlier stated. Conclusions are drawn and recommendations are given.

5.1 Discussion on findings on indiscipline by pupils

In this aspect, the researcher discussed the findings on various forms of indiscipline problem experienced in primary schools of Mbitini Zone, basing on the information provided by pupils. When asked to give their views on indiscipline experienced, respondents indicated that the most indiscipline problem is brought about by the drug abuse among the pupils themselves. This shows that there is a big problem to be solved so that discipline is up held and the pupils performance improves.

Most respondents in table one which is 96% agree that drug abuse in schools is a major problem and hence a solution should be sought.

Macharia P.M. (2003) further added that disruptions lead to loss of valuable teaching and learning time which leads to poor performance in exams as a result of inadequate syllabus coverage.

5.2 Discussion

5.2.1 Discussion on findings on whether indiscipline pupils perform poorly in their exams.

90% of the pupils agreed that most indiscipline pupils perform poorly. Melgosa J. (1997) agrees that performance of pupils is affected by indiscipline. Indiscipline also leads to cheating in examinations as stated by Mwachii J. (2002) in his paper presented during the national annual Head Teachers Conference in Kenya. Hendrick E. (1986) argues that

discipline is necessary if a school is to do its job so that individual and groups can reap the full benefits from it.

5.2.2 Discussion on respondents view on the ways that school deal with indiscipline cases.

83% of the respondents showed that indiscipline cases are dealt with by canning in the schools. This shows that although canning has been abolished in schools, most of them practice it. Mbiti (1974) says that to many administrators, discipline mean punishment instilling fear and pain.

He further says that this is negative form of discipline which should not be allowed. This is further supported by Marshal (1984), Maiyo P. (1999), school digest (K) 10th May to August (2007) and Onestein C.A (1995). Although it is only 6% of the pupils who agreed that indiscipline cases are dealt with by guiding can counseling many scholars agreed with them. Moses I.F (1963) says that guidance and counseling services help the students appraise the realization of their capabilities and this assist them in the furtherance, revision and trials attainment of re-evaluated goals. Antony C.R. (1963) supports the need for guidance and counseling.

5.2.3 Discussion on the cause of indiscipline in schools by administration

They argued that most of the head teachers are not supporting their staffs to reinforce discipline, hence the issue of discipline in most schools have been left to the head teachers alone 87% confirmed this and only 13% who suggested that indiscipline cases are due to lack of parent-school or teachers poor relationship with parents. Emmer (1982) says that students behaviour and attitude are adversary when teachers ignore violation of school rules or classroom rules, the mistakes made should not be ignored but should show concern. This implies that if a head teacher is left alone, the indiscipline cases will increase.

5.2.4 Discussion on whether given full support by administration there will be no indiscipline cases in schools

Twenty five teachers which is 63% suggested that there will total end to indiscipline cases while 37% disagree which is fifteen teachers. While 63% agree with option "Yes" the researcher tends to disagree with them because there is also the part to be played by parents back at home. The parents role is at paramount importance and should not be ignored.

5.2.5 Discussion on teachers response on how discipline should be improved in our schools

20% of the teachers suggested that discipline should be improved by parents sensitization by teachers and the provincial administration. 3% went for option B and C that is involving provincial administration and training of teachers in guidance and counseling. 26% said that all of the above should be put in place for improving discipline in our schools. The researcher do agree with those who went for option D. This is because as has been shown in the previous discussion that parents, the community and teachers should work hand in hand for pupils discipline and better performance.

5.3 Conclusion

Basing on the information in chapter four, the researcher came up with the following conclusions.

1. Abuse of drugs is the most common problem that is causing poor performance in our primary schools in our zone.
2. Indiscipline pupils perform poorly in their examinations due to lack of time while further found that indiscipline cases are dealt with by canning in our primary schools.
3. Indiscipline cases are on increase because of the lack of support by school administration. The discipline of our pupils is a common responsibility for parents, teachers and the community.

5.4 Recommendations

From the discipline findings the following are recommendations to head teachers, zonal inspectors of schools and the Ministry of Education.

- i. It is recommended that those people in our community who do avail the drugs to our school going children should be dealt with seriously so as to allow our children to perform well in their exams.
2. It is recommended that school heads should support teachers in dealing with in discipline cases and that the ministry should come up with a formalized way of dealing with indiscipline cases in our schools.
3. It is recommended that teachers should be taken to seminars, workshops and courses in guidance and counseling and that every school should have at least two teachers who are trained in guidance and counseling.

5.5 Areas for further research

Further researcher can be made on the following topics;

1. Eradication of drugs abuse in our primary schools.
2. Administration of punishment in our schools.

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APPENDICES

APPENDIX A: PUPIL'S QUESTIONNAIRE

Dear pupils

In my request, I would like you to contribute towards my study, on the topic "Indiscipline problems experienced in your schools and academic performance of the pupils" and on your part you are supposed to indicate the ultimate answer to the questions below by either ticking or circling the choices provided.

1. Which of the following is the most indiscipline problem experienced in your school?

(Tick one).

