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INDISCIPLINE IN PUBLIC SECONDARY SCHOOLS: THE CASE OF NAIROBI COUNTY

BY

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DECLARATION

I declare that this research project is my original work and that has not been submitted to any other university whatsoever.

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Supervisor's Approval

This research project has been submitted for examination with my approval as the University of Nairobi supervisor.

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DEDICATION

I dedicate this project to my entire family.

ACKNOWLEDGMENTS

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ABSTRACT

Student discipline is a critical component in the attainment of positive outcomes in schools. Although there have been numerous efforts by the Government of Kenya through the Ministry of Education (MOE) to address the issue of school indiscipline , lack of it makes a mockery of government efforts. Today, the MOE is still determined to address school indiscipline by establishing ways of enhancing discipline in all schools, especially the public ones. This study sought to understand the phenomenon of indiscipline in secondary schools by looking at the various forms of indiscipline in secondary schools in Nairobi and the factors that triggered and promoted this school indiscipline. More so, the study sought to understand why there were persistent cases of school indiscipline despite there being numerous efforts to tackle it. The study was a descriptive survey targeting public secondary schools in Nairobi County. Questionnaires and interviews schedules were employed as the research instruments. In total 85 randomly selected students drawn from the five purposively sampled schools (a mixed day school, two girls and two boys' boarding schools) participated in the study. While the questionnaires were used to elicit data from the students, interview schedules were used to gather data from five school principals and twenty one randomly selected teachers. Quantitative data gathered from these instruments were analyzed through the aid of Statistical Package for Social Sciences version 17.0. The qualitative data was informative in explaining and clarifying the quantitative data from the questionnaires. Frequencies and percentages were used to summarize the data. Findings were presented using frequency distribution tables. The findings of the study revealed that absenteeism, rudeness to teachers and bullying were some of the most prevalent forms of school indiscipline. Among the individual factors that triggered indiscipline in schools, lack of self discipline and lack of self control ranked as the highest contributor to school indiscipline. Low self esteem amongst students, lack of adequate infrastructural activities, negligence of the students' welfare by school administrators and negative peer pressure were also cited as other contributory factors to school indiscipline. Students' failure to adhere to school rules and regulations and lack of parental support in disciplining of students were the main home based factors that contributed to school indiscipline. Student's failure to adhere to school rules and regulations and lack of parental support in disciplining of students were the main challenges faced in managing indiscipline. The persistence of school indiscipline in public secondary schools in Nairobi was largely blamed on lack of effective guidance and counseling programs in public secondary schools and the need for the school administration and teachers to create a conducive learning environment for students, as an effective way of dealing with increasing cases of indiscipline. The study further recommends that there is need for establishing zero tolerance policies towards indiscipline in schools in order to defer indiscipline.

ABBREVIATIONS AND ACRONYMS

BBC	British Broadcasting Corporation
DEB	District Education Board
GOK	Government of Kenya
GPA	Grade Point Average
KCSE	Kenya Certificate of Secondary Education
KNHRC	Kenya National Human Rights Commission
MoE	Ministry of Education
NASUWT	National Association of Schoolmasters/Union of Women Teachers
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Indiscipline is one serious problem facing school systems today especially at secondary school level. The issue of indiscipline acts as a mirror reflecting the most fundamental characteristics of the crisis of purpose currently afflicting educational institutions. This problem is thus complex and many sided. It is surprising that so little attention has been devoted to it in academic works on education (Furlan, 1998)

Schools have put in place a set of rules and regulations aimed at enforcing behavior patters in order to attain desired objectives. Students have been aware that any breach of such rules and regulations leads to disciplinary actions, when taken, is aimed at reforming and deterring others from similar indiscipline (Kenya Secondary Heads Association Conference, 1999). Today, however, the picture is one of total disorder, demonstrations, destruction of property and sadly murder. These acts, which appear to be immature, mindless and a display of hysteria have ironically become very common and notorious among students. The youth are rejecting the existing values through open rebellion.

Some of the grisly incidents of indiscipline that have led to the death and destruction of property in high schools have occurred within the last fifteen years. For instance, nineteen St. Kizito Mixed School Girls died in seventy two were raped in a midnight terror in July 1991. The girls died after they were attacked and sexually assaulted by their male colleagues. In April 1998, six individuals believed to be the School's former students, for allegedly urging the government to withhold their KCSE examination results due to cheating, stabbed a Garissa High School teacher

to death. Four of them were later charged with murder in a Nairobi court (Daily Nation, March 2001:18).

The worst incident that has taken place so far is the Kyanguli High School fire tragedy that left sixty seven (67) students dead and scores injured, in March 2001. The perpetrators, two students in the school have since been charged with murder (Daily Nation, March 2001:18). These are some of the major reported cases of violence related incidences, others being minor cases, strikes and riots that did not include loss of lives, This study focuses on the problem of school indiscipline, hoping o shed light on some important aspects of a set of problems, which have penetrated the core of school culture. There is evidence that indiscipline in schools is on the increase, especially among adolescents in secondary schools. There is a feeling that it may be taking new forms. In many places, there is concern at the increase in violence as in the sale and consumption of drugs, problems which go beyond the educational institutions (Furlhan, 1998).

A report on the causes, effects and remedies of indiscipline in central province, blamed teachers and parents for failing to instill discipline in the learners. Political interferences and feuds among community members also contributed to indiscipline in schools. The report said that some members of school boards with vested interests created chaos as they incited students to riot, to achieve their goals. The media took its share of the blame for constantly highlighting cases of indiscipline (Government of Kenya, 2000).

A worrying trend is that students' indiscipline has evolved from simple protests to destruction of property and killing of fellow students. Students are turning violent by the day and we should ask ourselves what factors contribute to this indiscipline. When a student feels oppressed by the system and cannot succeed in finding a viable means of addressing his or her problems, he or she

turns to natural instincts, which are psychologically motivated, and in most cases, they result in violence and rebellion which is indiscipline.

Young Christian Students in Africa (1985) showed that the situation of students was considered ambiguous, they are not free, and on the other hand, their families urge them to remain passive In order to succeed because students are often their only hope. Most of the students will compromise and after they know it this stymied despairing by being unable to achieve what they want to, most of the students are at present discouraged. This is a clear indication that there is indeed a problem as far as indiscipline in the school system is concerned, students have for a long time been suppressed into submission to an already unjust system, where they have no choice in matters affecting their well being. As the author indicates, students seek freedom of expression and when this is denied, strikes occur. There are more and more strikes and also a greater sense of solidarity within these strikes, to the extent that, there are strikes without leaders in order to avoid representatives being made into scapegoats for all the rest being subjected to blackmail by the authorities.

Christian Students in Africa from time immemorial in the school has been seen as the source of knowledge where the teachers know everything and the students know nothing. The students are therefore supposed to be receptive, open to persuasion, to accumulate the knowledge provided and finally to faithfully reproduce the knowledge. This trend has however taken a different turn over the recent past. Students have turned to be the most critical group, the knowledge they have acquired enables them to make critical analysis and paradoxically, they feel free to express themselves (YCSA, 1985).

Sadly, due to long term suppression, the awareness of freedom of expression that the students are employing have mostly turned out to be subversive and this is what has turned out to be

subversive and this is what has turned out to be school indiscipline. As a result, students and teachers in affected schools, normally find it difficult to restore working relationships. The emotional and psychological trauma that characterizes the aftermath of students' unrest strains further interaction among them (Daily Nation, July 17 200:21) who is therefore to blame. The ongoing indiscipline in school systems or societies ignorance is the plight of the students as it rests its hope of a brighter future on the academic success thus sidelining other important areas of development of the student. There is a very deep-rooted problem in our present system that needs immediate action and could avert the disintegration of the education system that needs immediate action and could avert the disintegration of the education system altogether.

1.2 Statement of the problem

According to Wittrock (1986), school indiscipline is defined as any behavior by one or more students that is perceived by the teacher to initiate a vector of action that competes with or threatens the primary vector of action at a particular moment in a classroom activity. School indiscipline can be defined as unruly acts and behavior, acts of lawlessness and disobedience to school rules and regulation (Ali et al, 2014). School indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and functions in the social, psychological and pedagogical fields (Ali, Dada, Isiaka and Salmon, 2014).

The problem of indiscipline in schools has persisted over the years. These acts have been carried out either individually by the students or as a group, which result to rioting or revolts. There is no doubt that school indiscipline generally militates against effective teaching and learning and production of useful acceptable members of the society. It is therefore, observed that some parents appear to have denied their parental roles or responsibilities towards their children. If the teachers are frustrated and lack motivation in them, they are not likely to motivate others to learn

or occupy their time in providing adequate facilities or equipment in the school (Idu and Olubade, 2011). Community or society influence contributes to indiscipline among secondary school students due to economic recession. Peer group influence contributes to indiscipline among students in the form of uncomfortable environments where the students are scared of their parents (Idu and Olugbade, 2011). There has been an outcry of indiscipline in secondary schools in Kenya. In response to this, the Government has set committees and commissions to look into causes of indiscipline in secondary schools. Sagini Report (1991) on mass indiscipline in schools and Wangai Report (2001) on student discipline and unrests are some of them. The subject has featured repeatedly in schools as well as national agendas in Kenya and other countries across the world (Kindiki, 2009).

Indisciplined students have gone on the rampage and destroyed valuable school property as a way of protesting against the school administration's indifference to their various grievances. To illustrate this phenomenon, for example, students of Nairobi Ridgeways Academy were forced to sit in the cold after a fire razed their dormitory. The fire started at 3 am, after two groups of students engaged in an argument and could not settle their differences amicably (Mathenge, 2006). Maina Wanjigi Secondary School students broke school windowpanes due to external influence through the media (Daily Nation, July 28 2008:4). Embakasi Girls Secondary School also has recorded indiscipline cases where two students were taken to the police and others sent home when three litres of petrol were confiscated. This was attributed to fear of mock exams, external influence, absence of a perimeter wall and land grabbing disputes as well as drug abuse (Daily Nation, July 16, 2008:6). School indiscipline is deteriorating to a level that the school system may soon become unmanageable. Research studies conducted in developed and developing countries consistently highlight similar issues of the deteriorating scale and nature of

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indiscipline within schools (Kindiki, 2009), Nakpodia (2010) looked into teachers' disciplinary approaches on students' indiscipline in Nigerian Secondary Schools. Nakpodia highlighted that students' indiscipline problems have grown into an epidemic in Nigerian Secondary Schools. Kasma (2008) sought to find out the effectiveness of guidance and counseling in maintaining discipline in secondary schools in Mukuru Slum, Nairobi, Kenya. He established that guidance and counseling was not effective in secondary schools.

Previous studies in Kenya have focused on conflict resolution mechanisms, drug dependence and abuse, and psychological factors contributing to violent behavior (Poipoi Agak and Kabuka, 2010); Ngesu, Ndiku and Masese, 2008; Ramani and Zhimin, 2010). This study will focus on a relatively new dimension of investigation. It is designed to look into triggering factors, forms, nature, character and patterns of school indiscipline.

The Government of Kenya has implemented several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all secondary schools (GoK, 2005). Parents and other stakeholders in a bid to solve indiscipline problems have attempted similar efforts. Despite the concerted efforts, indiscipline in secondary schools is still a persistent problem. There have been several cases of student indiscipline reported in our daily newspapers while majority of the cases go unreported.

1.3 Research Questions

1. What are the various forms of indiscipline in secondary schools in Nairobi?
2. What factors trigger and promote indiscipline in secondary schools in Nairobi?
3. Why does school indiscipline persist despite numerous efforts to solve it?

4. What intervention measures can be adopted to help solve the problem of school indiscipline?

1.4 General Objective

To seek to understand the phenomenon of indiscipline in secondary schools.

1.4.1 Specific Objectives

1. To find out the various forms of indiscipline in secondary schools in Nairobi.
2. To establish the factors that trigger and promote indiscipline in secondary schools in Nairobi.
3. To investigate the persistence of indiscipline in secondary schools in Nairobi despite numerous efforts at its resolution.
4. To determine stakeholders intervention in the resolution of indiscipline in secondary schools in Nairobi.

