

**SCHOOL BASED FACTORS INFLUENCING DISCIPLINE OF
BOY CHILD IN PUBLIC PRIMARY SCHOOLS IN MASINGA
DISTRICT, KENYA**

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the Degree of Master of Education in Educational Administration**

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DECLARATION

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

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DEDICATION

This research project is dedicated to my dear husband Geoffrey Munyao for his endless support during the writing of the project .I also dedicate it to my two sons Kimanthi and Kennedy as well as my niece Mueni who on many occasions missed my motherly love and presence during the course of the study.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
MOE	Ministry of Education
UNICEF	United Nations Children’s Education Fund
UNESCO	United Nations Educational, Science and Cultural Organization
UPE	Universal Primary Education
USA	United States of America
WEF	World Education Forum

ABSTRACT

Discipline is one of the most important factors that help social systems to function effectively and achieve their objectives and more particularly the schools. However, cases of indiscipline are reported in institutions of learning including primary schools. In Masinga district, the performance of boys in National examinations has been deteriorating compared to the performance of the girls. This dismal performance has been attributed to high indiscipline cases by the boys. It is against this background that this study was set to establish the school based factors that influence discipline problems in schools in Masinga district. The study was guided by four objectives that revolve along class teachers' activities which influence discipline problem in schools, the contribution of guidance and counselling, head teachers' training in decision making and discipline management strategies by school administration in schools.

The study adopted a survey research design where questionnaire and interview schedule was used as the main tool for data collection. The teachers, head teachers and pupils in the 131 public primary school Masinga district were the target population for the study. The district has a population of 20520 boys, 19837 girls and 1077 teachers. The sample size constituted 410 pupils, 215 teachers and 13 head teachers in public primary schools in Masinga district. Through data analysis the study established that the main causes of indiscipline in schools is peer pressure, lack of guidance and counselling, environmental factors, poverty and sand harvesting in that order. The results also indicate that boys were more involved in indiscipline cases compared to girls. On the strategies used in schools the study established that Guidance and counseling was the main strategy (93.7%) used to curb indiscipline cases in schools. Other strategies include; Dialogue with pupils (73.6%) and referral to parent (66.5%). Based on the findings of the study, the study recommends that, the school administration should make the final discipline decision in collaboration with the School Management Committee. There is need for teachers, parents and pupils to collaborate and identify children who cause problems to others with a view to subjecting them to a comprehensive guidance and counselling program, there is a need to make guidance and counselling more regular and specific teacher should carry out counselling sessions by meeting pupils once a month with a view to helping the deteriorating discipline of the boy child. Peer counseling should also be introduced in schools. The study suggests that there is need for another study to collect views from parents, education officers, security agencies and members of the community who are also key stakeholders as far as indiscipline in public primary schools is concerned .

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Discipline is important in that it plays a crucial role in school systems, which insists on upholding the moral values of students (Schon, 1983). Charles (1989) refers to the discipline as the steps taken to cause students to behave acceptably in schools. According to this definition, discipline is intended to suppress, control and redirect indiscipline, that is, discipline that is aggressive, immoral or disruptive to learning in the classroom or school.

Garagae (2007) asserts that violence and misbehavior exist in schools in Botswana. He states that this indiscipline manifests itself in vandalism, bullying, alcohol and drug and substance abuse, truancy and unwillingness to do homework. Since the process of going through appropriate channels in order to take discipline action is long, this gives leeway to students misconduct (Garagae, 2007).

Education helps in socializing students to fit into their society, to function adequately within it when they become adults (Eshiwani, 1993). According to Marshall (2005) in July 2004; thousands of children were excluded from schools in England for assaulting adults and other students. More than two hundred and eighty were expelled for assaults on adults, three hundred and thirty were expelled for attacking other students and twelve thousand and eight hundred were suspended, according to statistics from police department (Police Callouts, 2010).

A study carried out in Senegal by Nkinyangi in 1981 established that a primary school strike following allegation of embezzlement of school funds turned violent when secondary school students joined the pupils in a show of solidarity. There is therefore need to inform students on the use of school funds especially because they pay school levies. Nkinyangi further notes that in the same year (1981) in Mali, Police wounded ten secondary school students when they opened fire on demonstrating students who were protesting against the banning of their union. This shows there is need for students to be given room to participate in decision making.

Discipline is therefore one of the most important factor that helps social systems to function effectively and achieve their objectives. A head teacher is a key player in bearing the ultimate responsibility for all the schools discipline (Republic of Kenya, 2001). Norwich (2000), observes that school administrators need to device acceptable methods of managing indiscipline cases in schools if education offered is to bring up responsible hardworking citizens in any given nation.

In USA, indiscipline cases include fooling around, disturbing others and other off-task activities which obstruct the smooth running of classroom activities when students are supposed to be doing assignments. Others include aggression, immorality, defiance of authority, class disruptions and generally not adhering to school and classroom rules and procedures (Charles, 2003). In USA more boys drop out than girls. This is because boys are easily affected by factors which

include poverty, family dynamics, race and repetition. The universal declaration on human rights in 1948 by the United Nations Organization embraces education as a basic human right. Kenya is a signatory to the International Protocol that established Education For All (EFA) Agenda in Jomtien, Thailand in 1990. Kenya is also a signatory to the World Education Forum (WEF) which was held in Dakar Senegal in 2000. The Universal Declaration of Human Rights Article 26, states that every child has a right to education (UNESCO,1998).

According to UNESCO (2008), 90 million children in the world between 2005 and 2006, were without access to education. UNESCO (2007) and UNICEF (2007) report addresses three interrelated rights that must be addressed in order to provide EFA. These rights include right to access, quality education and respect within the learning environment. Earlier policies focused on the education of girls and improving their position within the schooling system and were the result of struggles by alliances between the women's movement and unions. It led to the awareness of gender issues and advocates for the boy child also began to question the position of the boy child in the society and school.

Dobson (2001), states that for three decades we have been hearing about girls being discriminated against, sexually harassed, disrespected and given a short shrift in school and steps are being taken to address the issues. He goes on to state that boys compared to girls are three times more likely to be registered as drug addicts, four times more likely to be diagnosed as emotionally disturbed and at a

greater risk of autism, sexual addiction, alcoholism, criminal behavior and 70 percent of court cases involve them. According to UNESCO (2008) boys are more likely than girls to experience frequent and severe physical violence. Dreeze and Kingdom (1999) in their paper Determinants of School Participation in Rural North India, noted that about a third of all Indian children were out of school in the 6 – 14 year age group, the proportion of out of school children was as high as 41 percent. They further noted that 85 percent of boys and 56 percent of girls were enrolled. In India, the undisciplined students' especially truant ones are guided and counseled by the guidance and counseling teachers. They are helped to get rid of their delinquent behavior and learn the proper ways of responding to social situations and conditions. In this way they are able to perform in examinations.

In Britain, through Education Act and new article of government on conditions of employment, a duty is laid to encourage good behavior, promote self discipline and a proper regard for authority, secure acceptable standards of behavior and regulate conduct of students to boost performance in examinations. Studies carried out by Matsoga (2003) and Moswela (2004), in Botswana schools show that indiscipline such as violence, bullying, vandalism, alcohol and substance abuse, truancy or unwillingness to do homework interferes with teaching and learning process. The end result is poor performance in examinations. Mbiti (1988) defined discipline as a system of guiding the individuals to make reasonable decisions responsibly. In classroom, it means the control of a class to achieve desirable behavior it implies responsibility, order and regularity. The main goal of discipline

in school is to produce young persons who will be responsible people when they become adults able to make good decisions and accept consequences of their decisions. Discipline is therefore necessary standards. (Wathika, 2001 : Mbiti ,1974). According to Republic of Kenya (1991), indiscipline in schools can take the following forms, lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to school rules and regulations, drug abuse, destruction of property, bullying fellow students, boycotts and assaults, indecent behaviors like rape and arson. Indiscipline affects performance negatively.

Ministry of Education (1999), indicate that the major roles of the head teacher is creating school environment than will encourage good discipline, encourage enrolment, progression and retention of pupils. The head teacher is required to be familiar with ministries policies of discipline, access, equity and retention. Okumbe (2001) recommends that an educational manager should show continuous concern and drive towards students achievement, through teaching and learning, constantly communicate appropriately and effectively to and with learners, solve problems by applying the appropriate problems solving techniques speedily, take disciplinary measures consistently and timely, motive students and show respect for and economy in time management. In schools those who deal with discipline of students include head teachers, class teachers and guidance and counseling teachers. They need to be properly grounded in their specific area of

responsibilities in the schools in order to achieve the planned goal of bringing up well rounded citizens.

In Masinga District, boys in schools located next to major rivers have a challenge of indiscipline. Absenteeism, truancy and temporary drop out are common discipline issues. Most boys absent themselves in order to participate in sand harvesting, fishing and irrigation. This has greatly affected the discipline of the boy child hence poor performance in KCPE of the boy child in Masinga District. The DEO Masinga is particularly worried by the mean scores posted by the boys in KCPE examinations due to indiscipline case (Masinga District Education sector Strategic Plan, 2012 – 2017). Okumbe (1998) states that efficiency in any school is judged by how well it is able to prepare its pupils for their expected role in the society. It is therefore implies that effective holistic preparation of pupils in public primary schools make the pupils appreciate themselves and others and be able to fit well in the society. On the basis of this background; this study sought to investigate school based factors that influence levels of discipline of the boy child in public primary schools in Masinga District.

1.2 Statement of the problem.

The introduction of Free Primary Education in 2003 was seen as a solution to improving enrolment, retention and completion rates. Despite all the campaigns for gender equality by both the international and national community, schooling generally favours girls at the expense of the boy (Hoff, 1999).The gender policy in

education in Kenya (2007) affirms that a lot has been done to address gender disparities in education at all levels.

Good school discipline ensures effective teaching and learning. Indiscipline comes in many forms such as theft students being frequently punished, fights among students, truancy, drug abuse, and drop out from school, drop in academic performance and cases of rape (Republic of Kenya, 2001). It is difficult for policy makers, teachers and other stakeholders in the education sector to mould responsible citizens through educational training where indiscipline reigns (Griffins, 1996).

Discipline is viewed by many as a contemporary problem that may turn in to a crisis if not checked (Kindiki, 2009). Discipline is crucial for the success of any organization. Several factors influence discipline making the learning institutions ineffective. The subject has long been debated and has featured repeatedly in schools as well as national agendas both in Kenya and in other countries across the world. The Ministry of Education policies such as empowering guidance and counseling and training of head teachers is not enough. Despite the existence of various administrative units and frequent talks to students indiscipline among students especially boys is still rampant and has significant impact on academic performance (Wesonga, 2009).

Table 1.1: Shows the performance in mean scores by gender per subject in Masinga District for 3 years.

YEAR	GENDER	ENTRY	ENG	KISW	MATHS	SCI	S/S
2009	Boys	1693	45.94	50.72	52.04	51.91	46.69
	Girls	1699	46.49	50.74	46.74	46.74	49.66
2010	Boys	1729	45.72	50.65	49.74	50.83	44.63
	Girls	1750	47.48	51.81	46.05	44.43	48.13
2011	Boys	1789	45.68	52.58	49.22	49.03	45.73
	Girls	1800	48.11	54.21	47.02	49.01	47.11

(Source: Masinga District DEO's Office)

From the above statistics it is evident that boys are performing poorly than girls in most subjects .According to the District Education Officer Masinga district, this is attributed to indiscipline among the boys (Masinga District Education Sector Strategic Plan, 2012-2017).

