SCHOOL FACTORS INFLUENCING STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KINANGOP DISTRICT, KENYA

Joshuah Wainaina Kimani

A Project report in Partial Fulfillment of the Requirement for the Degree of Master of Education in Educational Administration

University of Nairobi

2013

DECLARATION

This project report is my original work and has not been presented for any award in any other university.

_____
Joshuah Wainaina Kimani
E55/66266/2010

This project report has been submitted for examination with our approval as the university supervisors.

_____
Dr. D. P Matula
Lecturer
Department of Educational Administration and Planning
University of Nairobi

_____
Mrs Lucy Njagi
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is dedicated to my wife Jacinta Gathoni, my children Jackson Kimani, Jeffins Mwangi, Job Waweru, Joy Wairimu and James Maina.

ACKNOWLEDGEMENTS

TABLE OF CONTENT

Content	Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

ATS   Approved Teachers Status

B.ED   Bachelor of Education

BOG   Board of Governors

CDE   County Director of Education

DC   District Commissioner

DEO   District Education Officer

KIE   Kenya Institute of Education

MOE   Ministry of Education

TSC   Teachers Service Commission

ABSTRACT

The purpose of this study was to establish the school factors which influence secondary school students' discipline in Kinangop District, Kenya. The study was guided by five objectives which included; identification of major discipline problems in public secondary schools; establishing the extent to which the head teachers work experience influence students discipline; investigating the influence of peer group pressure on discipline among secondary school students, establishing the influence of school size on students' discipline and determining the influence of teachers' supervisory role on students' discipline.

The researcher developed research questions to gather information in order to meet the objectives of the study. Related literature of the study was reviewed. The study was based on the Erikson theory on psychological stages of development which argues that at adolescence stage, life gets more complex as one attempts to find his own identity, struggles with social interactions and grapples with moral issues. The researcher applied descriptive survey research design. Data were collected by use of self administered questionnaires and analyzed based on descriptive statistical method. A pilot study was conducted to test the reliability of the instrument and was found suitable.

The study findings revealed that there were major discipline problems among students in Kinangop District, such as truancy, theft, defiance, lateness and immoral relations. In the study, it was revealed that head teachers with long experience were capable of handling discipline problems with ease unlike the less experienced ones. The findings further revealed that peer pressure influence was deeply entrenched among students and largely contributed to students' indiscipline. The sizes of the schools as well as the involvement of teachers were found to have direct relationship with the students' discipline in Kinangop district.

In view of the above, there is need to strengthen and enforce the school rules and regulations, strengthen guidance and counselling department, train the head teachers, deputy head teachers, teachers and prefects and arm them with news skills of countering new trends of student's indiscipline. This would go a long way in reducing occurrence of indiscipline cases hence creating a conducive learning environment for the students. The study further concludes that the school administrators and the teachers on duty should remain vigilant all the time and seal all the loop holes that can be exploited by sly students. This helps a lot in curbing indiscipline problems long before they occur. It also enables the teachers to handle discipline issues consistently. Further there is need to deploy well qualified head teachers to secondary schools because experienced head teachers consults widely and have developed ability to foresee discipline problems before they emerge. They also put in place administrative structures that would deter them. Peer counsellors are crucial because they teach others the positive aspects of behaviour. They enlighten their fellow peers on the dangers of negative peer influence and how to choose

friends wisely. School size also is an important factor that contributes to students' indiscipline in schools. Thus proper administrative mechanisms need to be put in place to check indiscipline irrespective of the school size.

Taking the limitations and delimitations of the study, the researcher made the following suggestions for further research: a research should be done on whether there are any other factors that influence students' discipline in public secondary schools. There is also need for research to be carried out on how discipline in private secondary schools compares with discipline in public secondary schools. A research also needs to be conducted on how supervision can be enhanced to counter the ever rising indiscipline cases in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Discipline is an important component of a human behavior as it directly defines the character of a human being. It is a product of acceptable values in the human society that one subscribes to and quite often it regulates human conduct and his/her relations with others. Some school's success growth and development is largely determined by the discipline standards of its stakeholders. According to Otieno (2012) discipline is a system of guiding the learners to make reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Wango (2010) defines discipline as the training especially of the mind and character aimed at producing self control, ordered behavior and skillfulness.