1.5 Justification of the study

Indifference in secondary schools has become a persistent problem. The number of schools experiencing indiscipline has been on the increase. The frequency, trend and consequences are alarming. The problem is across all secondary schools in the country including girls' secondary schools. Recently, Rwathia Girls Secondary School in Muranga went on strike because of being forced to wear long skirts while they wanted short skirts (Daily Nation, July 24 2014: 20)

This study is valuable to the management of both private and public secondary schools since, it seeks to provide vital information about indiscipline in secondary schools. This in turn will help the school management to determine suitable ways in dealing with indiscipline in the education sector. The study would also be important to the management of organizations and government

ministries especially the Ministry of Education, Science and Technology in their bid to deal with indiscipline in schools and improve the education standards in the country, The study if implemented will assist the ministry of education and specifically the Kenya Institute of Education in developing a curriculum that can be used to enhance the capacity of the administrators, the teachers, the parents and the students in handling indiscipline in schools. This will help to reduce school indiscipline cases. The study is worthy because it highlights the phenomenon holistically. It does not only propose solutions to improve discipline in secondary schools but also in other educational institutions in Kenya prone to all sorts of indiscipline cases.

1.6 Scope of the Study

The study focused on understanding the phenomenon of indiscipline in secondary schools. It investigated the types, forms and patters of indiscipline in secondary schools. The study also takes a look at into government, parents and teachers' efforts at resolving the problem. It further goes to discuss why the problem has been persistent despite numerous efforts to resolve it while also discussing how the stakeholders can prevent school indiscipline.

1.7 Limitations of the Study

The study focused on indiscipline and was limited to school administrators (principals), teachers and students in public secondary schools in Nairobi. The study depended on the ability of participants to be familiar with and be aware of school discipline needs and school discipline practices. A limitation of this was that school administrators (principals) and teachers could have assumed that by acknowledgement of the existence of indiscipline could have been construed as an act of failure on their part. Hence, these underlying fears could have skewed the results of the study. Nevertheless, the study was based upon answers given from self administered

questionnaires and study participants assured of confidentiality. In general, they were thoughtful,

forthright, and were considered to be honest in providing accurate data.

CHAPTER TWO: LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.1 Introduction

This chapter presents a review of literature on school indiscipline. It focuses on four areas of concern namely nature and forms of school indiscipline, triggering factors of school indiscipline, persistence of school indiscipline and stakeholders' role in prevention of school indiscipline.

2.2 School Indiscipline

School discipline refers to regulation of children and maintenance of order ("rules") in schools. These rules, may, for example, define the expected standards of clothing, timekeeping, social behavior and work ethics. This term may be applied to the punishment which is the consequence of transgression of the code of behavior. For this reason, the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules. Formal education without adequate discipline is worthless. Discipline is very important to life. It is a very necessary condition for any venture to be successful. Huge investment in education is not worthwhile without discipline. All investment in education will go down the drain without proper discipline of recipients.

Student's discipline is a prerequisite to almost everything a school has to offer students (Selfert and Vornberg, 2002), Seifert and Vonberg further liken discipline with both the culture and climate of the school thus: "In order for a satisfactory climate to exist within a school, a certain level of discipline must exist". In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to "better" schools. And because the well behaved usually perform well (Rigby, 2000), their transfer can affect the overall

performance of that school. Troublesome students can sometimes make teachers react emotionally to the extent of using punishment.

Child's discipline is part of socialization. With recent increase in school enrolment, student's discipline problems are bound to accentuate and cause more burdens on teachers and school administrators. Students' indiscipline has plagued schools leading to a series of unrest. It is observed that students resort to unconventional measures in channeling their grievances; and it is not unusual that schools have been blamed for the awkward and bad behavior demonstrated by the students.

In an effort and resolve students' indiscipline problems and ensure efficient functioning of schools; there has to be reasonable disciplinary policies and procedures. In addition, various disciplinary approaches such as corporal punishment, suspension and expulsion and civil rights issues. Where order is lacking, the school system crumbles. The upright will be squeezed into the mold of the wicked, the school environment will be unsafe for the good and right hearted because of the activities of the bullies. Therefore, even if the teacher cannot turn the wayward to the path of rectitude, they should at least rescue the quiet and peaceable from the incorrigible. This is because if the teacher fails in this duty and harm is done to any child, which is a direct consequence of the school teacher's lack of supervision, the school will be liable. (Imaguerazor, 1997).

In an effort to prevent and resolve student discipline problems and ensure efficient functioning of the school, there has to be reasonable disciplinary policies and procedures. These policies and procedures are made more specific at individual school levels as rules and regulations. To be legally enforceable, school rules are to be reasonable, have educational purpose and be administratively feasible. Education is a vital tool in the developmental process of any given

nation. The role of education can be summarized as assisting in the establishment of the human resource base for the generation of wealth and more importantly its application for the creation of a higher standard of living and improved quality of life. Therefore, education was viewed as a productive investment to both the individual and the society. Education is seen as defining and guiding cultural, economic and political dynamics and generational development imperative of societies. (Ayodo and Gravenir, 1999; Amutabi, 2003).

2.3. Global perspective of Indiscipline in Secondary Schools

UNESCO (1998) noted that unruly classrooms around the world have reached alarming proportions. Kuntz (1998) documented an indiscipline related shooting in a school in Argentina where a thirteen year old pupil was wounded. In Springfield, USA, one student was reported dead and thirty wounded in a shooting incident associated with school indiscipline, while in Kobe, Japan, a fourteen year old decapitated a fellow school mate. Killings, physical attacks, robberies, attempted arson and fights between children that ended in tragedies have been making headlines world over. School violence that involves knives, baseball bats, marijuana, guns and even bombs has become common. Incidents are also reported from Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO, 1998).

According to Blandford (1998), it seems as though there is a perceptible breakdown of school discipline worldwide. In the United States of America, the annual Gallup Poll of the Public's Attitudes towards the Public Schools concluded that a "lack of discipline" has been identified as the most serious problem facing the nation's educational system (Cotton, 1990). Many educators and learners are said to be gravely concerned about disorder and danger in the school environment. It was further reported that school personnel, pupils and parents call attention to the high incidence of such problems in the school environment as drug usage, cheating,

insubordination, truancy and intimidation, which result in countless school and classroom disruptions, and lead to nearly two million suspensions per year in the United States of America. In addition to these school discipline issues, United States of classrooms are frequently plagued by other more minor kinds of misdemeanour, which disrupt the flow of classroom activities and interfere with learning. Furthermore, it was reported that approximately half of all classroom time is taken up by activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton, 1990).

Indiscipline in schools is popularly depicted as an escalating problem of global proportions. Extreme incidents of school violence have been a focus of media attention prompting renewed policy interest in the topic of indiscipline in British schools. A powerful message currently permeating public life is that violence in school sis on the increase and is escalating rapidly. Media reports tend to convey an image of schools in which teachers are beleaguered and young people are out of control (Macmillan, 2002). Cases of indiscipline have also been noted in England. The government then planned a crackdown on school indiscipline by giving schools powers to search pupils for weapons under new plans. According to the then Education Secretary, Hon. Charles Clarke, schools should be encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version, 2004, Nov 18). There have also been 'under cover' series on television showing disruptive behavior in schools (The Guardian, July 5, 2005). The 'crisis' in schools is not only attributed to the UK, but is reported to be a global phenomenon of considerable and growing proportions (Smith, 2002); Debarbieux 2003); Infantino and Little, 2005). Many international conferences on indiscipline in schools have taken place. The very fact of these conferences and of the decision to create an

international observatory on indiscipline and violence in schools is testimony to the increasing concern worldwide about this phenomenon.

2.3.1 Indiscipline in Schools: The Asian Case

The indiscipline in schools is ranked as a major problem among students of primary and secondary schools in Malaysia. Disruptive behavior is a concern to schools and parents and to fellow pupils. Whose education may be adversely affected (Yahaya et al 2009). Yahaya et al (2009) in a study to identify the level of students discipline problems and dominant factors contributing to the students discipline problem among the secondary students in Johor in Malaysia. The results showed that the students with family problems, always hung out with friends and others faced high level of discipline problems compared to students with no such problems. Some of the students with records in indiscipline problems showed that they did not face any difficulties in learning as they passed their examinations and the discipline problems did not depend on parents' education background because it was not necessary for the students to have discipline.

The problem of indiscipline in schools is a global issue of great concern, spanning political, economic , geographical, racial and even gender boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Khaleej Times, 2006), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also on the poor academic performance associated with the growing trend of indiscipline. The standards of discipline were also reported to be deteriorating in India (India parenting PVT online Ltd, 2007). According to this report, there was a need to find a lasting solution to the problem of

indiscipline. It was concluded that a solution to the issue of indiscipline would make students education and schooling experience more productive.

2.3.2 School Indiscipline in Africa

Teachers in South African schools are familiar with disruption and harm that are caused in schools by indiscipline and violent behavior, and would therefore recognize undesired behaviours in the schools where they teach. The South African Human Rights Commission reports in their enquiry into school based violence in South Africa (Wa Kivilu and Wandai, 2009) that such violence takes a number of forms and pattern. They include physical violence and fighting; racially motivated violence, verbal abuse, bullying and intimidation, and gang violence. Drug and alcohol abuse related violence as well as theft of property and vandalism characterizes school indiscipline in South Africa.

Student protests that turn violent, sexual violence in schools and gender based violence are rampant and are undermining the education of girls by forcing them out of school. In the South African context, various factors contribute to the risk of indiscipline and violence in schools, such as poverty, neglect, ineffective parenting, dysfunctional family life, high density housing in townships and informal settlements, diverse racial, ethnic or tribal composition, organized crime, as well as childhood exposure to violence, crime, and the abuse of alcohol and drugs (De Wet, 2003). According to Du Plessis (2008), all these factors reverberate in schools.

The schools in Botswana had their image marred by acts of student indiscipline. Some students died and others became blind after they broke into the school's science laboratory and consumed toxic amounts of methanol and ethanol. A survey of previous provincial schools also revealed

that indiscipline had caused deterioration in academic performance (Botswana Press Agency, 2006, July 6).

There has been an outcry of indiscipline in secondary schools in Kenya (Ndaita, 2009,. Reports on the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. Mucheni (2001) give a chronological account of protests and destruction in public schools. According to Muchemi, the issue of unrests and indiscipline in schools is great concern. It has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects. The upshot was that student disturbance was negatively affecting academic performance. The report prepared by the Provincial Education Board (Central Province) indicated that indiscipline was rampant, not only in Central Province but in the whole country.

There has also been a variety of reactions to the rising incidences of indiscipline and unrests in schools. Various views have been expressed regarding the cause of the indiscipline and possible solutions to the problems have been proposed. The 'rod' was banned in Kenya as a means of disciplining students in schools according to he Daily Nation (2004, August 19). This ban has been blamed for the increase in indiscipline, and naturally, there have been calls to rethink the decision. A similar article in the East African Standard (2004, August 11) also supported this point/ However, these views are not in agreement with organizations such as the Kenya Human Rights Commission (KHRC). Subsequently, the reintroduction of caning was ruled out (Daily Nation/Nairobi, 2004, August 18).

2.4 Historical Background of Kenya Education System

The independent Kenya needed to make changes in different areas in order to reflect the needs of her people. Education was one of such areas that required changes, given the way it operated during the colonial regime where it was characterized by discrimination. The first changes were achieved through the Ominde Commission Report of 1964 (Republic of Kenya, 1964). The Ominde Commission became the first educational committee in the independent Kenya to look into the educational issues that affected the country and made recommendations for what they considered to be appropriate changes (Simiyu, 1990). Among the changes were the adoption of the 7-4-2-3 structure – seven years primary, four years of lower secondary and two years of upper secondary and three years of university education. Other changes include, the content of subjects such as History and Geography in an attempt to build a national identity and the abolition of technical and vocational education in primary education (Owino, 1997; Simiyu, 2001).

Since independence, the Kenyan educational system has experienced several fundamental changes (reforms) in structure and in curricula content (Bedi et al, 2000). Such changes were influenced by a number of commissions. The government realized that education was the key to national development and therefore appointed commissions to look into the entire education system since independence in 1963, there are views that it is a great devastation. Amutabi (2003), for instance noted that the 8-4-4 system of education introduced in 1985 still remains the most radical and perhaps mindless change in the education system in Kenya since independence. It has already caused great devastation to Kenya that even if it were to be changed today, the toll on the nation will be felt many years to come. Amutabi (2003) likened its devastation to that of the failed Ujamaa in Tanzania many years after it was officially scrapped.