The boys who registered for Kenya Certificate for Primary Education (KCPE) in Masinga District in 2009 was 1693 against 1699 girls, in 2010, 1729 boys registered for KCPE against 1750 girls and in 2011, 1789 boys registered for KCPE against 1800 girls (Masinga District Education Sector-Strategic Plan 2012-2017). According to the above statistics the number of boys progressing to standard eight has been decreasing every year .This is most common in schools which are located in areas where sand harvesting is a common phenomenon .Boys around these areas deteriorate in their discipline, most of them start indulging in

absenteeism, lateness, sneaking from school, stealing and drug and substance abuse. This study therefore sought to investigate school based factors that have influenced the levels of discipline of the boy child in public primary schools in Masinga district.

1.3 Purpose of the study.

The purpose of the study was to investigate school based factors that influence levels of discipline of the boy child in public primary schools in Masinga District.

1.4 Objectives of the study.

The study was guided by the following research objectives:

- i. To establish the extent to which class teacher's support influence the discipline of the boy child in public primary schools in Masinga District.
- ii. To determine the contribution of guidance and counseling to the discipline of the boy child in public primary schools in Masinga District.
- iii. To establish the extent to which head teachers' training in decision making on discipline influences boy child discipline in public primary schools in Masinga District.
- iv. To determine the extent to which discipline management strategies by school administration influence the discipline of the boy child in public primary in schools in Masinga District.

1.5 Research Questions

The study was guided by the following Research questions -:

- i. To what extent does class teacher's support influence the discipline of the boy child in public primary schools in Masinga District?
- ii. How do guidance and counseling programmes influence the discipline of the boy child in public primary schools in Masinga district?
- iii. To what extent does head teachers training in decision making influence discipline of the boy child in public primary schools in Masinga district?
- iv. To what extent do discipline management strategies by school administration influence the discipline of the boy child in public primary schools in Masinga district?

1.6 Significance of the study

This research may help the Ministry of Education realize that there is need to address the plight of the boy child and put in place measures to bridge the gap between girls and boys in terms of discipline management in schools. It may help school administrators and parents to take intervention measures that would address the issues hindering boys discipline in school. Schools in Masinga District will also benefit from this study because they may be able to identify school based factors that contribute to poor discipline among the boy child. Since the head teacher and teachers are custodians of learners in school they will now be more sensitive towards the boy child and avoid situations where he is treated differently from the girl child

1.7 Limitations of the study.

The limitation of this study was that most of the pupils had a challenge of language and this may have affected the ability to understand, fill and respond to questionnaires however, this was countered by making the questionnaire simple and making the teachers interprets for the pupils the difficult part of the study due to language barrier. Masinga District has a small proportion of schools compared to the entire number of public primary schools in Kenya and therefore may not be a representative sample for the rest of the country..

1.8 Delimitations of the study.

The study confined itself to pupils, teachers and head teachers in public primary schools in Masinga District. The study confined itself to those factors that influence discipline within the school environment. Factors outside the school environment were not considered.

1.9 Assumptions of the study.

This study held the following assumptions.

- i. That all respondents gave honest and objective information.
- ii. That all the teachers in public primary schools in the district were professionally qualified.
- iii. That the information generated would help all stakeholders realize the importance of helping the boy child.

1.10 Definition of significant terms.

Boy child refers to the male human being who is below the age of 18 years and is in school or had dropped out of school.

Discipline refers to training of the mind of a child to obtain self control and basis for obedience.

Indiscipline refers to being deviant from laid down rules and regulations.

School based factors refers to any occurrence within the premise of the school brought about by the interaction of the learner and peers, teachers or any other person in the school community.

School dropout refers to the difference between the number of pupils enrolled at the beginning of the year and the number who enrolled at the end of the year.

1.11 Organization of the study.

This study is organized in five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitation of the study, basic assumptions of the study and definitions of significance terms as used in the study. Chapter two comprises of literature review. Chapter three consists of research methodology which was divided into the following areas; Research design, target population, sample size and sampling procedure, research instruments, validation and reliability of the research instruments, data collection

procedures and data analysis techniques. Chapter four consists of data analysis, interpretation and discussion of findings and finally chapter five is on summary conclusions, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is going to deal with literature related to the school based factors that can influence discipline of pupils in public primary schools positively or negatively. These factors reviewed include the concept of discipline, role of head teacher and school discipline, class teacher's support in enhancing discipline in school, influence of guidance and counseling on pupils' discipline, role of decision making by head teacher and boy child discipline and discipline management strategies and boy child discipline.

2.2 The concept of school discipline

Discipline is paramount in all areas of life. Education ceases to be meaningful if there is no observation of personal and collective responsibility in discipline. Discipline is important because it makes a person to be organized and systematic in the work. It enables one to achieve set goals of life; to respond positively to challenges, guard against negative influences and also out of it a person gets self fulfillment and satisfaction.

Teachers, parents, religious organizations believe that cases of indiscipline are on the rise not only in Kenya but through out the world (Blandford, 1989). Charles (1989) asserts that students sometimes behave with hostility, abusiveness, disrespect, disinterest and cruelty, all of which reduce effectiveness of teaching and leaning. Research evidence on school discipline and violence in Australia,

United States of America, England and Canada indicate that discipline problems in schools are on the increase (Nolle, Guerino and Chandle, 2007). For example in a report entitled, “School crime, Violence and Safety in US Public Schools 2005 – 2006” published by the US Department of Education in 2007 revealed that discipline problems in American Schools was common. According to the findings the overall rate of violent incidents for all public schools in US was 31 incidents per 1000 students. Some of the common problems included students threats of physical attack with or without weapons, distribution or use of illegal drugs, bullying, sexual battery and rape.

According to Mbiti (1974), discipline has to do with the unquestionable recognition of authority, the readiness to obey instructions and uphold the code of regulations as laid down by governing authority. In a school situation, a high standard of discipline must be observed if the school management has to implement the curriculum effectively and to achieve maximum performance. Eshiwani (1993) notes that school discipline must be maintained at all the time because it is only when there is discipline that proper learning can be expected to take place. Griffins (1996) concurs with Eshiwani (1993) that discipline is the central pillar for the entire school programmes success and performance. It is known and believed that school discipline is essential for schools to do well.

2.3 The role of head teacher on school discipline.

Discipline is a system of making the individual to make decisions responsibly (Mbiti, 2007). A study by Manus and Larson (2009) on the use of negotiation in communication in Atlanta, United States of America found that head teachers who use negotiation in communication are effective communicators. According to Mbiti, (2007) the main function of the head teacher is to direct, guide and integrates human efforts with specific education goals. The head teacher is directly involved in establishing the rules of behavior, the penalties to be applied as well as the processes to be used. School rules should be drawn to emphasize the values to the individual and the community (Maingi, 2005).

A study in South Africa by Mafisa (2008) found that the school climate generally reflects the extent to which the school leadership is poised towards management and governance of the school. He notes that this is indicated by the way the school leadership interacts with learners and teachers in terms of school policies, programmes and procedures. For example, an open atmosphere in which school policies are designed and discussed with a gender active participation by the school stakeholders, teachers and learners will always curb indiscipline in schools whereas a tense environment will bring out fear and indifference in school matters (Kiogora, 2010).

2.4 Class teacher's support and boy child discipline.

Diane (1992) argues that a teacher is a classroom manager who manages pupils from different backgrounds, that is, from broken homes, poverty stricken families,

abandoned and maladjusted children. Eshwani (1983) notes that class teachers are in –charge of a class and are the first persons the pupils turn to for advice and assistance. Abagi and Ondipo (1997) observes that teachers attitude towards pupils have great impact on pupils’ discipline and retention in school, he goes further to say that when teachers have negative attitude, neglect, abuse mishandle or sent pupils out of class during teaching, they make the learning atmosphere un-conducive. According to Ministry of Education (1999) teachers responsibility include; lesson planning and scheming, preparation of teaching and learning aids organization of co-curriculum activities, participation in subject panels, guiding and counseling, maintaining discipline and taking responsibility over moral, mental, intellectual and physical development of pupils. If discipline is well maintained in class among pupils performance may improve.

2.5.1 Guidance and counseling programmes and boy child discipline.

The head teacher should ensure that a guidance and counseling department is in place in the school (MOEST, 1999). This is because according to the Ministry of Education (1999), pupils are key stakeholders within the school and therefore managing them effectively is important. Establishment of an effective guidance and counseling department is one way of managing pupils smoothly. According to Koech report (1999) guidance and counseling is a necessary service in all educational and training institutions and it should be rendered by a professionally trained personnel. According to Ndichu (2005) the modern society has changed so

much whereby the social safety nets that existed in the traditional societies and ensured a somewhat stable environment for children and the young adults to grow up in have all gone. Thus guidance and counseling in schools serve to fill in this gap in the society by equipping the pupils with skills to deal with the modern challenges in the society.

Simatwa (2007) maintains that lack of serious guidance programmes in schools is the major cause of indiscipline cases and poor performance in learning institutions. He contends that counselling is not given weight as a tool in enhancing students' discipline .In addition 50 percent of guidance and counseling services in Kenyan schools are on the hands of teachers without professional training .On the role of guidance and counseling in the school administration and pupils discipline, Simatwa (2007) indicated that if well guided by teachers, pupils will do the right things related to learning and will become disciplined hence good performance.

A teacher assists the pupils to develop self understanding, self acceptance and seeing the realities of his personal characteristics (Kabaga, 1989). Mutuma (2005) argues that issues of drug abuse, absenteeism, truancy and peer influence can easily be reduced through guidance and counseling. The children need to be provided with a tool to enable them make responsive decisions in life, as they encounter various life challenges.

2.5.2 Peer counseling teams and boy child discipline.

A research done by scholars indicates that indiscipline and teacher – pupils conflict in school influence repetition and premature withdrawal (Wanjohi, 2002). A journal of adolescence (2009) reported that opinions of a child’s peers may have more weight than that of parents or teachers. The journal further notes that positive peer influence may mobilize the child’s energy and motivate him to success. Increased indiscipline in Kenyan schools has been attributed to abdicating of duty by parents and school management where pupils are left to do as they wish. Gitonga (2007) adds that peer pressure influences many pupils to imitate their colleagues in need for recognition and acceptance. There is therefore need to encourage pupils to associate with persons who will encourage and model them positively.

The teachers should help the pupils to form peer counseling teams which will be able to offer support to each other, peer counseling team is a body of pupils who have volunteered to undertake training in order that they may offer support to other pupils experiencing particular problems alongside an overall of reducing the amount of bullying as repeated attack (physical, psychological, social and verbal) by those in position of power on those who are powerless with the intention of causing distress. Bullied children fear attending school regularly and therefore schools should make policies that make every child comfortable in school in order to enhance participation.

Harambus and Holbun, (2008) have asserted that peer group is very important reference group for students in schools. The opinion of the peer group is important to the youth with which the children compare themselves. The importance of belonging to a peer group is underscored by Coleman and Hendry (2000) who contend that it provides medium through which a child learns to function more independently to acquire and test skills that earn him self esteem among people of the same generation, to develop new outlooks that reflect youthful interest rather than adult ones. According to Kibera and Kimokoti (2007) in peer group in schools the youth learn positive values of cooperation, responsibility and other good habits, which became the basis for adult discipline.