Koutseline (2002) defines student indiscipline as any student behavior that deviates from school expectations. These expectations may vary from school to school and also depend on societal perceptions of ideal behavior as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public. Tattum (1989) observed that American public educators, parents and students regard a school as successful when discipline prevails. Sound discipline is necessary if the school has to implement the curriculum effectively and achieve maximum performance. This attitude has

been evident in public opinion polls that consistently rank school discipline as one of the biggest problem facing America public schools.

Recent data from the National Centre for Educational Statistics in America indicate that students twelve to eighteen years of age were victims of about 1.4 million nonfatal crimes at schools, including about 863,000 thefts and 583,000 violent crimes of which 107,000 were considered serious. According to the Institute of Education Sciences (2004) more than one – quarter of public schools reported various forms of indiscipline either on daily or weekly basis. These indiscipline cases included bullying, acts of disrespect for teachers, verbal abuse for teachers, racial tension, widespread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities.

Alongside this, the issue of school size has become of great interest to educators and policy makers (State Board of Education, 2000). The demand for safer schools and the need to help all students reach high achievement standards have increased. Therefore, school size appears to have considerable impact on both students' achievements and discipline in the school. Hence smaller size schools seems to invite more personal attention, less anonymity for students, better attention to individual needs and a more caring environment (Endya ,2007).

Evidence from various studies reveals that a common pattern of discipline problems prevail in schools both in developed and developing countries. In many African countries, studies attribute discipline problems in schools to unconducive home environment, negative peer pressure, lack of parental

guidance, mass media, weak school leadership and of late, championing of child rights by human rights activists (Magana, 2009). Indisciplined students pose a great challenge for teachers in their fundamental bid to educate children effectively. This consequently undermines the role of school as a socializing agent (Koutseline, 2002).

According to Jordan (1995) noisiness, vandalism, smoking marijuana and drinking alcohol were the most prevalent forms of indiscipline in Zimbabwean schools. However it was found that there are more tardiness, truancy and vandalism in schools dominated by whites while more noisiness, marijuana smoking and drinking of alcohol is quite common in schools dominated by children of the black people. Mukama (2005) attributed this widespread disorder in schools to peer influence. He argued that when a child begins school, he or she moves from the family environment and begins to relate more to his or her peer group. This is the phase where the young people feel accepted and where they feel free to speak of things that are important to them. Such groups have a considerable influence on the behaviour and attitudes of the individual, since they participate in their activities in order not to be rejected. Thus peer group is a source of great influence during the time of adolescence.

According to Zindi (1995) parents in Zimbabwe seem to be in favour of schools using corporal punishment to instill discipline amongst students. The school administrators are empowered to use the cane (Statutory instruments 65 of the Constitution of Zimbabwe, 1992). Once they do so, they should keep a

record of the type of offence and how the punishment was administered (Zindi 1995). To date, this has not changed much. According to Chemhuru (2010) the modes of punishment have not changed despite the growing consensus that punishment breaks children's fundamental human rights. It is permissible to punish students through the use of the whip, labour or suspension in a way that is compatible with societal norms and values.

Despite such measures, Bell and Bolam (2003) observe that there is a consensus between scholars and policy makers that there has to be education reforms that would result to substantial changes in the roles of head teachers in enhancing discipline. They further observed that school leadership and management as vested in the senior staff in the schools and especially head teachers is regarded by policy-makers and practitioners alike as a key factor in ensuring a schools' success. Thus head teachers should be supported and trained to raise educational standards as well as the students' behavior.

Kenya has faced cases of indiscipline as documented by Mbiti (2007). Some of the discipline problems experienced by Kenya secondary schools include truancy, bullying, destruction of school property, physical violence by students on teachers and other students, alcoholism, abuse of drugs and substances, absenteeism among others. Therefore, there needs to be a very close monitoring and supervision of students' activities in schools by both administrators and teachers to curb the negative behaviours. According to Too, Kimutai and Kosgei (2012) the school principals have a responsibility of removing administrative constraints that may prevent teachers from

maximizing their efforts in rendering services to students. This is because teachers play a crucial role in ascertaining whether or not the desired educational results are achieved as well as maintaining high standards of students' discipline. Hence teachers are key stakeholders in the management of schools.