Muda (1999) argued that the 8-4-4 system has been the subject of national debate since its inception. It has been criticized for being broad, expensive and burdensome to pupils and parents. The education policy has also been implicated in the worst strikes that engulfed a number of schools in Kenya since the year 2001 and the general poor quality of education (Amutabi, 2003).

2.4.1 Towards the formulation of a National Education Policy

a) The Ominde Commission

The Ominde Commission (1964) outlined what education was and had to be during and after independence. It can be described as the blue print that laid the foundation of post independence education. It was mandated to survey existing educational resources and to advise the government on the formation and implementation of the required national policies for education (Republic of Kenya, 1964); Republic of Kenya, 1965). The commission was strongly influenced by the then existing international opinion, economic and political forces and available publications that underscored the importance of education in accelerating national development (Sifuna, Fatuma and Ibrahim, 2006).

The commission recommended that children be provided with courses fitted to their needs and advise on careers relevant to employment. Thus, all schools were required to offer guidance to students. In 1971, MOE established a guidance and counseling section at the Ministry headquarters for implementation. Hence a booklet on career advice was developed.

b) The Gacathi report

The Gacathi Report (1976) reiterated objectives of the Ominde Commission and sought to enhance the use of the Kenyan educational goals to shape its national character and development. In 1975, the government realized that education was not doing much to achieve its stated objectives. Education curriculum was viewed as being too academic, narrow and examination centered (Republic of Kenya, 1979; Republic of Kenya 1980). Rate of unemployment grew as school leavers went to urban centers to seek for white collar jobs. This led to the formation of the third development plan of 1974/78 to address some of these challenges (republic of Kenya, 1979). Education system during this period was required among other things, to provide high level skills needed for economic, industrial, vocational and technical training that was essential for employment

c) The Presidential Working Party

In the 1980s the government changed its policy on education. This was because of the difficulties which were being faced by graduates of its education system both at primary and secondary levels. Most graduates who were matriculating from these levels could not be absorbed in to the shrinking labour market. This made the government to reconsider changing its education system and to set up a Presidential Working Party in 1981 (Republic of Kenya, 1981). The report sought to investigate ways n which education could make graduates from these levels self sufficient, productive in agriculture, industries and commerce. The education system was expected to ensure students acquired technical, scientific, and practical knowledge vital for self and salaried employment, lifelong skills and nation building. The commission was also mandated to investigate the

feasibility of establishing a second university that was development centered. It advocated for a practical curriculum that would offer a wide range of employment opportunities and equitable distribution of educational resources. I gave rise to the current education system, the 8-4-4 (Republic of Kenya, 1988).

d) The Koech Report

It was from the shortfalls of the 8-4-4 education system that the Government of Kenya and other stakeholders realized that there was need to review and reevaluate the system. The GoK, appointed the Commission of Inquiry into the Education system of Kenya (Koech Commission) in 1999. The commission was expected to make recommendations on ways that could be used to provide quality education (Republic of Kenya, 1999). Koech Report was never implemented by the government, It was perceived as being expensive and complex.

e) The Kamunge Report

In summary, a majority of the commission reports were either rejected of partially implemented. The Kamunge Report (Republic of Kenya, 1985) on Education and training, which recommended the reduction of examination subjects under the 8-4-4 system was implemented in secondary schools but ignored at the primary schools level. The Gacathi Report (republic of Kenya, 1976) was partially implemented i.e. nine years education (Pre-primary and primary) and the integration of technical and vocational subjects in the curriculum, as way of addressing the unemployment of school leavers. The Mackay Report (republic of Kenya, 1981) was almost fully implemented i.e. the establishment of a second university (Moi University). It also contributed to te adoption

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of 8-4-4 system of education (although it was not part of its terms of reference). The president rejected the Koech Report (Republic of Kenya, 1999); the 1991 findings of the Sagini Report on mass indiscipline in schools was neither implemented nor made public and the Mungai Report (Republic of Kenya, 1995) on the financing of higher education remains a classified document (Muya, 2000).

2.5 Stakeholders Role in School Indiscipline

In response to indiscipline in Kenyan schools, the government has set up committees and commissions to look into causes of indiscipline in secondary schools. However, with all their efforts to solve discipline problems, the issue of riots in secondary schools is still a problem. Ndaita (2009) sought to find out the role played by the BOG, PTA, sponsors, principals, teachers and students in enhancing effective discipline. In addition, the study also aimed at offering possible solutions to indiscipline problems in secondary schools as well as to find out the techniques used in development of effective discipline culture in secondary schools in Kenya.

The findings of study concluded that the issue of discipline in students being responsible and committed to adhere to school rules and regulations. Similarly, teachers and parents should play their own role in enhancing effective discipline. The morals of the society are deteriorating and so the school needs to set clear rules and regulations to be followed by students. The school regulations guide and direct all the stakeholders to implement the Ministry of Education's policies and guidelines. The issue of discipline begins right from home. The home brings up the child to fit in the society. Therefore, the school should be an institution to assist the students to achieve excellent academic performance. The students learn to respect life and keep their dignity

as they grow up. The Ministry of Education has given guidelines to be followed by the principals, teachers and all stakeholders in handling discipline cases in secondary schools.

Ndaita (2009) made a number of recommendations. First, strengthening of guidance and counseling in secondary schools is critical. Ndaita (2009) also recommended teaching moral values to the students and proper channels of communication to be put in place.

Adherence to school rules and regulations is fundamental to discipline. Involvement of all the teachers, students and all the stakeholders through the proper channels of communication is also necessary, Ndaita (2009) recommended further research should be done in development of effective discipline culture in public secondary schools in Kenya.

2.6 Causes and Effects of Effects of Indiscipline in Schools

A research commissioned by National Association of Schoolmasters/Union of Women Teachers (NASWT) of the UK in 2003 showed that indiscipline was due to many factors both internal and external. Violence was viewed as contemporary crisis, which was beginning to reflect in trends in USA. The issue of indiscipline is of concern because it does not discriminate. It transcends the boundaries of race, gender and class. The impact has serious implications for schools. Teachers have less time to deliver teaching and have difficulties effectively managing classroom discipline. The implication is that the quality of education is impaired.

A correlation between discipline and good academic performance has been established in studies that have been carried out. According to Ovell (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment, A democratic form of discipline leads to healthy classroom environment that in turn promotes respect for education and a desire for knowledge.

Absenteeism is a major area of indiscipline in schools. Reid (2006) in his study reported a positive correlation between performance and school attendance, namely that parenting styles contributes to students' indiscipline. The fact is that dysfunctional behavior from parents can lower the performance of students.

Lynksey and Hall (2000) carried out a survey on the effect of adolescents' use of cannabis use on education attainment. The cross-sectional study revealed a significant association between cannabis use and a range of measures of education performance including lower grade point average (GPA) and poorer school performance. The use of cannabis was associated with the adoption of an unconventional lifestyle, resulting in a lot of indiscipline in schools (Ingenta, 2007). The use of cannabis was also identified as a cause of indiscipline in schools in many schools in Kenya (Republic of Kenya, 2001).

Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between discipline and academic performance was found showing that students that are well disciplined perform better academically. This finding is also similar to that of Eshiwani (1993).

According to Mwangi (2003), there is a correlation between school organizations where there is discipline and academic performance. Mwangi argued that a school's climate that is characterized by social rewards for academic excellence and where discipline and scholastic achievements are valued by the teachers and students has a direct influence on students' performance.

Rwamba (2004) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. He suggested that there is a relationship between learning and indiscipline. Cognitive skills are crucial in terms of academic success, self esteem, coping skills and overall resilience. In the absence of discipline, the learning and teaching process are hindered. Time is wasted and energy is misdirected to deal with issues emanating from unrest.

According to the Daily Nation (2002), students and teachers in schools affected by indiscipline and unrest find it difficult to restore working relationships after the unrest. The emotional and psychological trauma that characterizes the aftermath of students' unrest strains further interaction amongst the people. The issue of social impact due to indiscipline hand unrests in schools has not featured in various reports discussed so far. Akala suggested that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment.

Although much has been done to establish the cause of the problem of indiscipline and possible remedies, very little has been done in terms of understanding its persistence despite the concerted efforts by stakeholders concerned in its resolution. Such understanding would be important in deterring future indiscipline cases and bringing normalcy to the schools. For example, the best that is usually done is to expel or suspend the students and when they come back to school, a penalty is imposed for damages incurred. Usually such actions breed deeper resentment and the teachers and students still, have to be in the same school. Without social cohesion and proper "friendship", between administrator and teachers on the one hand and the students on the other, such a problem is rarely solved.

2.7 Interventional Measures in the Resolution of Indiscipline in Schools

Sessional paper No. 6 of 1988 on Education and Manpower Training classifies all schools as either public or private. Public schools receive financial support from the government. In this context, all public schools are expected to be developed with the required facilities and staff in order to cater for the high demands of quality education. Besides this Sessional paper, other polices have also been proposed by the government to improve education standards in the country.

In spite of policies and the various Sessional papers that the Government has set up to ensure quality education, learning institutions in Kenya have been plagued with cases of students' unrest and indiscipline. Students' unrest and indiscipline undermine quality education.

The government has responded to unrest in schools in various ways. Concerned stakeholders have aired their views regarding possible causes and prescribed a number of solutions to the problem. The government has set up committees and commissions to investigate the causes of the problem in schools and various recommendations have been made. For example, the Sagini Report (Government of Kenya, 1991) on unrest and indiscipline in secondary schools notes that the problem has not been restricted to public secondary schools but that public universities have also experienced their fair share of student unrest and indiscipline. Both the Shitanda Report (Government of Kenya, 2000) and Wangai Reports (Government of Kenya 2001) had similar observations.

As an example, the year 2008 saw a lot of unrest in public secondary schools. There was an outcry from the public regarding this perennial problem. There is reason for concern regarding this problem, particularly given the fact that it has persisted for the last 100 years and is growing

in frequency and gravity of damage and long term repercussions n all parties involved (http://www.breakingnewskenya.com). For one thing the long term goals of education and economic development could be undermined. The country has continued to lose much I terms of human resources and property due to unrest in schools. Quality education is also undermined, as invaluable learning time is lost. Students' unrest in public schools is a major drawback to the goal of poverty eradication. Ignorance and disease thrive as the meager national resources go to undo the damages caused during such unrests. Another consequence is that the goals for industrialization and economic recovery may not be achieved if the human and other resources are wasted, during students' unrest.

Legislation is the single most important and far reaching methods used by the Kenyan government to influence the modalities of provision of education. There are several statutes governing the education sector in Kenya. These statutes may be categorized into framework, sectoral and ancillary acts. Framework Acts are intended to provide the basis for the establishment of key institutions and overall coordination of broad aspects of education. The two key framework statutes include the Education Act and the Universities Act. Sectoral statutes are meant to govern special sectors or issues depending on education for example creating specific educational institutions such as the University of Nairobi Act and the Kenya Literature Bureau Act. Ancillary Statutes comprise laws that may not be specifically intended for the education sector, although their applications have direct consequences to the sector. They include the Public Procurement Act, Anticorruption and Economic Crimes Act, Public Officers Ethics Act among others.

The principal statute is the Education Act. The Act was enacted in 1970, ostensibly in line with the recommendation contained in the Ominde report of 1964. The Act provides for the overall

governance framework of the education sector including the institutional framework, registration and inspection of schools and examination as well as the examination process, The Act provides for two categories of schools, that I public and private. Public schools are referred to as aided or maintained schools and as such are, entitled to receive financial assistance from the ministry and personnel from the Teachers' Service Commission. The Act creates the following institutions: The Minister, District Education Board (DEB), Local Authorities, Board of Governors and School Committees.