2.6 Head teachers' decision making and boy child discipline.

Participatory decision making is where individuals or groups are involved in decision making process (Okumbe, 2001). This kind of process is recommended for a number of reasons, when an administrator in an organization consults a lot of knowledge and facts can be gathered easily since groups have a broader perspective and can collectively consider more alternative solutions. In participatory decision making individuals who participate are usually more satisfied with the decisions they have collectively made and they will support them. Participatory decision making helps teachers and students to communicate more freely on matters concerning them in an organization. It is a very useful

vehicle for facilitation of organizational goals, attainment and personal needs satisfaction and motivation, (Okumbe, 2001).

Student's participation in decision making refers to the work of student's representative bodies such as school councils, students' parliaments and prefect body. It also refers to participation of students in collective decision making at school or class decision making at school or class level and dialogue between students and other decision makers. Student's participation in decision making schools is often viewed as problematic to school administrators, parents and society at large. This is due to the fact that students are viewed as minors, immature and lacking in expertise and technical knowledge that is needed in the running of a school. Thus students' participation in decision making is often confined to issues concerned with students' welfare and not in core governance issues.

Gitobu (2007) conducted a research on the relationship between head teachers characteristics and students involvement. He found out that professional experience of head teachers did not influence their involvement with students in administration. Maingi (2005) found out that schools which have instituted forms of participation by student's administration enjoy relatively smooth administrative tenure with fewer students' related administrative problems.

2.7 Discipline management strategies and boy child discipline.

Ministry of Education (1999) indicates that the major role of the head teacher is creating school environment that encourages enrollment, retention and good discipline among learners in school. The head teacher is required to be familiar with the Ministry's policies of access, equity and retention, discipline management, able to advice teachers on choice of teaching and learning materials and discourage classroom practices that are gender biased.

According to Republic of Kenya (1991) report indiscipline cases include lateness, rudeness, chronic absenteeism, truancy, disrespectful behavior and bullying among others. The purpose of discipline in school is to create favorable condition to a learning situation that will enhance discipline; therefore head teachers should put in place discipline management strategies that are not punitive to the pupils. Some discipline management strategies which should be used in schools include guidance and counseling, cleaning of dirty classrooms, cleaning school toilets ,retaining pupils in class during some important hours like break time, giving extra class work and in extreme cases the boy can be send for a parent (UNESCO, 2001)

2.8 Summary of Literature review

The literature review has attempted to review school based factors that affect discipline of pupils in school. The literature review has discussed class teacher's

role in influencing discipline, how discipline management strategies influence discipline of pupils, guidance and counseling as a measure of influencing discipline of pupil. Studies carried out by Verky (1997) and Melgosa (2008) revealed that home based factors such as a parenting styles influenced discipline of students in school. Wamalwa (2011) carried a study in Dagoretti District which established that many boys dropped out school due to indiscipline. Mutune (2012) carried out a study on institutional and family factors influencing drop out of girls in Masinga District. No evidence of a study which has been carried out on the boy child discipline in the district. Therefore this study sought to establish school based factors which influence levels of discipline of boy child in Masinga District.

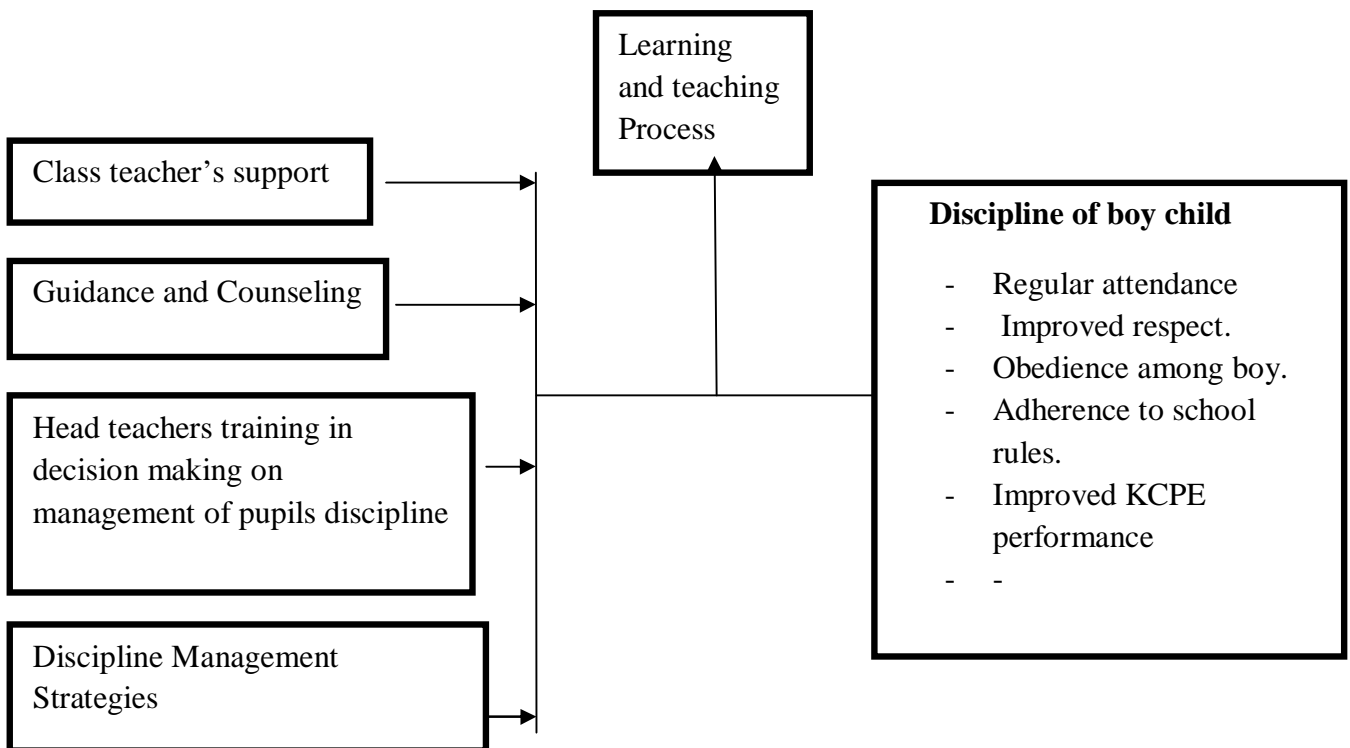
2.9 Theoretical framework for the study

This study is based on the Goal Setting Theory by Edwin Locke, 1960's (Okumbe, 1999). The value of goal setting is recognized in the management systems where goal setting basics are incorporated within them. The goal setting is generally accepted as among the most valid and useful motivation theories in industrial and organizational psychology, human resource management and organizational behavior. This is because the theory involves establishing actual objectives. It features as a major component of personal development literature, goals perceived as realistic are more effective in changing behavior. Locke (1960's) went on to say that working towards a goal provided a major source of motivation to actually reach the goal which in turn improves discipline.

Disciplined students always try to work quickly and effectively and this leads to better performance. The Goal Setting Theory is an effective tool for making progress by ensuring that participants in a group with a common goal are clearly aware of what is expected for them if an objective is to be achieved. Participants here are students whose common goal is academic excellence and for them to attain this they must be disciplined. On a personal level, setting goals is a process that allows people to specify their work towards their own objectives. The theory if well used in a school setting can contribute to good discipline and therefore improved performance. Disciplined students always work hard to achieve their goals and objectives.

2.10 Conceptual Framework

Figure 1 conceptual framework



The above conceptual framework tries to show school based factors influencing discipline of boy child in public primary schools. While in school the boy is constantly interacting with the head teachers, teachers and other pupils. If the school environment is conducive for the learner; support from the class teachers like encouragement of peer counseling teams, pupils feels safe and comfortable in school. Cases of indiscipline like absenteeism temporally drop-out and truancy will be minimal. If the head teacher involves pupils in decision making like choosing the prefect body and formulation of school rules, the pupils have a better insight of why there has to be school rules and why the rules must be followed and the consequences for breaking them. This leads to improved discipline among the pupil.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the process and strategies that were used in carrying out the study. It is divided into the following sub-sections; research design, target population, sample size and sampling procedure, research instruments, instruments validity, instruments reliability, data collection procedure and data analysis techniques.

3.2 Research design

Research design provides a framework for planning and conducting a study. It is the plan, structure and strategies of investigation concerned so as to obtain answers to research questions. The study adopted a descriptive survey as its design. The design was considered appropriate for the study because according to Kothari, survey is concerned with describing, analyzing and reporting conditions as they exist. Descriptive survey research design is most appropriate when the purpose of the study is to create a detailed description of an issue (Mugenda & Mugenda, 2003). The descriptive survey research design enabled the researcher to collect, analyze and report data on the influence of school based factors on levels of discipline of boy child in Masinga District.

3.3 Target population

According Borg and Gall (1989), target population is defined as all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study. The target population for this study was all the pupils, teachers and head teachers in the 131 public primary schools in Masinga District which has a population of 20,520 boys,19837 girls and 1077 teachers(682 males,395 females(Source ; DEO Office Masinga District)

3.4 Sample size and sampling procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population. Mugenda and Mugenda (2003) argue that a sample between 10-30 percent of the target population is enough representation.

The study adopted stratified random sampling. The technique is most appropriate when the researcher is interested in issues related to gender, race or age disparities in the population (Kombo & Tromp, 2006). In this case 10 percent of all the schools were selected that is 13 schools for the study. A total of 215 teachers took part in the study. All the head teachers of the 13 schools took part in the study. From each school 31 boys were randomly selected, (410 boys for sample).

3.5 Research Instruments

The study used questionnaires for all pupils and teachers. Mugenda and Mugenda (2003) define a questionnaire as a written set of questions to which the subject responds in writing. According to them questionnaires are cheap to administer to respondents scattered over a large area. It's convenient for collecting information from a large population within a short span of time. For the head teacher, the researcher prepared an interview schedule. Interview was considered appropriate because most people like responding to oral questions than written questions. Interview was considered appropriate because clarification on school issues can easily be sought. The instruments contained details of various school factors as per objectives of the study. The questionnaires had two sections. Section one had items seeking demographic information while section two had items seeking information influencing levels of discipline of the boy child in public primary schools. The researcher conducted a pilot study in two schools which are not in the sample size. Piloting ensures that research instruments are clearly stated and that they have some meaning to the respondent.

3.6 Instrument validity

The validity of an instrument represents the degree to which a test measures what it purports to measure (Borg & Gall 1983). The pilot study helped to improve face validity and content of the instruments. Content validity can also be improved through expert judgment by the supervisor. Orodho (2003) asserts that once

questionnaires were constructed they were tried by studying the answers to the questionnaires; the researcher was able to identify whether all the objectives were thoroughly addressed and whether the respondents gave the intended answers to the research question. Based on the analysis of the pretest the researcher was able to make corrections, adjustments and additions to the research questions.