Where there is supervisory gap, chaos and anarchy descend. This can be attested by the fact that young promising and innocent lives have been lost in Kenyan schools when arsonists who are highly suspected to be fellow students burnt down school facilities as it happened in Le-Pic Secondary School Riruta in Nairobi where four lives were lost (Olick, 2012). In Kirinyaga County, more than one thousand students from three secondary schools were ordered out of the learning institutions after they destroyed property worth millions of shillings. According to the area District Education Officers (DEO), the students were protesting against the decision by the government to extend the third term to recover the time lost when the teachers were on strike (Marete, 2012).

Mwalala (2008) in his study in Taita Taveta District, found out that ineffective curriculum supervision by headteachers, mass media and negative community influences were the causes of indiscipline in secondary schools. However, these studies have mentioned little aboutsschool factors that influence discipline. Therefore, this study intends to investigate school based factors that influence discipline among students in public secondary schools in Kinangop District.

1.2 Statement of the problem

Despite the efforts by the stakeholders to instil discipline in schools, such as strengthening of Board of Management to deal decisively with this problem and training of administers and teachers through workshops, indiscipline has persistently remained a big problem. Information from the DEO's office Kinangop district (2012) shows that three dorms in Njabini Boys and one dorm in Njabini Girls secondary schools were burned down. Students were highly suspected to have been involved. In Mt. Kinangop Secondary School, 19 students had been suspended for organizing a night walk-out and harassment of junior students. An investigation shows that scanty studies have been done on discipline, based in this region. This study intends to bridge this gap by focusing on the school factors that influence students' discipline in public secondary schools in Kinangop District, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the school factors influencing students discipline in public secondary schools in Kinangop District.

1.4 Objectives of the study

The research confined itself to the following objectives:

1. To identify the major discipline problems in the public secondary schools in Kinangop district.

2. To establish the extent to which the head teachers' work experience influence students' discipline in public secondary schools in Kinangop district.

3. To investigate the influence of peer group pressure on discipline among public secondary schools students in Kinangop district.

4. To establish the influence of school size on students' discipline in public secondary schools in Kinangop district.

5. To determine the influence of teachers' involvement on students' discipline in Kinangop district.

1.5 Research questions

The study was guided by the following research questions:

i. What are the major discipline problems in public secondary schools in Kinangop district?

ii. To what extent does the head teacher's work experience influence students' discipline in public secondary schools in Kinangop district?

iii. What is the influence of peer pressure on students' discipline in public secondary schools in Kinangop district?

iv. What is the influence of the school size on students' discipline in public secondary schools in Kinangop district?

v. To what extent does the teachers' involvement influence students' discipline in public secondary schools in Kinangop district?

1.6 Significance of the study

The findings would provide valuable information to the Ministry of Education as well as to the Teachers Service Commission. The Ministry of Education may use the findings to influence management of discipline in secondary schools while the TSC may use the findings to influence deployment of head teachers in the country. Also, the findings may be used in teacher training institutions to provide the trainees with a bearing on what should be done to enhance discipline of learners who come from different backgrounds. Specialists working with the KIE may find the findings useful while formulating the syllabi for the learners in secondary schools. The findings may also stimulate the need to strengthen guidance and counselling departments in secondary schools to help the students cope with challenges of adolescence.

1.7 Limitations of the Study

School administrators may not be ready to divulge full information about their schools freely for fear of exposing weaknesses that might impact negatively on their image. The researcher was not in a position to control the attitudes of the respondents and this might have affected the research findings since they might have given socially accepted answers in order to avoid offending the researcher.