The minister is the overall policymaking organ with ancillary functions of coordination and promotion of education. The policymaking functions of the minister include development of an education plan, providing for the conduct of examination and promulgation of regulations regarding the conduct and management of schools. The District Education Board is the organ through which the minister is expected to implement educational policy at the district level. It comprises not less than ten appointees of the minister representing the ministry, local authorities, managers and sponsors and trade unions from a given district. The DEB has responsibilities over supervision of schools, receiving and managing grants, developing and implementing approved plans for the promotion of education and advising the minister on the establishment of new schools. As provided for in the Education Act, the Ministry or Education (MoE) can entrust a local authority to run education affairs within their jurisdiction. This empowers local authorities to set up and run schools as part of the public education system. These are the primary institutions of governance for public schools in Kenya.

The BOG is established through a ministerial order comprising not less than 5 people – appointees of the Minister and representatives of the sponsor. The Minister is empowered to create one board for schools, declare a BOG body corporate, suspend a board for impropriety

and appoint an administrator to oversee a school if a board is suspended. On the other hand, the school committee is responsible for the overall management of the schools under the jurisdiction of local authorities. They comprise representatives of local authorities, sponsors and members of local communities.

2.8 Theoretical Framework

2.8.1 Kounin's Theory of Instructional Management

Kounin (1976) argued that learners would adopt good behavior and eliminate bad behavior in an attempt o gain rewards and avoid punishment (Mohapi, 2007). However, he states that a key concept of his theory is that what is more important is not only the manner in which educators address the misbehavior of learners, but rather the way in which educators prevent misbehavior. This, according to Kounin, is the key to successful classroom management.

Kounin's theory places emphasis on how educators can manage students, lessons and classrooms to reduce the incidence of misbehavior. Kounin (1976) emphasized the fact that the best way to maintain good discipline is to keep students actively engaged in class activities, while simultaneously showing the individual attention. He identifies a number of strategies that educators can use to engage students in lessons and thus reduce misbehavior. One such technique is, when an educator is busy with one group of learners and simultaneously observes that two other learners are not busy with their class work. Kounin believes that it is far better to stop a behavior how one child engages in it than to wait until the entire class has begun imitating it. He refers to this technique as the ripple effect.

Kounin (1976) recommended that educators should have an attitude such that they are able to know and see what is happening in the class at all times. Although Kounin provided good

suggestions on classroom management, he did not tell educators how to, deal with a situation when a learner is misbehaving.

This theory will be applicable in the proposed study, as it will be used to look at the individual, school and peer-related factors in relation to school indiscipline. A combination with the other theories such as Neo-Adlerian theory and Choice-and-Consequences theory will address this shortfall.

2.8.2 Neo-Adlerian Theory

Neo-Adlerian theory, on the other hand, suggests a number of ways to prevent classroom behavior problems. Neo-Adlerian theory discourages rewarding learners by praising them. According to Ginott (as cited in Charles, 2002), praising learners tells them that the teacher is judging them and that his/her opinions are more important than their own. This could interfere with learning and could discourage learners, making them afraid of failing to meet high expectations, for evaluating their behavior. They end up behaving well (if they do) for the sake of the teacher and not for themselves or for the sake of others, in turn leading them to misbehave when the teacher is absent.

Learners might also feel that their teacher will not accept them because they know that they are being judged. This could lower their self esteem when they do not succeed in being "good" all the time. Teaching learners skills to regulate their own behavior enhances their self esteem; therefore, Neo-Adlerians advise teachers to acknowledge learners' success and not praise their efforts. In so doing, they will encourage learners to regulate their own behavior.

According to Porter (2000), praise can lose credibility if learners evaluation of their work do not match that of their teacher. Many learners also come to resent being manipulated by the praise.

Neo-Adlerians argue that praise can also provoke disruptive behavior, and does not teach learners to monitor their own behavior. Osborne (as cited in Du Plessis, 2008) views schools as restrictive institutional environments that rigidly impose laws on students, leaving them with little choice and freedom to decide for themselves. The Neo-Adlerian approach also criticizes authoritarian discipline methods for not giving learners freedom of choice and not preparing them to live by the democratic values of equality and social justice for all members of society.

Learners should instead be taught to take responsibility for their actions and not to depend so much on adults to solve their problems. Usually, the person whose rights are violated and who is being inconvenienced by the behavior of another learner who causes the problem is not the person performing the behavior. However, learners have to decide this for themselves and therefore the person being inconvenienced needs to take responsibility for asserting his or her needs and seeking a solution (Gordon, as cited in Poster, 2000). Whereas from an authoritarian point of view, the teacher would control the situation without allowing any input from the learners to solve the problem by themselves. This in turn could create a feeling of unworthiness on the part of the lecturer.

This theory articulates the individual factors that influence school discipline and link them to school and community factors. It promotes a more sustainable approach to addressing school indiscipline than Neo-Aldrian theory. The theory demonstrates how learners could be made to take responsibility both in schools and in the society by being provided with the freedom to choose and to solve theoretical problems. This according to the theory could be done through guidance rather than restrictive and authoritarian approach.

2.8.3 Choice and Consequences Theory

De Klerk and Rens (2003) argue that the problem with discipline in schools is that the consequences of ill disciplined behavior are not brought home to the transgressors. They conclude that learners should learn that they have freedom of choice, but not freedom from the consequences of their choices. Glasser (1992) who developed the choice theory, contends that learners have a choice to follow the appropriate behavior or not, and that, nobody can force them to choose. However, he insists that educators should not accept excuses for misbehavior, but learners should experience the consequences, pleasant or unpleasant, for the choices they make (Mohapi, 2007).

Glaser (2000) states that unhappiness, combined with the strong feeling in the perpetrator that others should be punished for the way he or she feels, is by far the main reason why anyone strikes out at another human being. He furthermore says that the reasons why an unhappy learner would lash out at a particular time cannot be predicted. However, what can be predicted is that almost all unhappy learners carry with them the potential for violence. This could be a factor in many of the most violent schools. Glasser (2000) recommends that the key to reducing violence is to do what he believes can be done in every school, to reduce the number of unhappy learners. Glasser's reality therapy method of counseling describes that learners can be persuaded to empower themselves by being non punitive. Glaser (1992) advocated that in such an environment, learners will learn to trust others and in turn would want to contribute positively to the school (Mohapi, 2007). Glaser (2000) believes that the fewer unhappy learners there are in a school, the fewer school problems, including violence, there will be. This theory advocates for counseling to reduce indiscipline in the learning environment. This theory also provides a method of counseling that can persuade learners to empower themselves by providing an

environment that is warm, friendly, supportive, encouraging initiative and being non-punitive. It is therefore applicable to the proposed study, as it perceives indiscipline to emanate from individuals and affect the learning environment. Te theory prescription of dealing with indiscipline touches on school and individual factors of school indiscipline.

2.9 Conceptual Framework

Based on the reviewed literature and theories, school indiscipline is expected to be influenced by a number of factors. They range from individual factors, school factors peer-related and community factors.

Figure 1. Conceptual framework

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┌─────────────────────────────┐          ┌─────────────────────────────┐
│ Independent Variables:      │          │                             │
│                             │◄────────►│   Dependent Variable:       │
│  1.  Individual factors     │          │                             │
│                             │          │   School  Indiscipline      │
│  2.  School based factors   │          │                             │
│                             │          └─────────────────────────────┘
│  3.  Peer related factors   │
│                             │
│  4.  Home based factors     │
│                             │
│                             │
└─────────────────────────────┘
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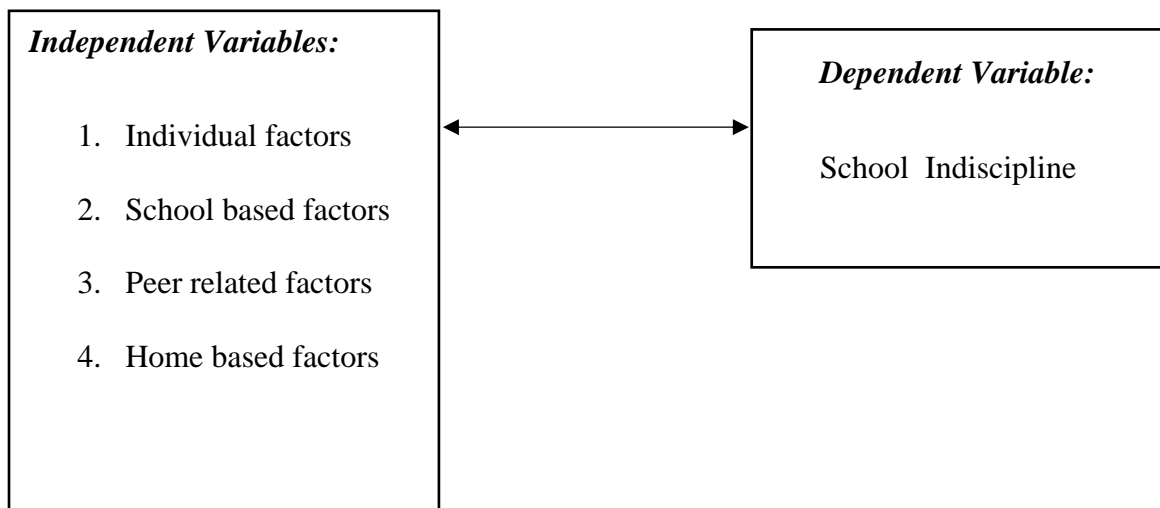
CHAPTER THREE: RESEARCH METHODOLGY

3.1 Introduction

This chapter describes the research methodology that will be used in the study. It explains the research design, target population, sampling procedures and sample size, research instruments, validation procedures, data collection and analysis procedures.

3.2. Research Design

The research design adopted in this study was descriptive survey. Descriptive survey studies are concerned primarily with determining "what is" Mutai (2000). Therefore, descriptive survey in education while simple in design and execution can yield important information about a phenomenon. Surveys are excellent vehicles for collecting original data for the purpose of studying the attitudes and orientations of a very large population. Using descriptive survey design, a large population can be studies with only a portion of that population being used to provide the required data. Descriptive survey design is the most appropriate when the purpose of the study is to create a detailed description of a phenomenon (Cohen & Manion, 1987; Wiersma & Jurs, 2005).

3.3. Study Population

The target population for this study was secondary school students while principals of public secondary schools in Nairobi County were secondary respondents. Form one students were not selected for the study because of the short duration of their stay in their respective schools. Though form ones may have gone through orientation the researcher assumed that they may not have fully participated or interacted with the other students to be in a position to have realized all the issues that lead to indiscipline in schools. The second, third and fourth form students have

been in the schools for a longer period and are probably more aware of the various operations in their schools. Some of them may have even participated in school unrests and acts of indiscipline. This therefore made them suitable respondents for this study.

3.4. Sample Size and Sampling Procedure

In total, five public secondary schools; two boys schools, two girls schools and a mixed boys and girls secondary schools were sampled for this study. The sampling procedure was purposive sampling using secondary data available at the Ministry of Education in regard to the number of secondary schools in Nairobi (a total of sixty public secondary schools in Nairobi), using the following criteria.

1. Classified as public secondary schools according to the Ministry of Education data at the time of this study – since this was the target population of interest;
2. Located within Nairobi County which was the target population
3. Willingness of respondents to participate in the study

To select the student participants, the researcher used class registers for forms 2, 3, and 4 in the selected schools to identify the students to be sampled. For each of the target schools, the names of the students on the class registers were written down on papers and grouped into their respective classes and eight names were picked from each class, giving a total of twenty four students per school. Of all the one hundred and twenty questionnaires administered, eighty five were fully answered and were used for analysis giving a response rate of 70.8% which the researcher considered to be high enough and one adequate to meet the research objectives.

Indeed, the larger sample size used in a survey, the more and richer the information obtained. As Wiersman and Jurs (2005) argue, large samples provide greater statistical precision and greater statistical power than small samples.

3.5 Methods of data collection

The methods used in this study include: face to case interviewing, key informant interviews and survey study. The researcher conducted the interviews face to face with the respondents. A survey was undertaken to obtain information of students used that was used to obtain key information of students. Key informant interviews were used to interview the key informants who were five principals of the selected secondary schools.

The study used triangulation method of data collection (John and James, 2006). This method involves the use of two or more research methods to collect the necessary data (Ogula, 1988).

3.6 Research Instruments

Research instruments are the data gathering tools employed by the researcher in the field. Questionnaire, interview schedule and document analysis were the data gathering instruments for the study, the instruments were developed by examining the research objectives and related literature.