3.7 Instruments reliability

Mugenda and Mugenda (2003) define reliability as a measure of degree to which a research instrument yields consistent results or data, after repeated trial. Test-retest technique of assessing reliability of a research instrument was employed. It involved administering the same instrument twice to the same group of subjects. A two week lapse was allowed between the first and the second test (Orodho 2009). Answers obtained in the two administered tests will be made using the Pearson's coefficient of correlation formula to compute the correlation coefficient so as to establish the extent to which the content of the questionnaire elicited the same responses. A correlation coefficient of 0.86 was obtained implying that the instrument was reliable for the study (Best & Kahn, 2006)

3.8 Data collection procedure

The researcher obtained an introduction letter from university of Nairobi to obtain a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The researcher then proceeded and sought authority from the District Commissioner, Masinga and District Education Officer, Masinga

District to operate in their area. The researcher then booked appointments with the head teachers of the sampled schools to visit and administer the questionnaires. The researcher then visited each of the sampled schools and personally administered the questionnaires. With assistance of class teachers the pupils were guided on how to respond to the questionnaires. While answering the questionnaires the researcher proceeded to interview the head teacher. She then collected filled questionnaires after which they were stored for data analysis.

3.9 Data analysis techniques

After collecting data items from the field using questionnaires and interview schedules, quantitative data was arranged and recorded according to research questions after which frequencies, percentages, bar graphs and pie charts was used to make presentation and analysis. Qualitative data was edited or cleaned up then arranged in to themes drawn from the research questions and patterns using codes after which it was analyzed and interpreted. Data was analyzed using Computer programme, statistical package for Social Sciences (SPSS)

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The data presentation was done based on the objectives of the study.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires that have been returned after they were administered to the respondents. All the questionnaires which were administered to the pupils (410) were returned making the questionnaire return rate for the pupils to be 100 percent. This was possible because the researchers administered them in the presence of the class teacher and picked them immediately. However, for the questionnaires administered to the teachers 206 of them were returned out of 215 questionnaires, making a questionnaire return rate to be 96 percent.

Table 4.1 questionnaire return rate

Respondents	Questionnaires administered	Questionnaires returned	percentage returned
Pupils	410	410	100
Teachers	215	206	96
Head teachers	13	13	100
Total	638	629	99

The questionnaire return rate for pupils and interview schedules for head teachers was a 100 percent but for the pupils it was 96 percent.

4.3 Demographic information of respondents

This section deals with the demographic information of the respondents who constitutes, pupils, teachers and head teachers

4.3.1. Gender of the respondents

The respondents were asked to indicate their gender, this aimed at establishing if the study was gender sensitive and to ensure that all the views of both gender were sought. The results are as demonstrated in Table 4.2

Table 4.2: Teachers' distribution by gender

Gender	Frequency	Percent
Male	130	63.1
Female	76	36.9
Total	206	100.0

Table 4.2 shows that majority of the teachers who participated in the study in Masinga were male (63 percent) and female (37 percent). This suggests that most of the teachers in public primary schools in Masinga District are male teachers. It also implies that there are few female teachers compared to male teachers in the district.

4.3.2 Professional qualification of respondents

The study also sought to establish the professional qualification of teachers. This aimed at establishing whether the professional qualification of the teachers influences pupils' discipline. Table 4.3 presents the professional qualification of the teachers

Table 4.3 Professional qualification of teachers

Professional qualification	Frequency	percent
Certificate	82	39.8
Diploma in Education	58	28.2
B.Ed	19	9.2
BA	40	19.4
Untrained	7	3.4
Total	206	100.0

As shown in Table 4.3, the highest professional qualification attained by a teacher is the certificate (as mentioned by about 40 percent of the respondents), followed by diploma (as mentioned by 28 percent). According to the respondents, those with B.Ed were about 9 percent and non trained graduates (BA) about 19 percent. Untrained teachers (non graduates) were about 3 percent

The professional qualification of the head teachers was also sought. This aimed at establishing whether the education level of education of the head teachers influences discipline of the boys. The results are as in figure 4.1

Figure 4.1 professional qualifications of head teachers

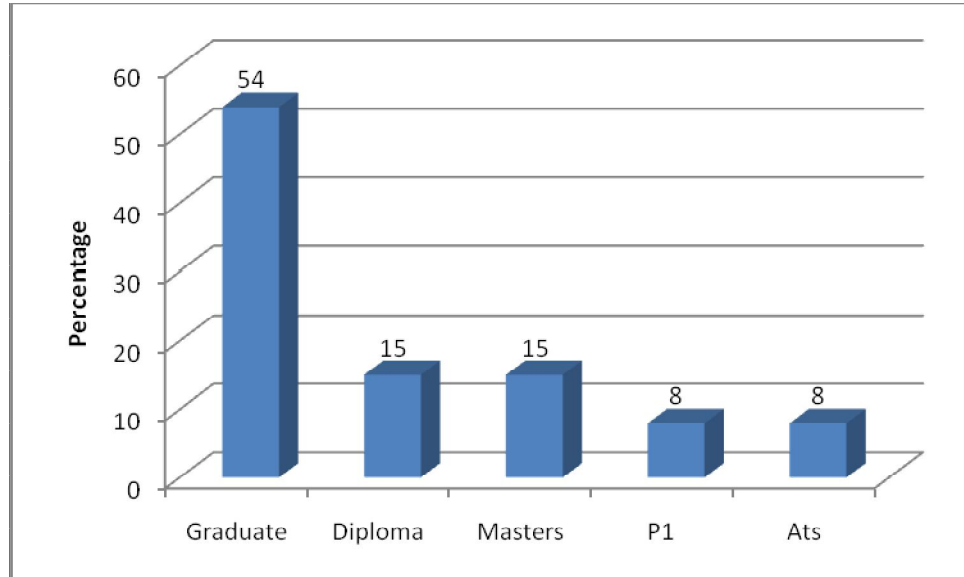


Figure 4.1 shows that majority of the head teachers have a degree in education as the highest level of education, they are followed by diploma, masters, P1 and ATs. This implies that the policy of the TSC which says that the head teachers in primary schools should be degree holders is taking effect in Masinga district. The window of opportunity opened by the universities that allows teachers to enroll for school based programmes is bearing fruits in Kenya.

4.3.3 Teachers' Teaching experience

On teachers length of service in their teaching career the results are as follows

Table 4.4: Teachers' teaching experience

No. of years	Frequency	percent
Below one year	6	2.9
1-5 years	24	11.7
6-10 years	46	22.3
11-15 years	42	20.4
16-20 years	34	16.5
Over 20 years	54	26.2
Total	206	100.0

According to Table 4.4 more than a quarter (26 percent) of the teachers interviewed have been teaching for a period of over 20 years, followed by those who have been teaching for 6-10 years (about 12 percent) and 11-15 years (about 20 percent). Only a few (about 3 percent) had been teaching for less than a year. This implies that the responses given by the teachers are based on experience that they have in their teaching career and therefore can be treated to be reliable. It also implies that the freezing of the employment of the teachers since 1997 has

contributed to having young teachers to be few in the teaching profession especially in public schools

4.3.4 Teachers' exposure to in- service training

The study also sought to establish whether teachers go for in-service training. The in-service training exposes teachers' to new teaching skills and skills of handling pupils in not teaching activities such as discipline. The frequency at which teachers attend in-service training is as in table 4.5

Table 4.5: Teacher exposure to in-service course, seminar or workshop on guidance and counseling

Category	Frequency	
		percent
Yes	99	48.1
No	107	51.9
Total	206	100.0

Table 4.5 shows 48 percent of teachers had attended some in-service training on guidance and counseling. This is almost half of the respondents meaning that guidance and counseling has become key to teachers' capacity building in primary schools. Since most of the teachers indicated that they attended in-service training

on guidance and counselling ,the indiscipline cases of the students should have gone down. However, the results shows that there is high rate of indiscipline cases in schools an implication that the in-service training on guidance and counseling is not very effective in addressing pupils discipline

4.4 School based factors influencing levels of discipline of boy child in public primary schools

The purpose of this study was to establish the School based factors influencing levels of discipline of boy child in public primary schools. In order to establish the school factors influencing levels of boy child in public primary schools the respondents were asked to indicate whether there are indiscipline cases in schools. The results are as presented in table 4.6

Table 4.6 Pupils’ opinions on presence of indiscipline cases in schools

Cases of	Frequency	Valid percent
indiscipline in		
schools		
Yes	303	74.3
No	107	25.7
Total	410	100.0

Table 4.6 shows that the rate of indiscipline cases is rampant in schools as shown by 73.3 percent of the pupils who attested that there are indiscipline cases in school. However, 25.7% of the respondents said that there are no indiscipline cases in schools.

The results from the teachers and headteachers also shows that there are cases of indiscipline cases in schools as presented in table 4.7

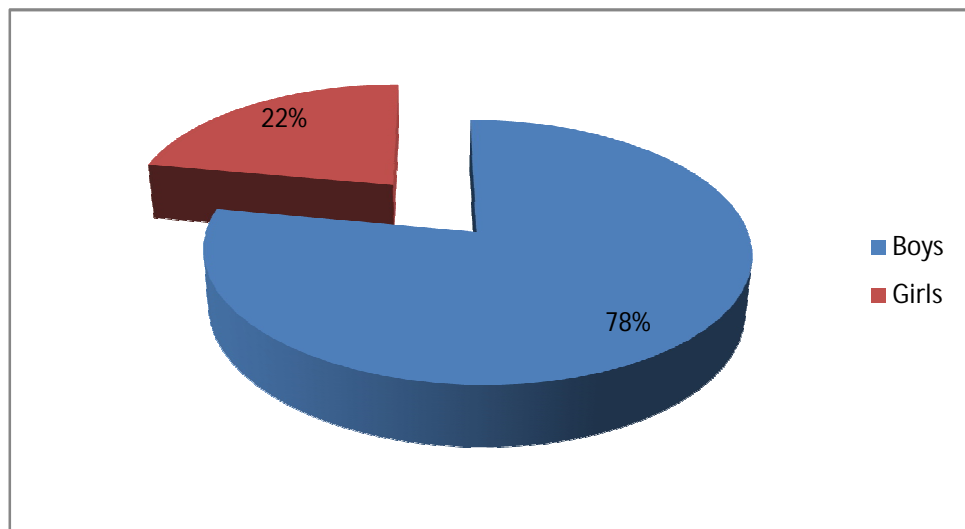
Table 4.7 Teachers and head teachers’ opinion on cases of indiscipline in schools

Category	Response	Frequency	percent
Teachers	Yes	182	88.3
	No	24	11.7
Head teachers	Yes	13	100
	No	0	0

Table 4.7 shows that all the headteachers agreed that there are indiscipline cases in primary schools in Masinga district. However, for the teachers not all of them agreed with the statement that there are indiscipline cases in aschools but majority them, teachers (about 88 percent) said discipline was an issue in their schools. This finding in Masinga schools reflects the national picture about massive indiscipline in public schools.

The study further sought to establish the gender mostly involved in indiscipline cases in primary schools in Masinga district. The results shows that boys are more involved in indiscipline cases compared to the girls. This is as shown in figure 4.2

Figure 4.2 The pupils opinion on the gender mostly involved in indiscipline cases in schools



The analysis from the teachers' questionnaires is in line with the sentiments that indiscipline cases are common among the boys in primary schools in Masinga district compared to girls. The results show that Boys were most affected by indiscipline problem in Masinga primary schools as shown in Table 4.8. With 86 percent of teachers expressing concern over boys' indiscipline, this meant the problem was monumental and would require a well thought out intervention program to contain the situation. Although fewer girls (14 percent) were involved in discipline malpractices in the area, the situation was not out of hand although could worsen due peer pressure from boys if not arrested in time. This result mirrors the work done by UNESCO (2008) which indicated that, boys are more

likely than girls to experience frequent and severe physical violence associated with indiscipline cases in schools. The opinion of the teachers on the gender mostly involved in indiscipline cases is as shown in Table 4.8

Table 4.8 Teachers' opinions on gender mostly involved in discipline problems

Gender	Frequency	Percent
Boys	164	86.3
Girls	26	13.7
Total	190	100.0

On the types of indiscipline common in school, the study established that there are several indiscipline cases in schools. Figure 4.3 show that the types of indiscipline cases common in schools.