1.8 Delimitation of the Study

Delimitation refers to the act of deciding what the limit of the study is. It addresses how the study can be narrowed in scope. The study was carried out

in Kinangop district and covered only public secondary schools. The area has 8 private secondary schools which were not sampled and would otherwise give a clear comparison on how they deal with indiscipline cases. The study considered views from the headteachers, teachers and students since they are the ones who are directly involved in discipline matters.

1.9 Assumptions of the study

In this study the researcher had the following basic assumptions:-

i. The headteachers and teachers would provide reliable information on indiscipline issues in their schools.

ii. The teachers were trained and committed to identify and deal with indiscipline problems in schools.

iii. The head teachers were faced by discipline challenges in running public secondary schools.

1.10 Definition of significant terms

The following terms have been given operational meaning for the purpose of this study:

An administrator refers to a person charged with the responsibility of coordinating people in an organization towards the achievement of common goals.

Curriculum refers to a course of study offered in a school.

Discipline refers to the state of physical or mental orderliness in a learner as a result of desirable learning externally imposed by rules punishment and rewards.

Indiscipline refers to a situation whereby a student behavioral pattern is contrary to the laid down conduct in a school. This behavior is manifested by boycotting classes, bullying, drug abuse, sneaking out of school and rioting.

Involvement refers to cause somebody to take part in an activity.

Influence refers to the ability of something to have an effect over something else so that a change is seen or felt.

Peer refers to a person who is equal to another in rank, status, class, village or age.

Peer Pressure refers to the external demand to accept group discussion and behavior which interferes with individual thought and reasoning in order to identify with the group.

School factors refer to attributes that influence students' discipline in school.

School size refers to degree of largeness or smallness of o school.

Teacher refers to a male or female with the relevant academic or professional qualification employed by the TSC to teach on full time basis.

Work experience refers to knowledge or skill acquired from doing things.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study,

objectives of the study, research questions, significance of the study, assumptions of the study, limitations and delimitations of the study and definitions of significant terms.

Chapter two consists of the summary of literature review under subheadings: school factors, theoretical framework and the conceptual framework. Chapter three consists of the research methodology and also includes the following: introduction, research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four comprises data analysis and presentation of the findings, while chapter five consists of the summary of the findings, conclusions and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this section is to review relevant literature on the school factors influencing students discipline in public secondary schools in Kinangop district. The chapter is organized under the following subheadings; types of indiscipline cases, influence of the headteacher's work experience on students' discipline, the teachers' supervisory role, peer group influences, size of the school influences, summary of literature review, theoretical framework and conceptual framework.

2.2 Types of indiscipline cases in secondary schools

Karuri (2012) define indiscipline as the act of lawlessness and disorder or going against societal norms. Burudi (2003) explains that indiscipline can be regarded as a situation whereby individuals do not conform to the set boundaries especially in institutions like a school. The behaviours that conflict with desirable learning, can also be referred to as indiscipline or unwanted behaviour (Leach 2003). For a long time, indiscipline has been a common place feature of school life with its causes embedded in the social, cultural, historical and economic contexts of the time.

Ndirangu (2010) rightly recorded that instances of indiscipline could assume many forms such as lying, stealing, playing truant or running away from home. Neaves (2009) also gave the types of indiscipline cases as use of

obscene language, skipping classes, missing of class regularly, stealing other peoples' property, beating others in school, causing strikes and unrest and drinking alcohol in school and at home. Ireri (1992), claims that indiscipline problems in secondary schools include all forms of disrespect, unruly behaviours, shouting/noisemaking, rudeness, laziness, insolence, grumbling and bullying.

In America, a publication by the legal services for children (2003) stated various types of pupil discipline in schools. These include causing physical injury, violence upon another pupil, possession of controlled substances as alcohol, robbery, stealing school property, engaging in habitual profanity, vulgarity, committing sexual assault to staff and making terrorist threats against the school authority. Karuri (2012) other indiscipline cases includes sleeping in class, failure to do assignments, failure to do duties like mopping the dormitories and sweeping of classes and dressing wrongly while in school. Pregnancy among girls is also a major form of indiscipline as much as defiance of authority.