3.6.1 The Student Questionnaire

The students' questionnaire was divided into five sections namely A to E. Section A sought information on the respondents' demographic data. Section B was used to find out the nature, forms and patterns of indiscipline in schools. Section C established the triggering factors and

promoters of school indiscipline, Section D focused on investigating the persistence of indiscipline in schools and section E sought information on determining the stakeholders intervention in the resolution of indiscipline in schools. The questionnaire will have opened and closed-ended items.

As stated by Orodho (2009), a questionnaire has diverse number of merits upon which a researcher may opt to use it as an instrument to collect data. The researcher used the questionnaire because they enabled the researcher to collect information from a large number of students and due to its anonymous nature that helped produce more candid answers than is possible with the interview schedule. Questionnaire saved on time due to their self administering nature.

The questionnaires were administered by the researcher to randomly selected respondents who filled in the questionnaires in the presence of the researcher who collected them immediately the respondents were through. In total 46 questionnaires were administered to boys while 39 were administered to the girls.

3.6.2 The interview Schedule

The interview schedule was developed to provide the necessary data from the school principals, discipline masters and education officers, parents and sponsors in regard to indiscipline in the schools they are in charge of. Though qualitative in nature, it was necessary in the study as a supplement to the quantitative data (Cohen and Swerdlik, 2005). Bell (1999) emphasizes that in adapting qualitative perspective, the researcher appears to be concerned with understanding of perceptions of world and seeks insight into the area of study. Further Gopalan (2005) indicates

that when it comes to actual data collection methods the differences between quantitative and qualitative are not distinctly clear cut.

The researcher used interviews as explained by Majunder (2005) in order to elicit the respondents' reaction son students' indiscipline. Semi-structured and open ended questions were asked on face to face and one on one basis in order to stimulate discussion as well as probable explanation as to all issues that the researcher sought to explore. The semi-structured questions allowed the respondents to give their own and more independent views and suggestions. This helped the researcher to better understand the issues pertaining to school indiscipline and was able to make recommendations.

3.7 The Data Collection Process

The questionnaires were self administered by the researcher upon getting University authority to collect data and research. After being granted permission by the authorities of various institutions, questionnaires were personally administered by the researcher. The researcher was able to make arrangements with the various school heads and was able to administer the questionnaires during break time, lunch time and after afternoon classes. This ensured non-disruption of the students' class hours. On the day of delivery, the researcher introduced himself to the respondents and explained the objective of the study. The respondents filled in the questionnaires in the presence of the researcher and this ensured that none of the questionnaires were left behind. The researcher conducted the interviews for the school principals from their offices. The interviews were conducted individually.

3.8 Validation Instruments

Validating refers to the degree to which a test measures what it purports to measure. Face validity refers to the likelihood that the question would be misunderstood or misinterpreted, This helps to iron out ambiguity, According to Gall, Borg & Gall (1996) validating of an instrument is improved through expert judgments. Content validity refers to whether an instrument provides adequate coverage of a topic. Validity refers to the extent to which an instrument measures what it is intended to measure, It indicates the degree to which an instrument measures what it is intended to measure. The researcher undertook a pilot study with sixteen randomly selected respondents. This ensured content validity which according to Frankfort-Nachmias and Nachmias (2006), constitutes face and sampling validity. The content validation showed that the set of items provided relevant and representative sample of the domain of tasks under consideration and was thus found to be appropriate. Further validity was enhanced through peer review.

3.9 Ethical Considerations

Research ethics refers to the appropriateness of research behaviours in relation to the rights of those who become the subject of the research work or may be affected by a study. The task that the researcher will face will be to convince the participants to answer all the questions provided in the questionnaires willingly. The research respected the respondents' will of not answering to any of the questions given. The research respected the respondents' will of not answering to any of the questions given. As this study concerns questions of school discipline, the researcher ensured that none of the student respondent's details appeared on the questionnaires. At the same time the researcher undertook to ensure that questionnaires and interview schedules were of a confidential nature.

3.10 Data analysis

Once the data was collected it was coded and categorized according to the items in the questionnaire and the interview schedule using frequency distribution table prepared by the researcher. The data was then analysed using descriptive statistics. The results of the study were to be presented in frequency tables and percentages. The data generated from open ended items was analyzed by comparing and combining the responses from interview schedule and the questionnaire. Content analysis was then applied for the interview schedule.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the respondents characteristics and discusses the gathered data in view of answering the research objectives. This chapter is divided into five sections with the first section on the respondents characteristics while the others are; the forms of indiscipline, factors that trigger indiscipline, persistence of school indiscipline and stakeholder interventions in the resolution of indiscipline in secondary schools.

4.2 Respondents Characteristics

This section discusses the respondents' characteristics as gathered through the questionnaires.

4.2.1 Gender of Students

From the study, the male student respondents were 54.1% of the sample while the female student respondents were 45.9%. Table 1 gives the information.

Table 1: Gender of Students

Gender	Frequency	Percentage (%)
Male	46	54.1
Female	39	45.9
Total	85	100

4.2.2 Level of Study

Considering that the study was undertaken in the middle of schools' academic year, the research found it prudent not to involve the Form 1 students who for purposes of this study were considered not to have been in a position to have fully understood the nature and forms of indiscipline in their schools. This was due to their short stay at their schools. Table 2 indicates that Form 2 students respondents were 36.5% of the sample while Form 3 were 41.2% and Form 4 were 22.4%.

Table 2: Level of Study

Class	Frequency	Percentage (%)
Form 2	31	36.5
Form 3	35	41.2
Form 4	19	22.4
Total	85	100

4.2.3 Type of School

As indicated in table 3, 41.2% of the respondents were from boys; schools, 36.5% from girls schools while 22.4% were from mixed schools. By having respondents from all the three types of schools the researcher was able to control to minimize the bias which could have arisen as issues of discipline/indiscipline cross cut the three.

Type of School	Frequency	Percentage (%)
Boys School	35	41.2
Girls School	31	36.5
Mixed School	19	22.4
Total	**85**	**100**

4.2.4 Category of the School

Table 4: Category of the School

Type of School	Frequency	Percentage (%)
Day	14	16.5
Boarding	55	64.7
Day and Boarding	16	18.8
Total	**85**	**100**

Table 4 shows that 16.5% of the student respondents were from day schools while 64.7% were in boarding schools while 18.8% were from day and boarding schools.

4.3 Nature, Forms and Patterns of Indiscipline

Indiscipline in the classroom and school is a concern of teachers, administrators, parents and students alike. This section seeks to highlight the nature, forms and patterns of indiscipline as gathered through during data collection.

4.3.1 Nature of the School Discipline

The student respondents rated their discipline as 48.2% good, 36.5% excellent, 12.9% fair while 2.4% rated it as bad. None of the respondents rated the discipline in their schools as pathetic (Figure 2).

Most of the respondents who indicated that school discipline was either excellent or good based their judgment on there being minimal cases of indiscipline in their schools. The students noted that in general, the student fraternity adhered to the laid down school rules.

Absence of strikes and improved academic performance was also attributed to this judgment. Student behavior towards each other and towards the teaching and non-teaching staff was another measure that was considered in judging the nature of school discipline. Show of respect and rudeness of students to the teachers and members of the non teaching staff characterized school indiscipline. Bullying and aggressive fighting and disruptive behavior exhibited by the students towards each other were also considered in judging indiscipline within the schools. Schools that exhibited more cases of bullying, aggression between students and high prevalence of students being disrespectful and rude to teachers and nonteaching staff were considered more indiscipline.

Figure 2: Nature of the school discipline
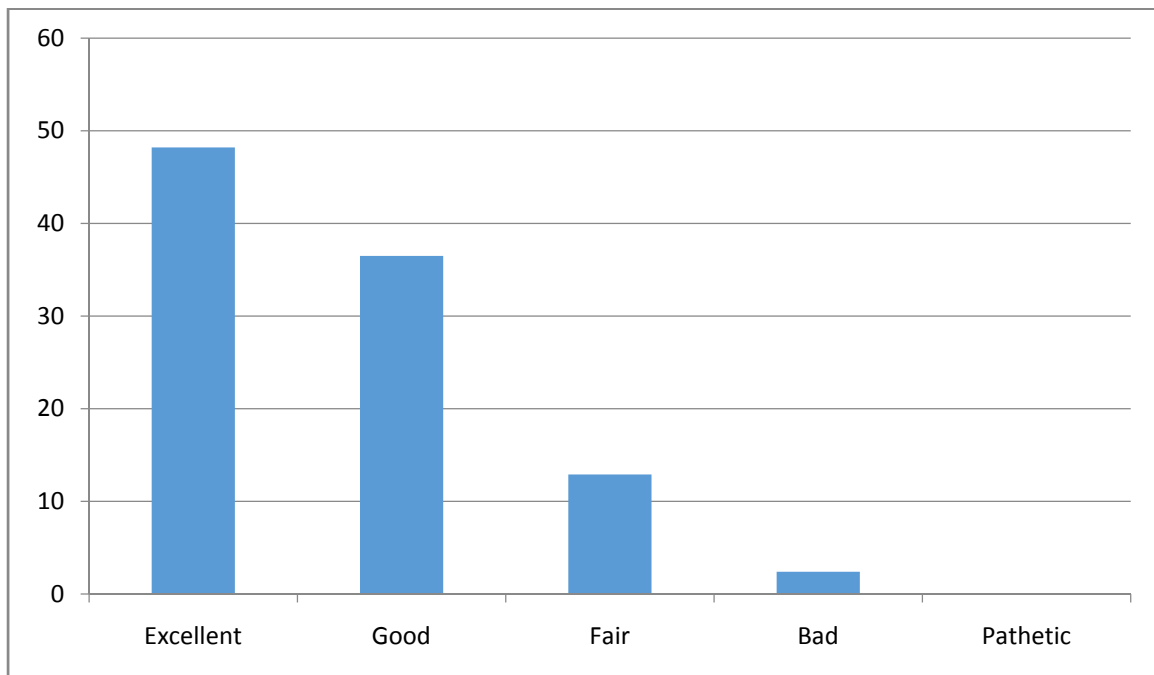
The key informants felt that the way the students behaved towards the teaching and nonteaching staff was a key indicator of school indiscipline or indiscipline. Students who were disciplined were considered to show a high degree of respect for other members of the

school community. In cases where there were elements of disrespectful students this impacted negatively on the overall school discipline.

For those students who had indicated that the overall school discipline was bad, the researcher notes the respective teachers who were interviewed said that the student fraternity showed high degree of disrespect to them and other members of the non-teaching staff. The students were considered rude and difficult to deal with in class and within school compound with most of them behaving as they wished without showing any consideration for the other members of the school community.

Key informants observed that one of the greatest measures of school discipline in Kenya was how the schools performed in the Kenya Certificate of Secondary Education (KCSE) examinations. Scholl heads in particular noted that, for schools sharing the same rank such as national, provincial or district schools, the ones that were viewed as disciplined generally had better KCSE results compared to the undisciplined ones.

 In this study day schools were the most indisciplined with most of the student respondents who had indicated the school as being bad and pathetic coming from these schools while the day and boarding schools had most of the student respondents rating the school discipline as fair. Boarding schools were seen to have a high degree of discipline. Discussions with some of the head teachers revealed that one of the reasons that boarding schools were more disciplined than the others was due to the fact that student interaction during school was between the pupils and the teachers. In these settings the school administration was able to enforce discipline as the students feared the punitive measures for indiscipline such as suspension from school and expulsion where the parents had to be involved. In day schools maintenance of discipline was seen to be difficult as the teachers had no control of the pupils

beyond class hours. Punitive measures such as expulsion and suspension were not very effective. A teacher in one of the day schools informed the study that suspending or expelling students in the day schools was seen as ineffective measure of maintaining school discipline as the expelled students could easily mislead their parent that they were still attending school.

4.3.2 Trend of Indiscipline in the Schools

From the study, 49.1% of the respondents indicated that there had been no significant change in the school discipline within the period they had been in those schools. They noted that there was nothing that had changed within their stay to warrant them to say whether the schools overall discipline had improved or deteriorated. In other words everything to them was just as usual. There were 35.5% who indicated that the overall school discipline had improved from bad to good while 15.3% rated it as having deteriorated from being good to bad.