Figure 4.3 Type of indiscipline cases in schools

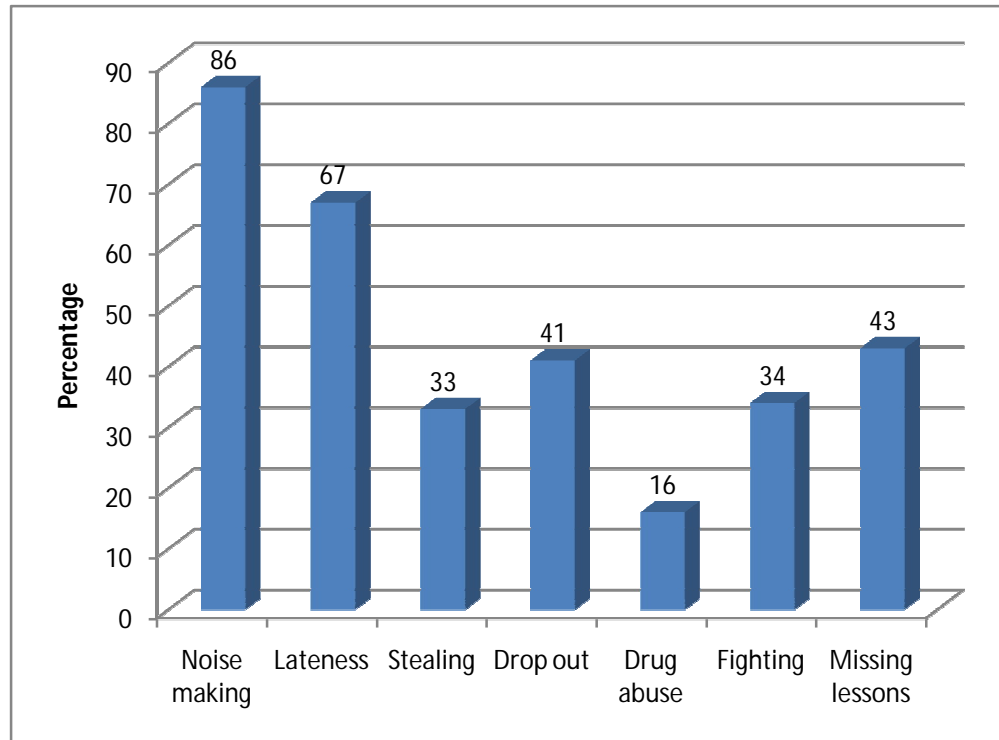


Figure 4.3 shows that the most types of indiscipline cases in schools include, noise making, lateness, stealing, drop out, drug abuse, fighting and missing lessons. According to figure 4.3 noise making is the major type of indiscipline in schools, its followed by lateness, missing lessons, drop-out, fighting, stealing and drug abuse in that order.

The study further sought to establish the causes of indiscipline cases in schools. The teachers and head teachers were asked to indicate the causes of indiscipline in schools. Table 4.9 presents the results.

Table 4.9 Teachers' opinion on causes of indiscipline in schools

Causes	Frequency	percent
Adolescence stage	1	.5
Dropping out of school	3	1.5
Environmental factors	18	8.7
High population in school	7	3.4
Immorality	1	.5
Lack of proper Guidance/counseling	26	12.6
Lack of role models in society	12	5.8
Long distance to school	8	3.9
Negative attitude towards learning	8	3.9
No answer	6	2.9
Over age	5	2.4
Parents do not discipline kids	4	1.9
Peer pressure	82	39.8
Poverty	11	5.3
Sand harvesting	11	5.3
Social media, mobile phone	2	1.0
Western influence	1	.5
Total	206	100.0

The result shows that there were several causes of indiscipline in primary schools in Masinga. The main causes of indiscipline cases in schools in Masinga district include, peer pressure and lack of guidance and counseling, however, peer pressure was the leading and accounted for close to 40 percent of the reasons mentioned by the respondents. Lack of proper guidance as well as counseling accounted for close to 13 percent.

4.5 Class teacher's support and discipline of the boy child in public primary schools

One of the objectives of the study was to establish the influence of teachers support on students' discipline. The teachers were asked to indicate some of the activities carried out by the teachers leading to indiscipline of pupils in schools. Teachers and students gave responses which were almost similar as indicated in table 4.40

Table 4.10 Class teachers' opinions on their behaviours that could influence students' discipline

	N	Mean	Std. Deviation
Attending class regularly	410	4.0098	1.48995
rewarding pupils	410	3.0146	1.95169
promoting pupils	410	2.9439	1.47324
Offering guidance and counselling	410	3.8732	1.35542
Giving immediate feed back	408	3.2990	1.56867
Valid N (listwise)	408		

Table 4.10 shows that there are several activities carried out by teachers that influence the discipline of boys in schools. The earlier studies by Diane (1992), Abagi and Ondipo, (1997), Eshiwani (1983) and Ministry of Education (1999) have shown that a teacher has authority of pupils in classroom and therefore they have mandate to control the discipline of pupils. According to Abagi and Ondipo, (1997) teachers attitude towards pupils have great impact on pupils' discipline and retention in school and therefore if teachers have negative attitude, neglect, abuse mishandle or sent pupils out of class during teaching, they make the learning atmosphere un-conducive hence promoting indiscipline cases. This study scrutinized the activities of class teachers in relation to pupils' discipline and the

results shows that giving immediate feed back, offering guidance and counselling and attending class regularly influences the discipline of the students as shown by mean of 4 (four) which implies that the repondents strongly agrees with the statement that this activities influence discipline of the pupils. The study also established that activities such as rewarding pupils and promoting pupils does not influence discipline of the pupils as shown by mean of 3(three) implying that pupils were not sure whether such activities influence pupils discipline

On the part of the teachers the study established that the same class teacher activities mentioned by the pupils influence the discipline of pupils. The result for the teachers indicates that attending class regularly was rated high (with a score of 4.16) by teachers in Masinga as it influenced discipline of boys more than other activities in the area. This is true because by attending class regularly the teacher is able to know the students and also help them when involved in indiscipline cases. Attending class regularly also makes the class teacher become a role model and students are able to imitate the behavior of the teachers. Other activities were rated average (with a score of around 3), other major activities that influenced discipline in Masinga primary schools included guidance and counseling (with a score of 3.4) and rewarding pupils (with a score close to about 3). With an almost cultureless society coupled with none caning or the corporal punishment rule, the only available option is to instill discipline to the pupils by appealing to their conscience through guidance and counseling, and offering rewards to those who shine as examples that can be emulated.

The study sought to establish the activities of class teachers that influence discipline boys in schools. Table 4.11 presents results.

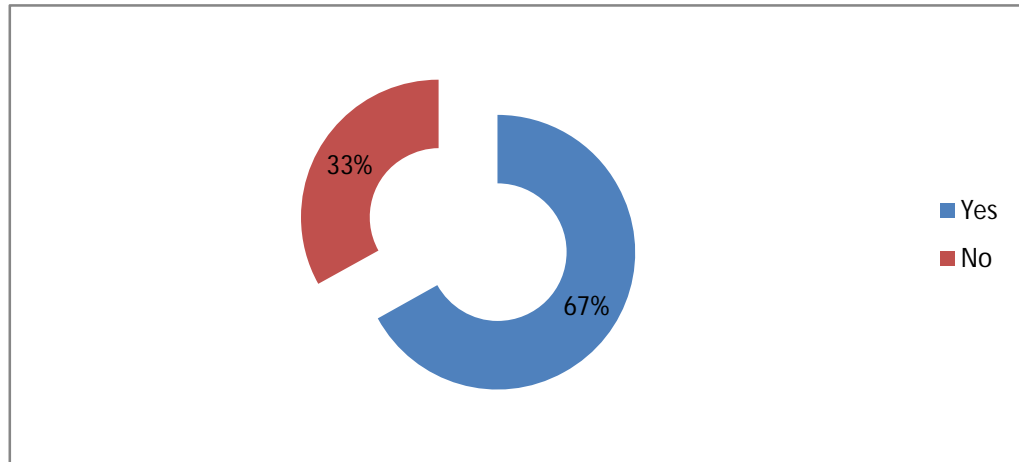
4.11 The activities of the class teachers that influence discipline of boy in a school (1=low and 5=high)

Category	N	Mean
Attending class regularly	206	4.16
Rewarding pupils	202	2.95
Promotion of pupils	204	2.84
Guiding and counseling	206	3.40
Immediate feedback on pupils work	206	2.71

4.6 Guidance and counseling and discipline of the boy child in public primary schools.

The other objective of the study was to establish the contribution of guidance and counseling on pupils' discipline as presented in figure 4.4

Figure 4.4 Pupils' opinion on whether there is guidance and counseling in schools

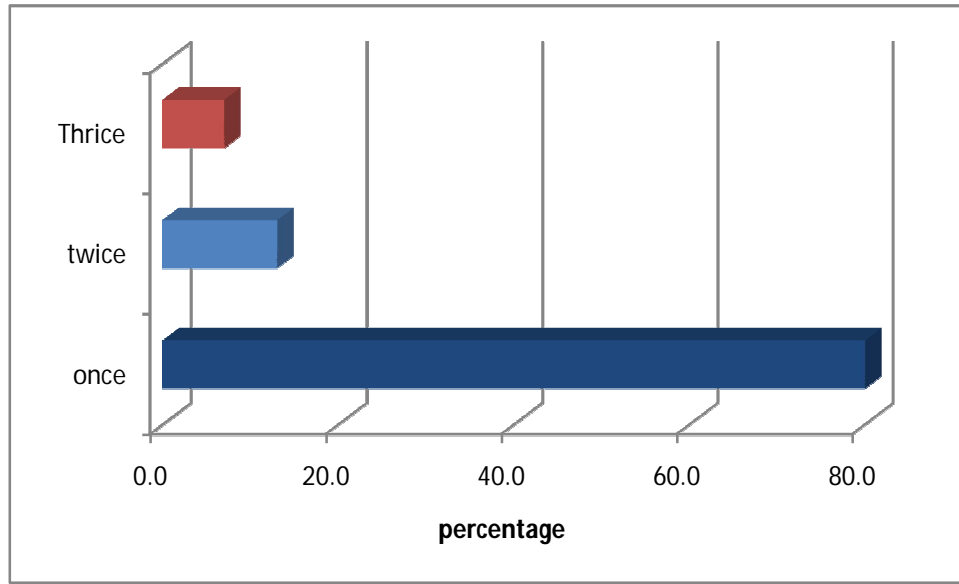


The results in figure 4.4 shows that 67% of the pupils said that there is guidance and counseling in their schools and 33% said that there is no guidance and counseling in schools. This implies that the students have guidance and counseling in schools. However, despite the presence of guidance and counseling in schools, 74% of the students admitted that there is indiscipline in schools. This therefore implies that the guidance and counseling offered in schools in Masinga district is not effective in curbing indiscipline cases in schools. This can be attributed to the manner in which it is carried out. Table 4.5 had earlier indicated that 48.1 % of teachers attended in-service training on matters of guidance and counseling hence this explains why there are a high number of schools that offers guidance and counseling in schools. The presence of guidance and counseling in many schools can be attributed to earlier studies and recommendations which have shown that guidance and counseling is a necessary service in all educational and training

institutions and it should be rendered by professionally trained personnel in order to supplement discipline lessons given by the parents of the pupils and society in general. See (MOEST 1999, Koech report, 1999 and Ndichu, 2005). Other studies have shown that lack of serious guidance programmes in schools is the major cause of indiscipline cases and poor performance in learning institutions. The studies have further shown that if guidance and counseling is well guided by teachers, pupils will do the right things related to learning and will become disciplined hence good performance (Simatwa, 2007).