2.3 Head teacher's work experience and students' discipline

Discipline in the school is the function of the administration. Therefore, the general school discipline is dependent upon the head teachers administrative and leadership skills, since they are in charge of all the school matters. Chaplain (2003) states that the head teacher along with senior management team are charged with strategic planning, including determining the direction of the school in terms of behaviour. He/she is supposed to be proactive in the

13

development of an effective behaviour policy, and ensure that their staff have appropriate professional development support and resources to support the policy at all levels.

Monitoring and maintain the behaviour policy, being present around the school, being sensitive to the concerns and difficulties of the students are all part of head teacher's functions. Without experience, exposure and adequate knowledge the head teacher might disappoint the students' and these might lead to students' indiscipline. He/she sets the tone and the morale of the school, and they have a remarkable influence over the students. Thus, he/she has a very important role to play in maintaining the discipline of the school.

2.4 Peer group pressure and students' discipline

Peer pressure has been one of the school factors that influence students' discipline in schools. The behaviour formation and behaviour modification among the students is largely influenced by peer pressure and have modelling provided by their colleague students. Peer pressures occurs when an individual experiences implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group. Kibera and Kimokat (2007) asserts that students in school belong to peer groups which exert great influence on their activities, interests, discipline and academic success.

They further assert that within the peer groups in schools, youth learn positive values of co-operation, responsibility and other good habits. On the other

hand, peer group pressure could also contribute to the acquisition of negative habits such as alcohol drinking, immorality and violence. Kiiru (2004) argues that peer pressure influences the use of substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life. Thus if a student would associate with a group that practise such things, the students discipline will be negatively affected because bad company corrupts good morals

Bwoginda (2011) observed that, young people are eager to participate in shared activities and to exchange ideas and opinions with their friends. This leads to the formation of stable friendship groups and the development of mutual togetherness. During adolescence stage, secondary school students are challenged with demand for personal needs and social pressures. This forces them to identify with a peer group. Failure to conform to the group norms could lead to isolation, resulting to loneliness. This can lead to the affected student feeling desperate and depressed leading to indiscipline in the school.

Nevertheless, according to Johnstone and Roger (1981) and Nasibi (2003) peer groups can be positively used to enhance discipline in schools. Teachers could initiate some activities that could enhance peer group experiences positively, such as conduct activities that encourage students to work and learn together, encourage students to support and accept others, assign students responsibility for the welfare of their peers among others. Nasibi (2003) asserts that students' peer counsellors can be constructively used to influence

the behaviour of age-mates positively. This is because the youth find it easier to open up to their age-mates.

2.5 School size and students' discipline

Munyasia (2008) asserts that the larger the school, the more complex the task to be accomplished, and the more complex the task of maintaining the students' discipline. This is collaborated by Stockard and Mayberry (1992) who argued that behaviour problems are so much greater in large schools that any possible virtue of larger size is cancelled out by the difficulties of maintaining an orderly learning environment.

In a smaller school, it is possible for an administrator to know all the students by name as well as have a face to face contact with all the teachers and support staff regularly. This personal contact creates an opportunity to have a strong grip of the personnel and the whole school at large. This yields obedience which is a strong virtue of discipline. Small schools have lower incidences of negative social behaviour than do large schools. This is because students in small schools are involved in a greater variety of activities and that they derive more satisfaction from their participation than students in large schools. Therefore they are less likely to participate in anti-social activities leading to a more learning conducive environment. A school teacher in a large school must exercise better planning and delegation in order to ensure that no area is neglected. Further, there is a much greater sense of belonging among students in small schools than in large ones. This develops a more strong sense of patriotism to the school and hence fewer indiscipline incidences compared to

larger schools. Feeling of alienation from ones' school environment is both negative a thing in itself and is often found in connection with other undesirable outcome. Alienation affects confidence, self-esteem and responsibility for self direction. This means that smaller schools can be more relatively stable than big ones.