Figure 3: Trend of discipline in the respondent's school
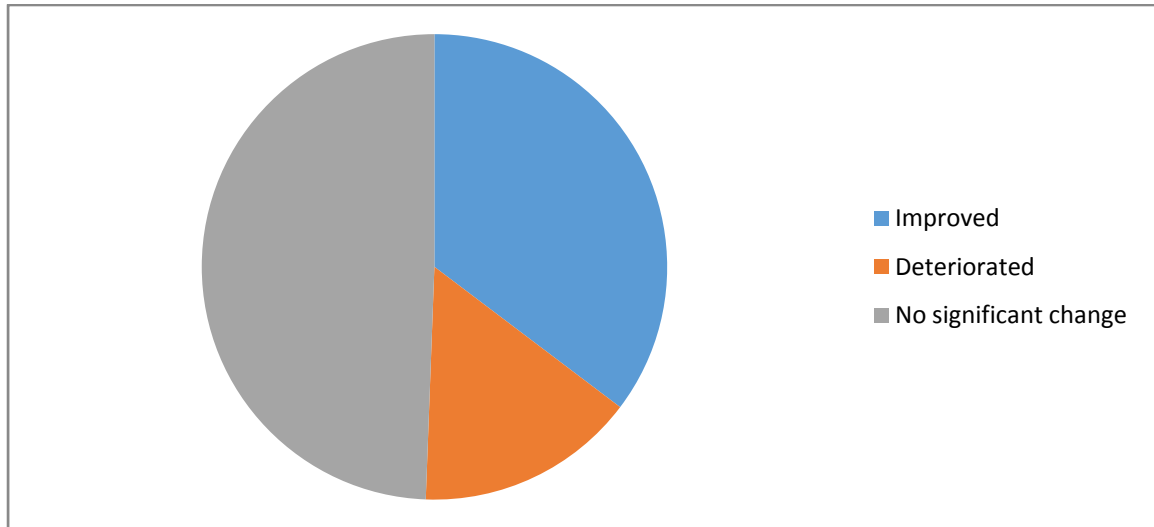
Students who indicated that the general discipline of their schools had improved noted that during their stay in the schools, the performance of schools performance in KCSE had improved. The mean grade for the last four years (2008-2011) were obtained from the Kenya National Examinations Council. Within the classroom, forms of misbehavior and which were seen as to having been rampant before affecting the students concentration included: excessive talk or talking out of turn, being noisy (both verbal, such as shouting at another learner across the room, and non-verbal), students not paying attention to the teachers and not doing and submitting homework while also arriving late for lessons.

4.1.1 Forms of Indiscipline in Secondary Schools

This section discusses forms of indiscipline within the schools targeted. Table 5 gives a rating of the forms of indiscipline as derived from the student questionnaire.

Table 5: Forms of Indiscipline in Schools

Actions		Very Serious	Serious	Not Serious	Total
Physical assault by the students on the teacher	Frequency	18	15	52	85
	(%)	21.2	17.6	61.2	100
Physical assault between students	Frequency	20	27	38	858
	(%)	23.5	31.8	44.7	100
Abuse by a student towards the teacher	Frequency	6	20	59	85
	(%)	7.1	23.5	69.4	100
Verbal abuse between students	Frequency	16	23	46	85
	(%)	18.8	27.1	54.1	100
Verbal abuse by a teacher towards a student	Frequency	9	17	59	85
	(%)	10.6	20.0	69.4	100
Vandalism of school property	Frequency	17	29	399	85
	(%)	20.0	34.1	45.9	100
Theft of property within the school	Frequency	32	36	17	85
	(%)	37.6	42.4	20.0	100
Use of mobile phones	Frequency	12	25	48	85
	(%)	14.1	17.6	68.2	100
Constant disruption in class	Frequency	12	25	48	85
	(%)	27.1	31.8	41.2	100
Unruliness within the school compound	Frequency	23	27	35	85
	(%)	27.1	31.8	41.2	100
Sneaking out of school	Frequency	24	29	32	85
	(%)	28.2	34.1	37.6	100

As can be seen from the table above, theft of property within the school was the most common form of misbehavior within various schools with the most of the respondents, 42.4%, citing as serious and 37.6% as very serious. Cumulatively these two gave 80% indicating that this vice was rampant in all the schools. This was followed by cases of students sneaking out of school where 34.1% considered it as serious and 28.2% as very serious. Vandalism of school property had 34.1% of the respondents citing its prevalence in their school as serious while 20% considering it very serious. Unruliness within the school

compound too had a high prevalence with 31.8% of the respondents rating it as serious while 27.1% considered it as very serious.

Physical assault among the students had 31.8% of the students finding it serious and 23.5% as very serious. Verbal abuse by a teacher towards a student and vice versa was the least prevalent vice with most of the respondents, 69.4% respectively considering it as not serious. Usage of mobile phones in school among students was also minimal within the schools with 68.2% considering it as not serious with only 14.1% and 17.6% considering it as very serious and serious respectively.

When asked what other forms of misbehaviours the students thought had an impact on school discipline, several of the students cited homosexuality and lesbianism as being contributors to school indiscipline. In one of the schools the researcher noted that the improved levels of discipline in their schools had been brought by the integration of a culture called 'Discipline Culture' where all new students were taught the schools ethics in form one and form two and were expected to adhere to them during their entire life in the schools.

While discussing with in the day schools, the student respondents cited the presence of drug abuse and alcohol consumption among the students. Some of the students were noted to be notorious in smoking, drug abuse and alcohol consumption while outside the school compound. Other students indicated that smoking of cigarette and bhang at times occurred within the school compounds and was very common during break time and lunch time when the students were out in the fields. As can be seen from table 6, 34.1% of the students rated alcohol and drug abuse as being serious in their schools while 3.5% rated it as very serious.

Interviews with the school heads of the boarding schools revealed that there had been instances where some students had been found to engage in homosexuality in the boys' boarding schools while isolated cases of lesbianism occurred in the girls' boarding schools. At the time of this study, there had been there were at least five students from the girls' boarding schools. At the time of this study, there were at least five students from the girls' boarding schools who were suspended for the vice. Among the boys boarding schools, sneaking out of school was higher than in the girls' boarding schools.

In one of the boys' schools, the school principal revealed to the study that two students had been expelled from the school while two others were suspended awaiting disciplinary action. In the two girls there were at least three cases (two in one of the schools and one in the other that had been reported to the school heads by the school captains, of girls engaging in lesbianism. In the three instances, the school principals had summoned the parents of the students to inform them of their children's behavior before taking disciplinary action.

4.4 Factors that Trigger and Promote Indiscipline in Secondary Schools

Factors that triggered and promoted indiscipline in secondary schools were grouped into four classes; individual factors (issues centered around the individual students), School based factors (all those factors that emanated from the school setting), peer related (factors that involved interaction between the students) and family factors which were those factors emanating from the family setting.

4.4.1 Individual Factors

As illustrated in figure 4, lack of self discipline which constituted lac of self control among the students ranked as the highest contributor to school indiscipline with 72.9% of the student

respondents indicating that this triggered and promoted indiscipline. Failure to adhere to the laid down schools rules also contributed indiscipline. Failure to adhere to the laid down school rules also contributed to school indiscipline with 64.7% of the student respondents while emotional problems had 43.5% of the respondents indicating that these contributed to indiscipline. Substance abuse among the students as a contributor of indiscipline had 36.5% answering in the affirmative while speaking of sheng stood at 32.9%.

Figure 4: Individual factors that trigger and promote school indiscipline
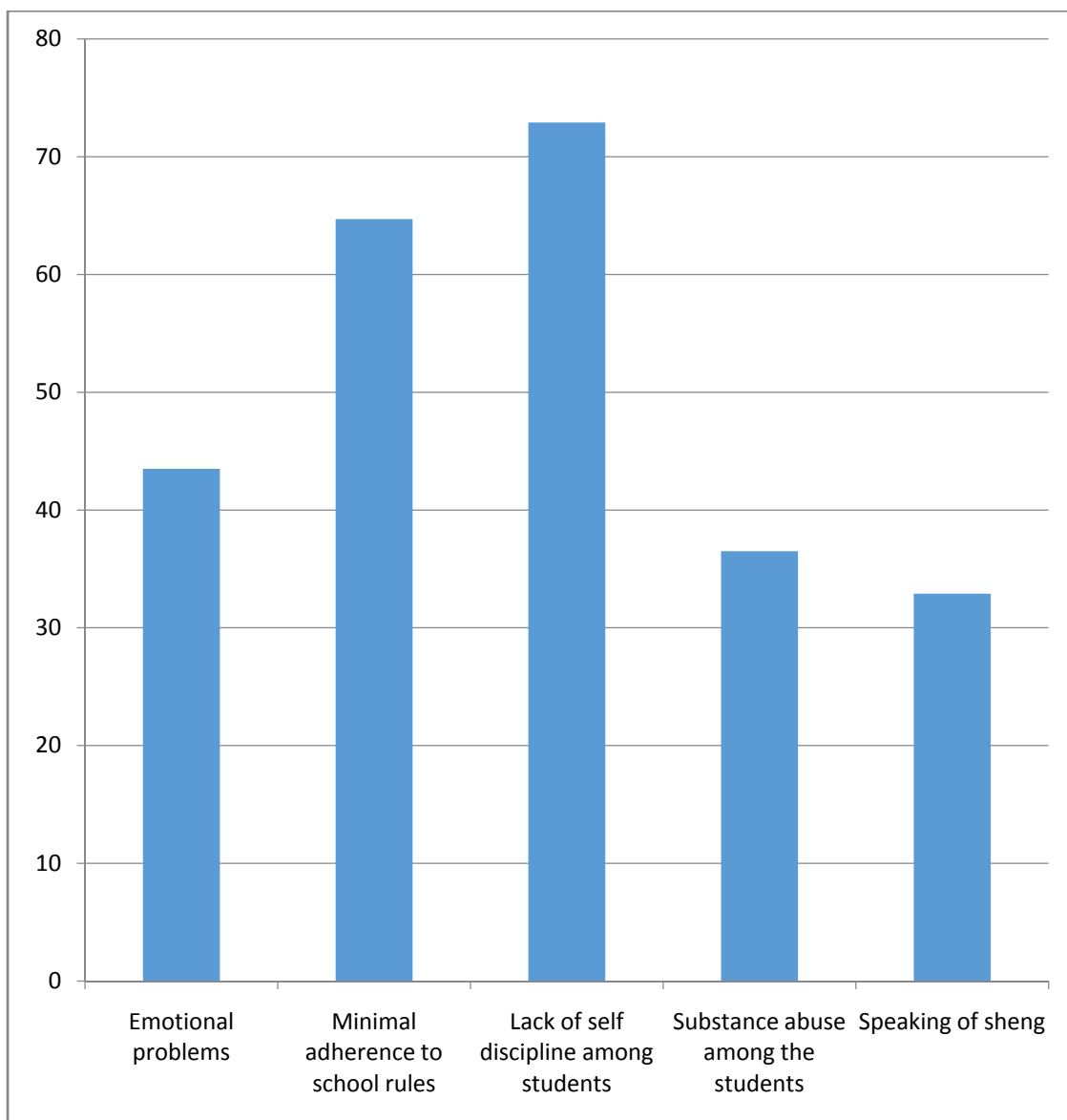
Though emotional problems received a rating of 43.5%, the study revealed that nearly all the respondents in this category were girls. Discussions with several guidance and counseling teachers showed that the major emotional problems that affected the girls occurred when they were menstruating. In the day schools there were girls that opted out of schools during these times especially if they were not able to afford sanitary towels. In one of the girls' boarding schools sampled, the study learnt that during menstrual periods some girls tended to be withdrawn while others became aggressive. During this period, the teacher respondents noted that there were students who made endless trips to the washrooms and this at times irked some teachers creating a strain in teacher-student relationship.

Other individual factors that contributed to school indiscipline included students' poor study habits and students restlessness and inattention in class. Head teachers indicated that low self esteem among students also contributed greatly to school indiscipline with some of the students turning to violence and bullying as a remedy for their failing self esteem.