The study also sought to establish the frequency of guidance and counseling in schools and the results are as presented in figure 4.5

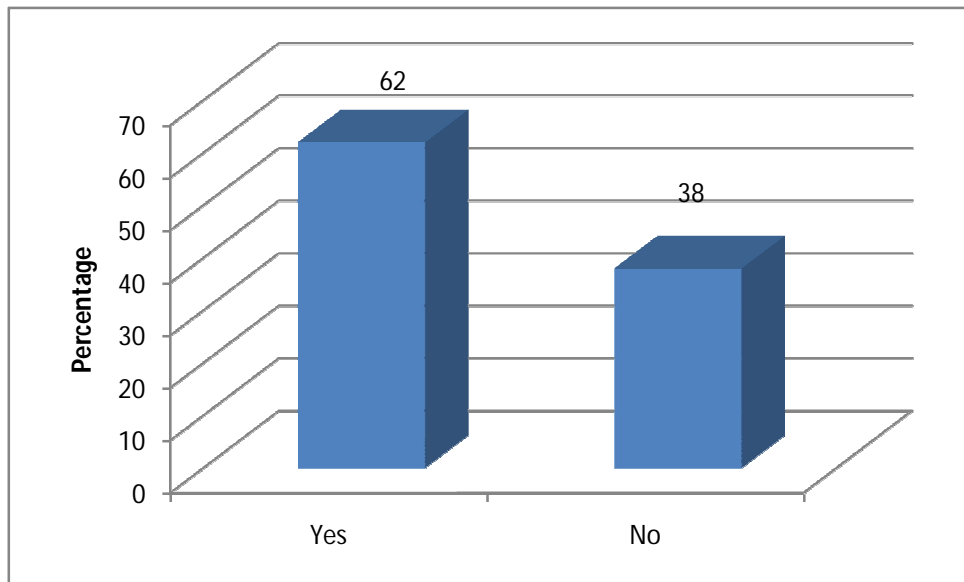
Figure 4.5 The number of times when guidance and counseling is carried out in schools



The results show that in schools where guidance and counseling is carried out it is done once in a year hence making it not effective. In this case 80 percent of the pupils said that guidance and counseling is done once in a year and 13 percent said that it is done twice while 7 percent said that it is done thrice in a year. This implies that even though there is guidance and counseling in schools the exercise is not taken seriously by the teachers and indication that it is done for formality without attaching much value in it. This partial commitment to carrying out guidance and counseling in schools contribute to high indiscipline cases in schools as it already indicated in earlier discussion where 100 percent of the head teachers admitted that there are indiscipline cases reported in their schools. Other than the

general guidance and counseling offered in school for all the teachers, the study focused more on whether boys. It therefore sought to establish whether boys go for guidance and counseling.

Figure 4.6 Results on whether boys go for guidance and counseling



The result in figure 4.6 shows that majority of boys go for guidance and counseling while minority of them said that they do not go for guidance and counseling. This is an indication that even though guidance and counseling sessions are common in schools, there are boys who do not go for guidance and counselling hence making it difficult to completely stamp out indiscipline cases in schools.

The report from the teachers' questionnaire shows that a higher number of teachers said that they normally meet the boys for counseling once a year to encourage

them. About 39 percent of teachers said they meet with their pupils 2 to 4 times a year to provide peer group counseling services.

Table 4.12: Teachers response on frequency of meeting boys for guidance and counseling

Category	Frequency	Percent
Once	70	60.9
Twice	25	21.7
Thrice	12	10.4
Four	8	7.0
Total	115	100.0

The study further probed to establish the reasons why some boys do not go for guidance and counseling. The results shows that teachers have no time for boys, boys fear to go for counseling, boys have no indiscipline cases and that there are no teachers for guidance and counseling. Figure 4.7 presents the results

Figure 4.7 Possible reasons for boys not seeking guidance and counseling services

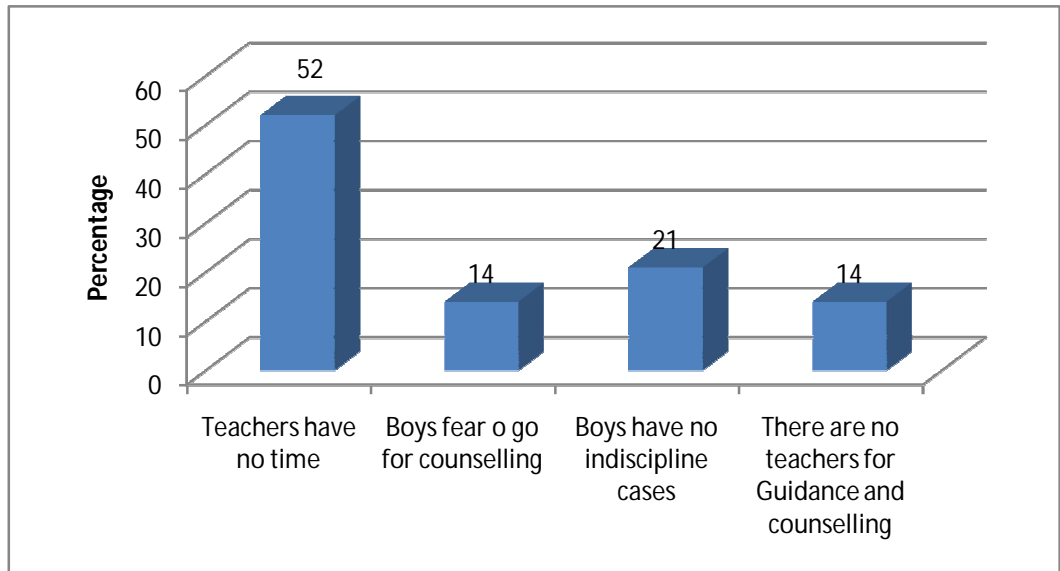


Figure 4.7 shows that the main reason for the boys not going for guidance and counselling is that teachers did not have time for boys while others said that there are no indiscipline cases, boys fear to go for counseling and that there are no teachers for guidance and counseling in that order. However, even those who go for counseling rarely go for it as shown by 39 percent of the respondents who said that they go for it once and 48 percent who said that they go for it twice in a year. The rest 13 percent said that they go for it thrice or four times in a year; this implies that boys do not seriously consider guidance and counseling to be an important exercise in controlling indiscipline in schools hence explaining the existence of indiscipline in schools due to laxity of the boys seeking guidance and counseling services in school. This underscores the reasons for the establishment

of the guidance and counseling in schools as recommended the Koech report of 1999. The report argues that guidance and counseling is a necessary service in all educational and training institutions and it should be rendered by a professionally trained personnel. The lack of guidance and counseling in schools is seen as the major cause of indiscipline cases and poor performance in learning institutions (Simatwa 2007). The existence of guidance and counseling in schools as argued by Mutuma (2005) can reduce cases of drug abuse, absenteeism, truancy and peer influence.

4.7 Head teachers' training in decision making and boy child discipline in primary schools

The other objective of the study was to establish whether head teachers training on decision making influences discipline in schools. To this effect the pupils were asked to indicate who makes final decision on matters of discipline in schools the report from the students' shows is as in Table 4.14

Table 4.13 Pupils’ opinions on who is involved in making decisions on matters of discipline in school

	Frequency	Percent
Head teachers	252	61.5
Deputy head teachers	111	27.1
Senior teachers	5	1.2
Class teachers	42	10.2
Total	410	100.0

The result from the pupils shows that mostly the head teachers are the ones who make decisions on discipline matters, they are then followed by the deputy head teachers and senior teachers in that order.

The teachers were also asked to indicate who makes decision on pupils discipline in school and the results are as in table 4.15

Table 4.14: Teachers’ opinion on who is involved in the final decision on school discipline

Category	Frequency	percent
Head teacher	157	76.2
Deputy Head teacher	41	19.9
Senior teacher	7	3.4
Class teacher	1	.5
Total	206	100.0

Results from the teachers mimic those of the students on who is involved on matters of discipline. The result shows that the head teacher and to a lesser extent the deputy head teacher were mentioned as the ones who were involved in the final decision on school discipline. The head teacher was mentioned by about 76 percent and his or her deputy by about 20 percent of respondents. About 4 percent mentioned senior and class teachers.

In this regard therefore when the variable on the level of education and on whether there is indiscipline in schools. The result from the head teachers shows that the level of education of the head teacher has no influence on the control of indiscipline cases. This is because all the schools according to the head teachers’

results indicate that there was indiscipline cases reported. This therefore implies that even in schools where the head teacher had masters' degree still the cases of indiscipline were reported there (see figure 4.1 for the level of education of head teachers and Table 4.7 for cases of indiscipline reported in schools respectively).

On the extent to which the teachers are involved in maintaining discipline in schools 91 percent of the teachers said that they were mostly involved in ensuring that discipline is maintained in their schools. This is in comparison with the 9% of teachers who said that teachers were not mostly involved in ensuring discipline is maintained in their schools.

Table 4.15: Teachers' responses on whether teachers are mostly involved in ensuring discipline is maintained in schools

Category	Frequency	percent
Yes	188	91.3
No	18	8.7
Total	206	100.0

4.8 The extent to which discipline management strategies by school administration influences the discipline of the boy child in public primary in schools

On the objective which sought to establish the extent to which discipline management strategies by school administration influences the discipline of the boy child in public primary in schools, the results are as in table 4.16

Table 4.16: Teachers’ response on discipline management strategies used by the school administration

Strategy	Yes	No	Total
Guidance and counseling	93.7 (193)	6.3 (13)	100 (206)
Corporal punishment	21.8 (45)	78.2 (161)	100 (206)
Dialogue with pupils	73.6 (153)	26.2 (54)	100 (206)
Referral to parents	66.5 (137)	33.5 (69)	100 (206)
Withdrawal of privileges	32.0 (66)	68.0 (140)	100 (206)
Reprimands	20.9 (43)	79.1 (163)	100 (206)
Others	4.4 (9)	195.6 (197)	100 (206)

Note: Number of respondents is shown in parenthesis.

Table 4.17 shows that the discipline management strategies that are employed by the school administration in Masinga include guidance and counseling as mentioned by about 94 percent of teachers. Dialogue with pupils was also a useful strategy which was mentioned by close to 74 percent. The other useful strategy mentioned is the referral to the parents, which was mentioned by about 67 percent of teachers. As seen in the table 4.17, strategies mentioned by fewer people included withdrawal of privileges (as mentioned by 32 percent of teachers), reprimands (as mentioned by about 21 percent of teachers) and corporal punishment (as mentioned by about 22 percent of teachers). These methods were found to work no longer because they were old fashioned, obsolete and overtaken by events.

The results from the pupils show that some of the strategies used to control indiscipline in schools include: referral to parents, corporal punishment, withdrawal of privileges, and dialogue with pupils, guidance and counseling and admonishment. This is as presented in figure 4.8.