- A. Drug abuse ☐
- B. Truancy ☐
- C. Lateness ☐
- D. Failure to do assignments ☐

2. Most pupils who are indisciplined perform poorly in their examinations

- A. Yes ☐
- B. No ☐

3. In most cases, indiscipline in our school is dealt with by

- A. Guiding and counseling ☐
- B. Giving punishment by digging holes ☐
- C. Suspension ☐
- D. Canning ☐

APPENDIX B: STAFF QUESTIONNAIRE

Dear staff

Kindly, you are requested to help the researcher by providing information regarding the questions below. You are requested to respond by filling the questionnaires on the theme “Indiscipline problems experienced in your schools and academic performance of pupils”.

1. Indiscipline in our school is mainly caused by

A. Lack of support by school administration for staff ☐

B. Poor parents’ home-school relationship ☐

2. If the administration fully support teachers, there will be no indiscipline cases and will pupils performance improve?

A. Yes ☐

B. No ☐

3. What do you think can be done to control indiscipline in your school

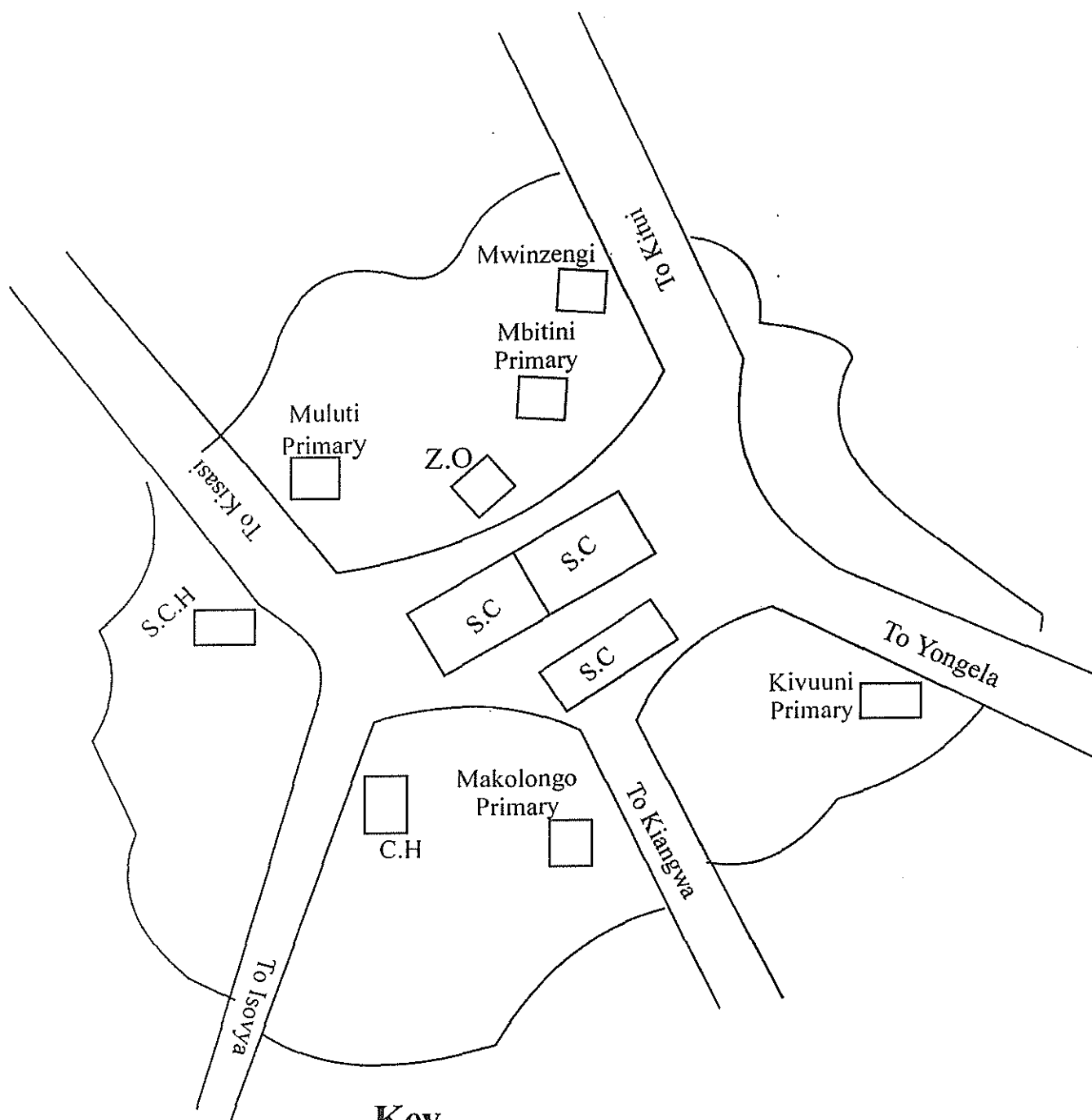
A. Parents sensitization ☐

B. Involving provincial administration ☐

C. Training of teachers in guidance and counseling ☐

D. All the above ☐

LOCATION OF MBITINI ZONE APENDIX C



Key
S.C Shopping Centre
C.H. Chiefs Office
S.C.H Sub-Chiefs Office
Z.O. Zonal Office