One key feature of small schools and units is that everyone's participation is needed for clubs, teams and student government to have an adequate number of members. Rutter (1988), Stockard and Mayberry (1992) claims that staff and students generally have a stronger sense of personal efficacy in small schools and units. Students take more of the responsibility for their own learning and learning activities. The learning needs of the students, not the organizational needs of the school, drive school operations. This enhances the orderliness of a school environment (Berlon 1989, and Rutter 1988). Karagu (1982) recommended that large schools would be more effectively managed by administrators with more than 10 years experience and higher academic qualifications. For discipline to be instilled and maintained in such schools, delegation is highly recommended by allowing teachers to participate more in the organization and administration of the school.

2.6 Teachers' involvement and students discipline

Teachers play a greater role in inculcating values and instilling effective discipline in their students, (Teachers Image Volume 9 2004). The head teacher is the overall organizer, co-ordinator and supervisor of all the activities in the school and being responsible for improving and maintaining high

training of students in terms of discipline and learning standards. In case of indiscipline in their school, the bulk stops at their door. The deputy head teachers are responsible to the head teachers for guidance and counselling of students as well as ensuring that proper discipline is maintained in the school. He/she is very effective with full backing from the head teachers' office.

Otieno (2012) argues that discipline in school is a system of guiding the students to make measurable decisions. At the classroom level it means the control of a class to achieve desirable behaviours. Thus good management of discipline saves substantial resources and time for stakeholders. Therefore there is a general consensus that the class and subject teachers are bestowed with the responsibility of maintaining proper discipline in classes and the whole school in general and instil the appropriate moral values to the learners.

The teacher(s) on duty oversees the students activities in the course of the time allocated while the dormitory masters/mistresses where applicable sees to it that there is order in their areas of jurisdiction. Raichena (2006) observed that, good discipline should produce obedience and self-control. A student should be able to control himself/herself and do the right thing at the right time, place and in the right manner. Effective teachers should know that students need to enjoy firm and fair discipline. For their effectiveness to be felt, teachers should begin each day with a positive attitude, have a good class control, let the school activities be learners-centred and keep a record of major issues that arise in their areas of jurisdiction. To enhance the effectiveness of the teachers

in their supervisory role, the head teacher and his/her deputy need to lead from the front.

2.7 Summary of literature review

This review has discussed and examined secondary schools students' discipline and the school factors that contribute to students' discipline. These include types of indiscipline cases; head teacher's work experience, peer group pressure, school size and influence of teachers' supervisory role on students discipline in public secondary schools. Nasibi (2003) observed that to educate a person in mind and not morals is to educate a menace in society. Hence discipline is part of moral education which is important in the development of one's culture.

Scanty studies have been done to determine the interplay of school factors influencing students' discipline in Kinangop District. Therefore this study intends to fill this knowledge gap hence the justification of this study.

2.8 Theoretical framework

The theoretical framework of this study is based on Eriksons theory on psychosocial stages of development which was developed by Ericson (1968). He argued that at adolescence stage, life gets more complex as one attempts to find his own identity, struggles with social interactions and grapples with moral issues. Most secondary school students are at this stage which is a volatile stage of human development and this may cause indiscipline (Cheptile, 2011). This is because if one is unsuccessful in navigating this

stage, he experiences role confusion and upheaval (Harder, 2012). This theory is applicable in this study because students in public secondary schools are very much exposed to all sorts of behaviours in the society. Therefore, in an environment where leadership and guidance is not effectively offered, the discipline of the students becomes greatly jeopardized leading to uncondusive working and learning environment. Thus, this study intends to investigate whether major discipline problems, head teacher's work experience, peer group pressure, school size, and teachers' involvement are factors affecting discipline in public secondary schools.

2.9 Conceptual framework for the study.

The conceptual framework (Figure 2.1) of the study presents the interrelationship between independent and dependent variables in the study that influences students' discipline.