4.4.2 School based factors

As can be seen from figure 5, among the school based factors, 68.2% of the student respondents indicated that lack of adequate infrastructural facilities, such as classroom sand playing fields promoted school indiscipline. In two of the schools visited, the researcher noted that the classes were congested with some students being forced to share desks instead of each student having his/her own desk. The students noted that on several occasions this had led to conflict and verbal abuses as students scrambled for the resources. 64.7& of the student respondents indicated that negative teachers' attitudes students contributed to increased cases of school indiscipline. N several instances the teachers were blamed for being poor role models who showed little concern on the discipline of the students. On negligence

of the students' welfare by the school administration 70.6% of the students indicated that it was a promoter of discipline, while 91.8% noted that absence of guidance and counseling services promoted school indiscipline.

Figure 5: School based factors that trigger and promote school indiscipline
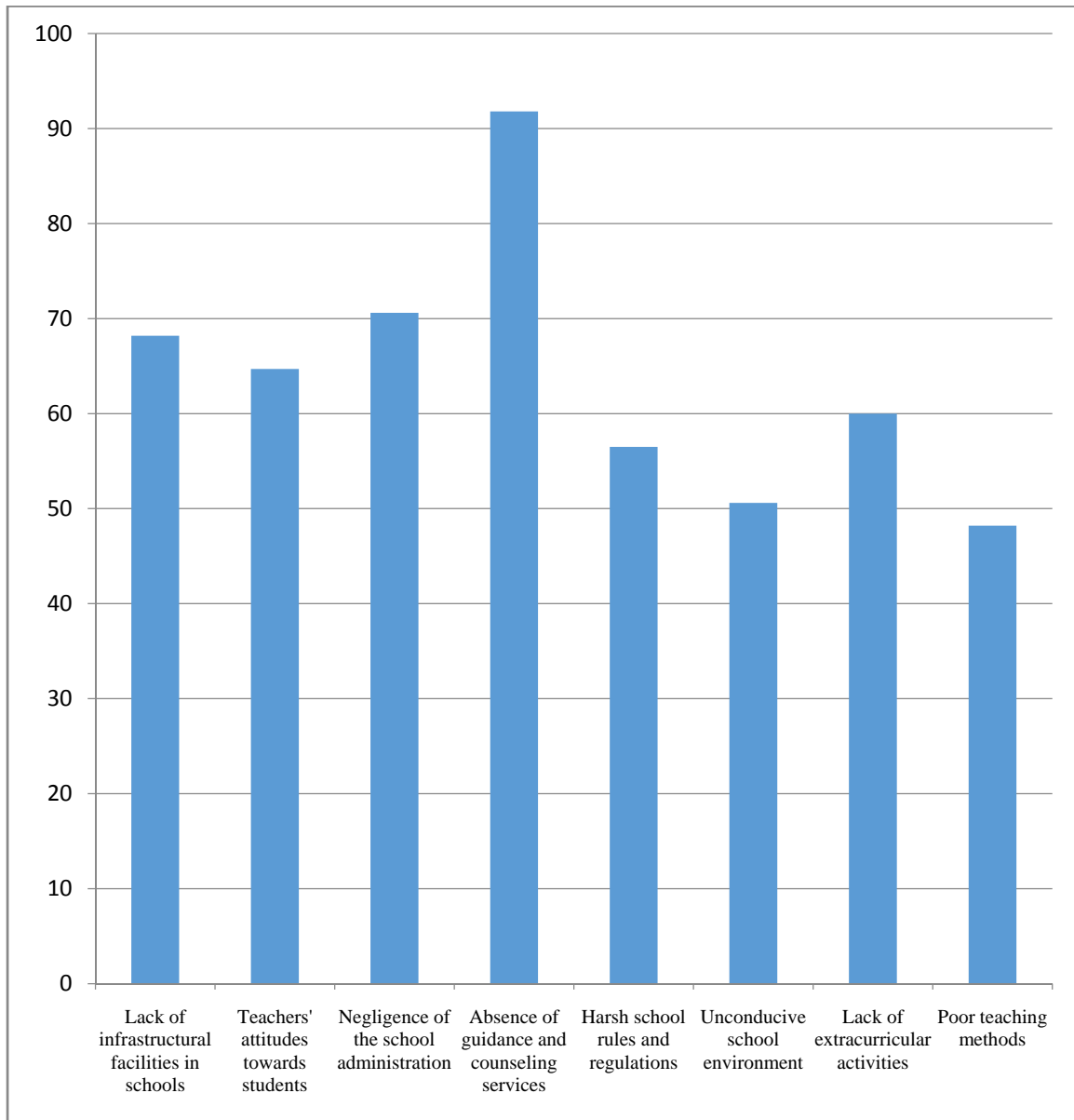
Presence of harsh school rules and regulations had 56.5% of the student respondents indicating that it promoted indiscipline while unconducive school environment had 50.6%,

lack of extracurricular activities 60.0% and poor teaching methods 48.2%. Some of the student respondents noted that harsh school rules and regulations triggered rebellion from the students who found it hard to comply with very strict rules and guidelines.

4.4.3 Peer related factors

In this groups, three factors, all indicated in table 6, were classified as peer related, Among them negative peer pressure was considered to be the greatest contributor to school indiscipline with 92.9% of the respondents indicating that it greatly contributed to indiscipline. The two factors which included bullying and speaking of Sheng were all rooted as being as result of peer pressure.

As noted by Balson (1998), peer pressure influence can result in the formation of antisocial behavior among students such as attention seeking, revenge, escape and withdrawal.

Table 6: Peer related factors that promote school indiscipline

Factors that rigger and promote school indiscipline	Frequency	Percentage (%)
Peer pressure	79	92.9
Bullying	35	41.2
Speaking of Sheng	28	32.9

Bullying was found to be more common among the boys school than the girls schools. Incidents of bullying included physical assault, harassment and name calling among others and these were more in boarding schools than in day schools because students in boarding schools spent more time in the school premises during the course of the school term away

from the safety of their parents. Discussion with school principals revealed that most of the bullying and harassment was often perpetuated by students in the higher classes towards those in the lower classes.

Bullying was found to have negative consequence on the victims, who sometimes had to fight back, and affected academic performance of students and social relationships among the students. Bullying was found to have a negative impact on the victim as it resulted in suppressing of positive emotions and a sense of low self esteem.

4.4.4 Home based factors

Figure 6 indicates that the number of student respondents who indicated that lack of parental support contributed to school indiscipline were 56.5% while influence of mass media was 63.5% while parental overprotection of children was 43.5% and parental rejection of children was 17.6%. Key informants indicated that most of the parents made no efforts to visit the schools to check on the performance and behavior of their children while most of those who did visit schools only did so to follow up on complaints received from their children. Overprotection of children by parents emerged as a demoralizing factor for the teachers. An example was given in one of the boarding schools where a principal was transferred following complaints from the parents for slapping a fellow student who was found with a large sum of money in school.

Figure 6: Home based factors that promote school indiscipline
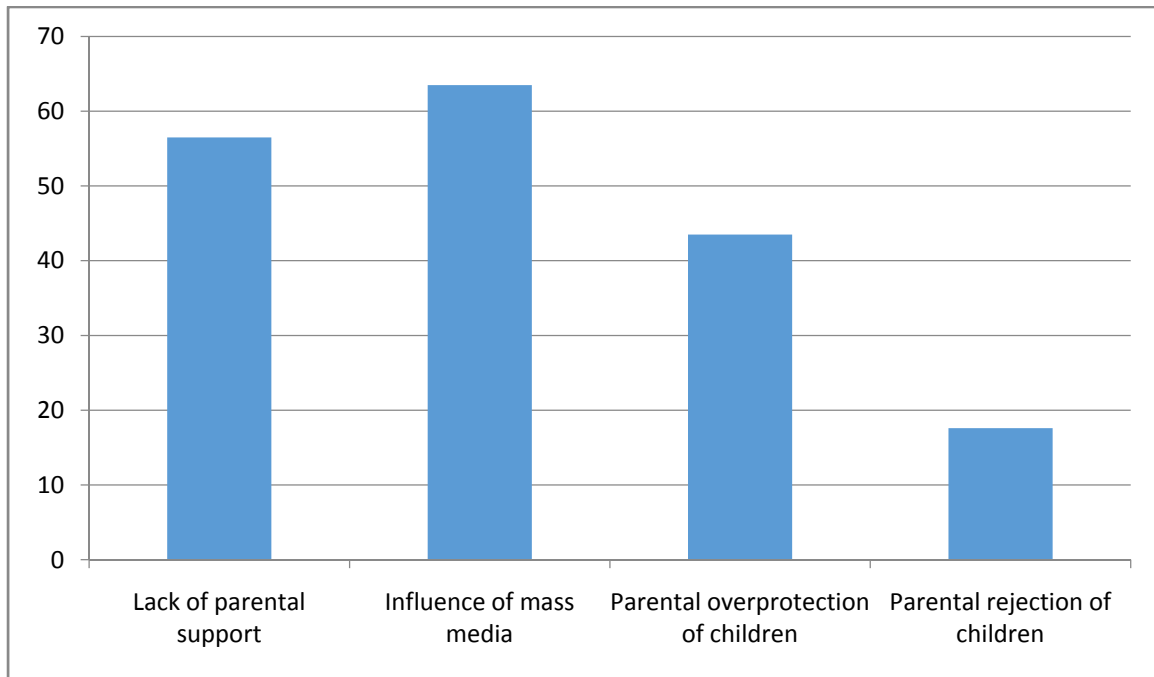
4.2 Persistence of indiscipline in schools despite efforts at its resolution

The key informants cited lack of guidance and counseling in schools as one of the main contributors to persistence of indiscipline in schools. Head teachers and other members of staff interviewed revealed that the schools lacked an effective guidance and counseling department. None of the visited schools had a guidance and counseling department. Though guidance and counseling was being offered in the boarding schools, it was not being offered by teachers who had trained in guidance and counseling. This study learnt that in all the schools under study there were no guidance and counseling sessions or forums for the students and most advice offered was by teachers who went out of their way to assist the students; mostly in academic matters. The head teachers interviewed cited lack of trained

counselors as a contributing factor to the lack of an effective guidance and counseling department.

Student respondents noted that many school administrators and teachers failed to demonstrate proper leadership, were not charismatic and were too abusive and thus could not motivate their students. In the girls' boarding school and the mixed school, male teachers were known to lure some of the girls into having sex with them. This study was able to find out that in one of the boarding schools, there was teacher who was serving a 15 year jail term for defilement of his student at the time of this study.

Some of the teachers revealed that the head teachers handling of indiscipline cases were also cited to influence students' discipline. In one of the boys' school, some teachers stated that lack of dynamic leadership among the school heads was manifest through lack of proper systems to enforce rules and regulations, failure to involve students in school management decisions and schools not having clear rules and regulations for enhancing effective discipline. The administration was also blamed for not supervising teachers effectively leading to increased teacher absenteeism which in turn had a negative effect on the school discipline as the students ended up making noise during the missed class sessions, affecting other learning activities.

Head teachers on the other hand cited lack of support from parents as a factor that has led to persistence of indiscipline in schools with many parents being overprotective of their children. They noted that most of the parents failed to show up for parents' meetings and those who did rarely got to get in touch with teachers to enquire on their children's performance and behavior. In one instance, a head teacher indicated that a teacher was sued by a mother whose daughter she had punished by making her kneel during a lesson. Such

acts from parents leads to increased cases of indiscipline as teachers tend to ignore indiscipline cases for fear of a backlash from the parents.

In the day schools there was little emphasis on recreational activities like concerts, games, music, drama and suitable film shows which the students felt could provide an avenue of promoting school discipline through greater teacher-student interaction, The schools that had inadequate learning facilities like classrooms had more cases of indiscipline than those with adequate facilities where there was no overcrowding in classrooms. Adequacy in schools facilities was seen to enable the students enjoy most of the time they spend in schools thus minimizing absenteeism and other forms of indiscipline like truancy.

4.6 Stakeholder intervention in the resolution of indiscipline in secondary schools

In this study the key stakeholders in school indiscipline were the government, school administrators, teachers, parents and the community.