Figure 4.8 Pupils' response on discipline management strategies used by the school administration

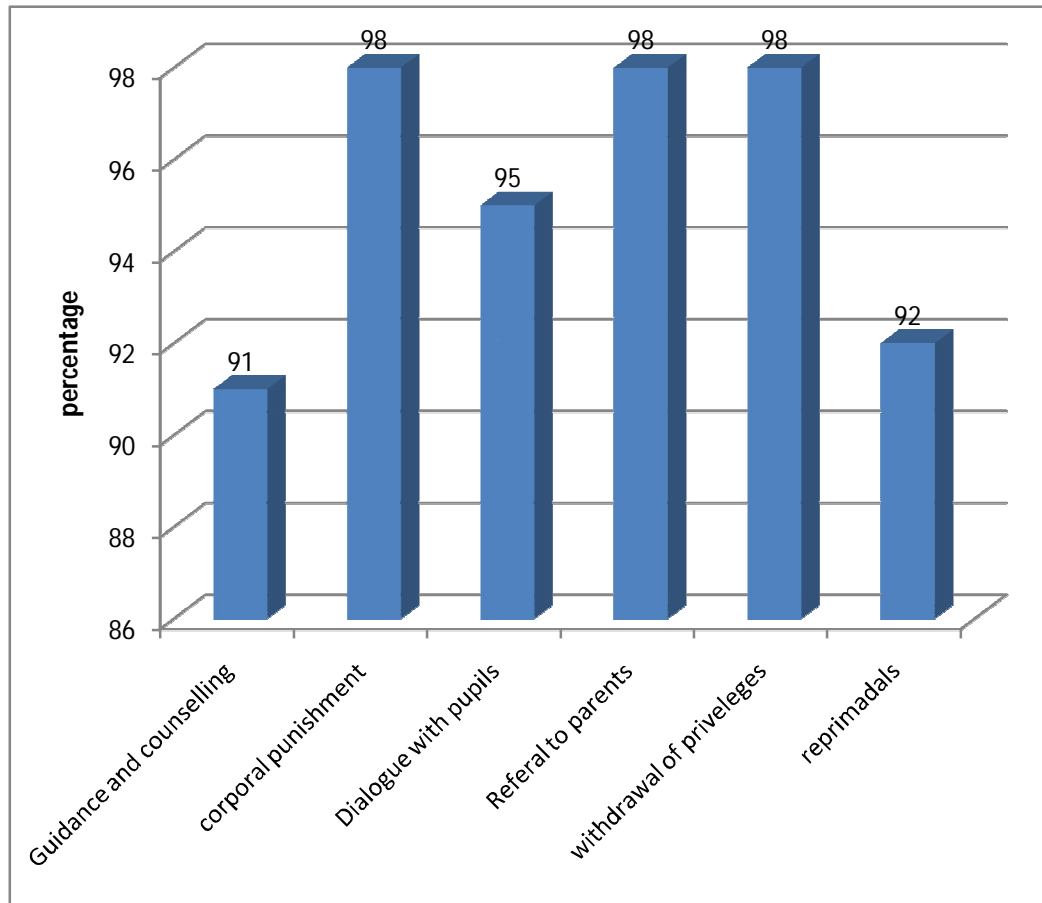


Figure 4.8 shows that even though corporal punishment was banned in schools, the pupils indicated that it is still used as a mechanism of containing indiscipline cases in schools. However, constructive measures such as guidance and counseling and dialogue with students are used to manage indiscipline cases in schools.

Teachers suggested that some strategies needed to be put in place in order to improve discipline of the boy child. The main strategies which were suggested

include; comprehensive guidance and counseling program (including peer counseling). This strategy was mentioned by 56.8 percent of respondents. Others were having child friendly schools and encouraging students to avoid absenteeism and the rest are as shown in table 4.17

Table 4.17: Teachers’ suggestions on strategies that can be put in place to improve discipline of the boy child in school

Suggested strategy	Frequency	Percent
Guidance and counseling	117	56.8
Child friendly schools	16	7.8
Avoid absenteeism	16	7.8
Playing materials and equipments	11	5.3
Provide role models	8	3.9
Dialogue with pupils	6	2.9
Other	32	15.5
Total	206	100.0

Most teachers (56.8%) suggested that guidance and counselling should be the most commonly used discipline management strategy in public primary schools. Other

suggested strategies included child friendly schools ,avoiding absenteeism , providing playing materials and equipments, provision of role models and dialogue with pupils in that order.

The students were also asked to give the strategies which can be used to control indiscipline cases in schools. Their results are more less the same as the ones given by the teachers. Such strategies include; guidance and counselling, dialogue with pupils, punishing students and involving students in making rules and regulations for the school. This is as presented in table 4.18

Table 4.18 Pupils’ opinion on strategies that can be used to curb indiscipline in schools

	Frequency	Percent
Guidance and counselling	94	23.6
Dialogue with students	124	31.1
Punish students	176	44.1
Involve pupils in making School rules	5	1.3
Total	399	100.0

Among all the pupils who answered the questionnaire 44.1 percent suggested that they preferred punishment more than any other discipline strategy. This could be attributed to the fact that is the mode they are used to. 31.1 percent preferred dialogue with pupils while a minority of them preferred guidance and counselling. The most unpopular strategy was involving pupils in making school rules (5%). This was a clear indication that school administration does not involve them in formulating school rules

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study sought to establish school based factors influencing levels of discipline of boy child in public primary schools in Masinga district, Kenya. This chapter therefore focuses on summary of the study, discussion, conclusion, recommendation and suggestions for further studies.

5.2. Summary of the study

Discipline is one of the most important factors that help social systems to function effectively and achieve their objectives and more particularly the schools. However, cases of indiscipline are reported in institutions of learning including primary schools. In Masinga district the performance of boys in National examinations have been dwindling compared to the performance of the girls. This dismal performance has been attributed to high indiscipline cases by the boys. It is against this background that this study was set to establish the school based factors that influence discipline problems among boys in public primary schools in Masinga district. The study was guided by four objectives that revolves along the extent to which class teachers activities influence discipline problems in schools, contribution of guidance and counseling to the discipline of the boy child in public primary schools in Masinga District, the extent to which head teachers' training in

decision making on discipline influences boy child discipline in public primary schools in Masinga District and the extent to which discipline management strategies by school administration influence the discipline of the boy child in public primary in schools in Masinga District.

The study adopted a survey research design where questionnaires and interview schedules were used as the main tools for data collection. The teachers, head teachers and pupils in Masinga district were the target population for the study. The sample size constituted 410 pupils, 215 teachers and 13 head teachers in public primary schools in Masinga district.

5.3 Discussion of the findings

Through data analysis, the study established that the highest qualification of the teachers was certificate (P1) as mentioned by 40 percent of teachers followed by diploma as mentioned by 28 percent of respondents. For the head teachers, majority of them 54 percent had degree certificate and 15 percent had masters' degree certificate. This is an indication that the primary school head teachers have highly enrolled for the degree programme which is a requirement for heading primary schools as per the TSC policy.

The study also established that some teachers have been teaching for over 20 years and therefore assumed to have long time experience of handling students' indiscipline cases. On the training of the teachers, the study established that some teachers have attended guidance and counseling course in order o equips them

with the skills of handling pupils' indiscipline cases. However, the study established that the course has not yet been fruitful as indicated by all schools having reported indiscipline cases

On the causes of indiscipline in schools the study established that peer pressure was the main cause of pupil indiscipline as mentioned by about 40 percent of respondents. It was followed by lack of guidance and counseling, environmental factors, poverty and sand harvesting in that order. The results also indicate that boys were more involved in indiscipline cases compared to girls as mentioned by 86 percent of respondents.

On the teachers' activities that influence discipline cases for the boys in schools, attending class regularly was mentioned as influencing discipline of pupils as demonstrated by the score of 4.6 out of the maximum 5.0. Almost half of teachers interviewed said they had counseling teams in their schools. Majority (61 percent) of the teachers said they met pupils once a year to handle counseling issues.

Majority of respondents said the headmaster (mentioned by 76 percent) and to some extent his or her deputy (mentioned by 20 percent) were said to be the key people who were involved in final decision on school discipline. However, 91 percent of teachers said they were involved in ensuring that discipline was maintained in their schools.

Guidance and counseling was mentioned as the most applied management strategy by the school administration as mentioned by 98 percent of respondents. Dialogue

with pupils was another important strategy which was mentioned by 74 percent of teachers. Another important strategy used by school management was referral to parents, which was mentioned by 67 percent. However, majority of teachers (56.8 percent) suggested that in order to improve discipline of the boy child, there is an urgent need to put in place a comprehensive guidance and counseling intervention program. This program should also include components such as peer counseling, student mentoring.

5.4 Conclusions

The study sought to establish the school based factors influencing levels of discipline of boy child in public primary schools in Masinga District. Specifically the study sought to establish the extent to which class teacher's support influence the discipline of the boy child in public primary schools in Masinga district ,determine the contribution of guidance and counselling to the discipline of boy child , establish the extent to which head teachers' training in decision making on discipline influences boy child discipline and the extent to which discipline management strategies by school administration influence the discipline of the boy child in public primary schools in Masinga District. Based on the data findings, the study has indeed established that indiscipline cases are common in primary schools in Masinga district. The indiscipline cases are common among the boys, this is despite a huge number of teachers getting exposed to guidance and counseling through training. The high rate of training of teachers on matters of

guidance and counseling ought to have minimized indiscipline cases in schools but this is not the case in Masinga district. This is an indication that the interventions of mitigating indiscipline cases in schools such as teachers training on matters of guidance and counseling, head teachers training on decision making the indiscipline cases are still high in schools and indication that these interventions have not yet been fruitful as indicated by all the schools having indiscipline cases. Teachers have suggested having in place a comprehensive guidance and counseling intervention program which if designed and implemented in a participatory manner, will help in reducing indiscipline in the boy child.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made:

- (i) The school administration should make the final discipline decision in collaboration with the Parents Teachers association and County/District Education Offices.
- (ii) In order to avoid the problem of peer pressure, there is need for teachers, parents and pupils to collaborate and identify children who cause problems to others with a view to subjecting them to a comprehensive guidance and counseling programme.

- (iii) There is a need to make guidance and counselling more regular and specific the teacher should carry out counselling sessions by meeting pupils once a month with a view to helping the deteriorating discipline of the boy child.
- (iv) The guidance and counseling teachers should create time for the boys and refrain from ignoring them on matters of guidance and counselling
- (v) There is need to understand and compare the factors that make the boy child have different discipline from the girl, yet they are pupils of the same school and live in the same environment.
- (vi) There is also need of inviting the most successful men in schools to give talks on the link between the discipline and performance in examinations
- (vii) The parents should also be sensitized on the need to check the discipline of the boy child in order to make the fight against indiscipline cases a team work affair
- (viii) Peer counseling should also be introduced in schools, this would enable the pupils to deliberate on matters of indiscipline in schools and come up with the solutions to the problem of indiscipline among the Boys
- (ix) The class teachers should create more time to talk to the Boys on the need to be disciplined. This can be done by the teachers acting as role models and attending classes regularly

5.6 Suggestions for further research

This study has only collected data from teachers and pupils and therefore;

i) There is need for another study to collect views from parents, education officers, security agencies and members of the community who are also key stakeholders as far as indiscipline in primary schools is concerned.

ii) There is also need to carry out a study on other causes of poor performance among the Boys in public primary schools in Masinga district. The finding of such study can supplement the results of this study in order to up scale the performance of boys in public primary schools in Masinga district

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APPENDICES

APPENDIX 1

INTRODUCTION LETTER TO THE RESPONDENTS

Caroline Mbesa Mathuku

University of Nairobi

P.O Box 92

Kikuyu

Dear Respondent

REF: RESEARCH

I am a post-graduate student in the University of Nairobi, currently carrying out a research on school based factors influencing levels of discipline of the boy child in public primary school in Masinga District .As a stakeholder of education you have been selected for the study. The purpose of this letter is to request you to complete the questionnaire.

Identity of the respondents will be treated with utmost confidentiality. Kindly respond to all items. Your positive response will be highly appreciated.

Yours faithfully

Caroline Mbesa Mathuku

Appendix II

Questionnaire for teachers

The information in this questionnaire is for research purpose only. Do not write your name on the questionnaire. Please respond to each question by filling or ticking your honest opinion in the box or the gap provided.

Section A: Background information

1. Please indicate your gender Male{ } Female { }
2. What is your highest professional qualification?
 - a) P.1 Certificate { } b) Diploma in Education { }
 - c) B.Ed { } d) ATS { } e) Untrained { }
3. How long have you been teaching?
 - a) Below one year { } b) 1-5 years { } c) 6-10 years { }
 - d) 11-15 years { } e) 16-20 years { } f) over 20 years { }
4. Have you attended any in service course, seminar, workshop on guidance and counselling? Yes { } No { }
5. If yes, which course or seminar have you attended?_____

Section B: School Based Factors

6. (i) Are there discipline problems in your school? Yes { } No { }

7. (ii) If yes, which gender is involved in most discipline problems in your school? Boys { } Girls { }
8. What do you think are the causes of discipline problems among pupils in your school?
9. In the scale of 1-5 indicate how the following class teacher's support activities influence discipline of boys in your school?

Activities	5	4	3	2	1
Attending class regularly					
Rewarding pupils					
Promotion of pupils					
Guidance and counseling					
Immediate feedback on pupils work					

10. (i) Is there Guidance and Counseling department in your school?
Yes [] No { }
- (ii). If yes, how often are guidance and counseling sessions organized in a year?(i)once { } (ii) twice { } (iii) thrice { } (iv) four times { }
11. Do you have peer counseling teams in your school? YES { } No { }
12. If yes, how often do teachers meet with the boys to encourage them?
(i) Once { } (ii) Twice { } (iii) Thrice { } (iv) Four times { }.
13. Who are involved in final decision making on school discipline cases in your school (a) Head teachers { } (b)Deputy Head teacher{ } (c)Senior teacher { }

(d) Class teachers { }

14. Teachers are mostly involved in ensuring discipline is maintained

Yes { } NO { }

15. Tick the discipline management strategies that are used by the school administration in your school

	Method used	Tick
1	Guidance and counseling	
2	Corporal punishment	
3	Dialogue with pupils	
4	Referral to parents	
5	Withdrawal of privileges	
6	Reprimands	
7	Others, specify	

16. What strategies do you think should be put in place in the school environment in order to improve discipline of the boy child in school _____

Appendix III

Questionnaire for pupils

The information in this questionnaire is for research purpose only. Do not write your name on the questionnaire. Please respond to each question by ticking or filling the spaces provided.

Section A: Background information

4. Please indicate your gender male { } female { }
5. In which class are you? _____
6. Are there discipline problems in your school Yes { } No { }
7. If yes, which gender is involved most in discipline problems Boys { }
Girls { }

Section B: School Based Factors:

8. Please , indicate the discipline problems found in your school by ticking at the appropriate column

Discipline problem	Yes	No
Noise making	<input type="checkbox"/>	<input type="checkbox"/>
Lateness	<input type="checkbox"/>	<input type="checkbox"/>
Stealing	<input type="checkbox"/>	<input type="checkbox"/>
Dropout	<input type="checkbox"/>	<input type="checkbox"/>
Drug abuse	<input type="checkbox"/>	<input type="checkbox"/>
Fighting	<input type="checkbox"/>	<input type="checkbox"/>
Missing lessons	<input type="checkbox"/>	<input type="checkbox"/>

6. In a scale of 1-5 indicate how the following class teacher's support activities influence discipline of boys in your school

Activities	5	4	3	2	1
Attending class regularly					
Rewarding pupils					
Promotion of pupils					
Guidance and counseling					
Immediate feedback on pupils work					

7 (i). Is there Guidance and Counseling department in your school?

Yes { } No { }

(ii) If yes, how often are guidance and counseling sessions organized in the school in a year? (i) Once { } (ii) Twice [] (iii) Thrice{ } (iv) Four times { }.

8. (i). Do boys go for the counseling sessions Yes { } No { }

(ii). If no, why _____

9. (i). Do you have peer counseling teams in your school? Yes { } No { }

(ii). If yes, how often do teacher meet with the pupils in a month to encourage them? (i) Once{ } (ii) Twice{ (iii) Thrice{ } (iv) Four times{ }.

10. Who are involved in final decision making on school discipline cases in your school? (a) Head teacher { } (b) Deputy Head teacher { } (c) Senior Teacher { }

(d) Class teachers

11. Teachers are mostly involved in ensuring discipline is maintained

Yes { } No { }

12. Tick the discipline management strategies that are used by the school administration in your school

	Method used	Tick
1	Guidance and counseling	
2	Corporal punishment	
3	Dialogue with pupils	
4	Referral to parents	
5	Withdrawal of privileges	
6	Reprimands	
7	Others, specify	

13. In your opinion what discipline management strategies should be put in place by the school administration in order enhance discipline of boys in school

Appendix IV

Interview schedule for head teacher

Section A

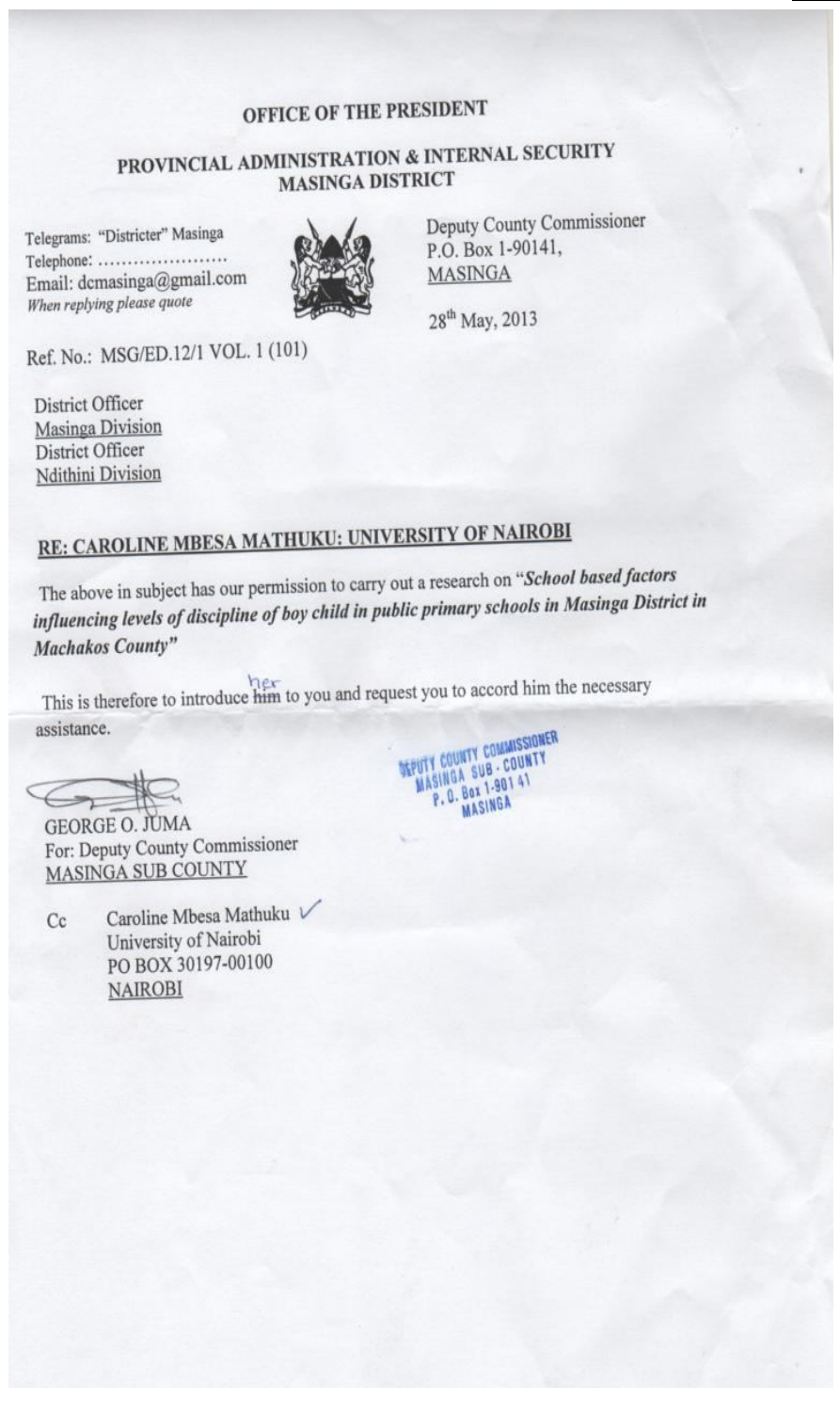
1. What is your highest level of qualification? _____
2. How long have you been a head teacher? _____

Section B

3. Are there any discipline problems in your school, Yes { } No { }
4. If yes, what do you think are the causes of discipline problems among pupils in public primary school? _____
5. (i) Is there a Guidance and Counseling department in your school? _____
(ii) If yes, how often does the guidance and counseling committee meet with the boys? _____
6. (i). Do you have a peer counseling team in your school? _____
(ii). If yes, how do they operate _____
7. Who are involved in final decision making on discipline cases in your school?
8. Are teachers involved in making sure discipline is maintained? _____
9. What disciplinary management strategies have you initiated in your school?
10. In your own opinion what measures can be put in place in the school environment in order to improve discipline of the boy child?

APPENDIX V


Letter of authorization by DC Masinga



APPENDIX VI

Letter of authorization by NACOSTI

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/697** Date: **17th May, 2013**

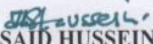
Caroline Mbesa Mathuku
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **2nd May, 2013** for authority to carry out research on *“School based factors influencing levels of discipline of boy child in public primary schools in Masinga District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Masinga District** for a period ending **30th June, 2013**.


You are advised to report to **the District Commissioner and District Education Officer, Masinga District** before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Masinga District



“The National Council for Science and Technology is Committed to the Promotion of Science and

APPENDIX VII

Research permit

PAGE 2 NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY **PAGE 3** NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

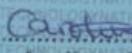
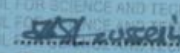
Research Permit No. NCST/RCD/14/013/697
Date of issue 17th May, 2013
Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Caroline Mbesa Mathuku
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

Location Masinga Eastern	Location District Province
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on the topic: School based factors influencing levels of discipline of boy child in public primary schools in Masinga District, Kenya.

for a period ending: 30th June, 2013.

Applicant's Signature  **For: Secretary** 
National Council for Science & Technology