4.6.3 Students

Most of the respondents felt that for secondary schools to foster and sustain discipline the students had a duty to respect the rights and property of everyone. Adherence to the school rules was crucial among the students and if discipline was to be talked. The study found out that there was need for the students to learn to practice self discipline and restraint when dealing with issues. The head teachers felt that it was the responsibility of the students to ensure that they reported any form of indiscipline to the school's administration for action to be taken. In the girls' boarding schools, open forums (barazas) held every Saturday evening had been introduced as a measure of tackling indiscipline. During the barazas, the students and school administration engaged each other on other issues affecting the student's welfare.

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4.6.3 School Administration

According to the students, the school administration plays the most critical role in enhancing discipline in schools as most of the students time was spent at school Several students noted that some of the school heads did not take appropriate measures for students who committed major violations. Some head teachers despite being aware of the existence of bullying within their schools had chosen to do nothing. Participants in this study noted that there was need for the school administration to ensure that school rules were followed and adhered to. On the other hand, the teacher should strictly supervise students and enforce the school rules with punitive measures being put in place for students who violated them, Some of the ways that students suggested could be employed by the school administration in curbing indiscipline included; organizing forums, guidance and counseling, involving parents in indiscipline issues as well as providing schools basic needs.

4.6.4 Other Stakeholder Involvement

By the time of this study, most of the schools lacked a concordant relationship among the school administration and the students' parents. The teachers informed the study that most of the parents had adopted a hands off approach attitude towards the school with many of them not making any follow up on the progress of their children, Whereas they expected the parents to make follow up of their children's performance with the school administration, most of them did not. Instead, they had been dependent on feedback provided to them by their children.

Several respondents felt that improvement of the overall quality of instruction would be ameliorated if the schools had concordant relationship among the students, teachers,

administrators, parents, and the community as a whole. Krall and Jalongo (1999) posit that thus relationship helps schools create a climate that fosters the development of the whole child. In addition, a harmonious relation that helps build trust and promote respect.

Most respondents felt that opening communication lines with parents should be a high teacher priority at the beginning of each school year as parents represent a great deal of potential help and support for teachers and schools. This takes communication, and it must be initiated by the teachers, those in charge of the school. Sadly, this contact between teachers and parents usually comes only when their children have upset the school administration and action needs to be taken.

The Ministry of Education was seen as not doing enough to ensure that all the schools had enough learning facilities and that high academic standards within the schools were being met. The government was put to task to ensure that enough learning facilities in schools were available as this would enable students enjoy most of the time they spend in school thus minimizing absenteeism and other forms of indiscipline.

Regular dispatch of quality assurance officers from the Ministry of Education to visit schools, guide and support the completion of the syllabus by the teachers, ensuring effective guidance and counseling departments are in place and offering motivational talks to students other than waiting to visit schools during periods of unrest, going to investigate and establish causes or going to intimidate teachers.

Head teachers and teachers viewed government officials, especially the police as being lax in enforcing rules that would contribute to and enhance discipline among the students. Even though most of the students were minors, it was revealed that during school holidays they

would visit bars and engage in alcohol abuse yet the law enforcers would do nothing. The head teachers and teachers felt that if the law enforcers were strict, the level of indiscipline in schools would go down as parents would be forced to ensure that their children did not engage in activities that would land them to court.

Most of the parents interviewed indicated that parent attitude towards public secondary school was a major cause of indiscipline. By viewing public secondary schools in low esteem, parents passed on this attitude to their teachers in turn causing many of the students to have low regard for the schools systems. At the same time, some of the parents were of the view that financial demands in Nairobi were high thus most parents spent little time with their children with their job taking a priority.

The Ministry of Education officers interviewed indicated that the major cause of moral decadence in schools was as a result of parents absconding from their parental duties of disciplining their children and many were unable to instruct, correct, advise or guide their children along the proper paths of discipline. They identified parents' failure to teach their children discipline as the greatest contributing factor to disciplinary problems in schools. This view was shared by most of the school sponsors interviewed who further added that parents had a lasses-faire approach towards their children and few taught them tolerance and respect towards government authorities as well as towards educators.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions, recommendations and suggestions for further study drawn from the findings of the study. Low levels of indiscipline in schools can result in a detrimental working environment for children and good teaching often depend on good school discipline. The aim of this study was to determine the persistence of indiscipline in secondary schools. The study takes a case of public secondary schools in Nairobi County.

5.2 Summary of Findings

a) Nature, forms and patterns of indiscipline in secondary schools

The issue of indiscipline in secondary schools manifests itself in various forms, nature and pattern. This includes disrespect, unruly behavior, use of bad/vulgar language, rudeness laziness, insolence, smoking, drinking alcohol, robbery, stealing school property, and bullying. Students indiscipline in the public secondary schools in Nairobi also include violence upon teachers and other students, engaging in habitual profanity, committing sexual assault to staff and making terrorist threats against the school authority. The schools that were considered indisciplined, students violence was a common phenomenon. The researcher notes that even low levels of indiscipline resulted in a detrimental working environment for children and good teaching often depended on good school discipline.

b) To establish the triggering factors and promoters of school indiscipline

The findings of this study indicate that there exists both external and internal factors that contribute to the persistence acts of indiscipline among students. Some of the external factors

that contribute to indiscipline in public secondary schools include poor parenting and ban of corporal punishment. Lack of an effective guidance and counseling program for the students impacted negatively on students discipline in the schools. Guidance and counseling was considered to be the greatest contributor to school indiscipline in secondary schools. The internal factors here are considered as those which were school based. This included teacher's leniency to wrong doers, influence from neighbouring schools, poor relationship between the students and the school administration and also the prefects. The schools that lacked clear school rules and those that failed to fully adhere to their school rules had high levels of indiscipline. The teaching staff considered lack of parenting skills, dysfunctional families, and television/media as the three most significant factors impacting upon the decline of pupil behavior in schools.

c) Persistence of Indiscipline in Schools Despite Numerous Efforts At Its Resolution

The findings of this study go a long way into answering one of the major concerns of the researcher. Why does indiscipline persist despite all efforts to arrest it? The researcher found out that drug abuse, poor administration in schools, poor student teacher relations, punitive and unwarranted punitive measures were some of the factors that have led to the persistence of indiscipline in public secondary schools. The lack of inadequate sports and recreation activities that leave students idle after classes also arose. Communication between parents, schools, teachers, and pupils is inconsistent. Parents/guardians perceive their role as being external to the school environment, with respect to addressing issues of indiscipline. The study further revealed that, the disciplinary methods used to solve the disciplinary cases in schools were majorly physical punishments and guidance was minimally used in schools.

5.3 Conclusion

Despite multiple and complicated causes in schools with regard to discipline, the problem of indiscipline are not insurmountable. From the school heads and principals who participated in this study, the establishment of 'zero tolerance' policies was strongly supported as a measure to deer persistent indiscipline in schools. Indiscipline in school is certainly a matter of immediate concern to the teaching profession. Ensuring discipline in schools should be the concern of everyone. It is important for the people to accept the fact that ensuring discipline is not the sole responsibility of teacher alone. Discipline problems in schools have been serious breaches of school discipline policy that have profound negative effects on the schools

5.4 Recommendations

The study makes the following recommendations:

1. There is need for establishment of zero tolerance policies towards indiscipline by schools in order to deter indiscipline.
2. Teachers need to re-educate/socialize students on the negative aspects of indiscipline for personal life in order to deter indiscipline.
3. Schools need to establish clear standards of behavior that every member of the school makes commitments to promote and protect. In addition there should be clear sanctions for violations of these standards.
4. Schools need to create a system that gives responsibility to form 3 and 4 to be assigned and Form to be in charge. The form 3 or 4 becomes the mentor and any indiscipline directed at the form 1 is punished to the Form 3 or Form 4.

5. All schools should establish a functional guidance and counseling department. Teachers in charge of guidance and counseling should be supported by the school administration for specialized training to build their capability.

6. The community and the school need to develop a strong working partnership of information sharing.

Suggestions for Further Study

Understanding indiscipline and violence in schools is a highly complex task, which should be addressed from a multitude of research perspectives to ensure that a tailored and inclusive program of future work is implemented. A gap currently exists between 'internal' roles and influences (i.e. teaching staff) and 'external' roles and influences (i.e. parents), and the strategic links that could be made to provide a joined up approach to addressing pupil behavior from both parties. It is therefore important that a study towards this end is undertaken so as to address this issue.

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APPENDICES

APPENDIX 1: STUDENTS QUESTIONNAIRE

I am Mr. Titus Kinyajui Waithaka, a Postgraduate student at the University of Nairobi, currently undertaking a study titled *'An investigation of indiscipline in Secondary Schools: A case of Public Secondary Schools in Nairobi County'*.

This research is for academic purposes. I will be grateful if you can find time to complete the survey as honestly and accurately as possible.

Section A: Demographic Information

1. Gender

   a) Male ☐   b) Female ☐

2. Level of Study

   a) Form 2 ☐   b) Form 3 ☐ c) Form 4 ☐

3. Type of School

   a) Boys ☐

   b) Girls ☐

   c) Mixed ☐

4. Category of the School

   a) Day   ☐

   b) Boarding   ☐

c) Day and Boarding ☐

If in Day and Boarding School, Please indicate whether you are a day scholar or a boarder…………………………

Section B: Indiscipline in Secondary Schools

5. How do you rate the discipline of your school?

    a) Excellent   ☐

    b) Good   ☐

    c) Fair   ☐

    d) Bad   ☐

    e) Pathetic   ☐

6. i) Within the period you have been in this school, has discipline an issue in your school?

    a) Deteriorated   ☐

    b) No significant change   ☐

    c) Improved   ☐

    ii) Give a reason for your answer…………………………………………………………..

7. In your own opinion, how are you able to tell whether a school is disciplined or not?

    ....

    ....

8. In the table below is a list of misbehaviours. Please rank them by their severity in regard to your school settings. (Tick where appropriate).

Actions	Very Serious	Serious	Not Serious
a) Physical assault by the teacher on a student			
b) Physical assault by the students on the teacher			
c) Physical assault between students			
d) Verbal abuse by a student towards the teacher			
e) Verbal abuse by a student towards the teacher			
f) Verbal abuse by a teacher towards a student			
g) Vandalism of school property			
h) Theft of property within the school			
i) Mobile phone usage			
j) Constant disruption in class			
k) Alcohol and drug abuse			
l) Unruliness within the school compound			
m) Sneaking out of school			

Section C: Triggering Factors and Promoters of School Indiscipline

9. To what extent do each of the following factors contribute to school indiscipline?

Please tick where appropriate

Factors that trigger and promote school indiscipline	Yes	No
a) Lack of infrastructural facilities in schools		
b) Inadequate provision of laboratory and workshop equipment		
c) Peer pressure		
d) Teachers' attitude towards students		
e) School authorities not giving due attention to welfare of students		
f) Lack of parental support		
g) Fear of mock exams		
h) External influence		
i) Absence of guidance and counseling services		
j) Emotional problems		
k) Bullying		
l) Large class sizes		
m) Minimal adherence to school rules		
n) School setting		
o) Lack of discipline in students		
p) Substance abuse among the students		
q) Influence of mass media		
r) Speaking of Sheng		
s) Drug abuse and alcoholism		
t) Harsh school rules and regulations		
u) Unconducive school rules		
v) Lack of extra-curricular activities		
w) Poor teaching		
x) Parental overprotection of children		
y) Parental rejection of children		

10. What factors do you feel contribute to indiscipline? Briefly explain.

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Section D: Persistence of Indiscipline in Schools

11. In your own opinion, which factors do you think cause indiscipline to thrive in schools?

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12. What measures can each of the following groups undertake to enhance discipline in

secondary schools?

a) Students

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b) School administrators?

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c) Parents

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d) Community

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APPENDIX II

INTERVIEW SCHEDULE WITH KEY INFORMANTS

1. Position

2. Institution

3. What are the most common forms of indiscipline in secondary schools in Nairobi

4. What causes this indiscipline to exist in schools?

5. How can indiscipline in secondary schools be tackled?

6. What are the main triggering factors of school indiscipline?

7. Are there reported cases of indiscipline in your schools? Briefly list some of them?

8. What measures were taken in these cases?

9. Who are the main stakeholders in enhancing school discipline? What is their role?