Indiscipline cases

Peer pressure

Headteacher's Work Experience

Teachers' supervisory role

School size: Small, Large

Effective administration and supervision

Disciplined school.
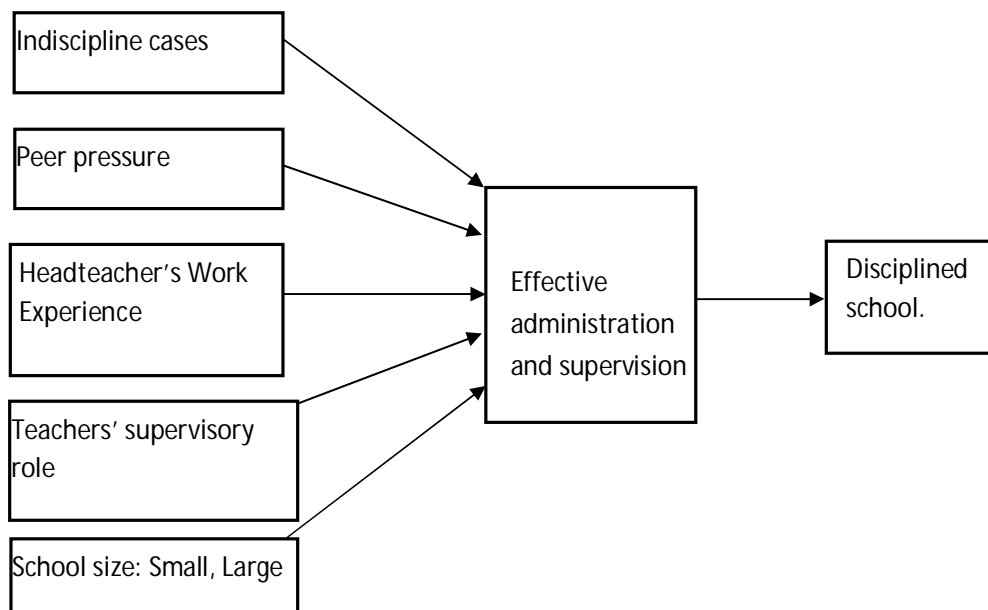
Figure 2.1: Conceptual Framework

20

The major yardstick to measure a performing, orderly and good school is the degree of discipline of its students. The degree of discipline is determined by interplay of the various school factors that influences it, which includes the head teacher's work experience, peer influence, school size, teachers' involvement and how indiscipline cases are handled or managed. When all the stakeholders and especially the students are sensitized about the need of observing sanity and sobriety in schools, less discipline problems are encountered. This enhances orderliness and creates a conducive learning environment that boosts students' performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter has dealt with the description of the methods that would be used to carry out the study. It is divided into eight sections. These are research design, target population, sample size and sampling procedure, research instruments, instrument reliability, instrument validity, data collection procedures, and analysis techniques.

3.2 Research Design

Orodho (2003) defines research design as the scheme outline or plan that is used to generate answers to research problems. The research design in the study was the descriptive survey. According to Best (1970) in (Cohen and Manion 1994), descriptive research is concerned with conditions or relationships that exists; practices that prevail; beliefs, points of view or attitudes that are held; processes that are going on; effects that are being felt or trends that are developing. At times, descriptive research is concerned with how, what is or what exists and is related to some preceding events that have influenced or affected a present condition.

The choice of this design was dictated by its effectiveness to secure evidences concerning existing situations, identifying standards with which to compare present conditions in order to determine how to take the next step having determined where we are and where we wish to go. The researcher aimed at

collecting information from the respondents on their opinions in relation to school factors influencing discipline among students in Kinangop District.

3.3 Target population

The target population for the study was all the public secondary schools in the district. There are 20 public secondary schools, hence 20 head teachers, 220 teachers and 2430 students in Kinangop District,(DEO office 2012). The respondents were expected to be literate enough to read, comprehead and fill out the questionnaire without much difficult.

3.4 Sample size and Sampling Procedures

According to Mugenda and Mugenda (2003) a sample is a small group of people obtained from the accessible population. They also define sampling as the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. This study used different sampling techniques for each category of targeted population. Selection of the schools and the head teachers was by census technique due to their small number. Mugenda and Mugenda also suggest that a sample size of 30 percent of the target population is representative enough to allow for generalization. Therefore, 30 percent of teachers and 30 percent of the students were sampled. Each school received a questionnaire for the head teacher and for the sampled teachers and students.

3.5 Research Instrument

The researcher made use of self-administered questionnaire to obtain information from all selected respondents. This is because the instrument can be used for a large population simultaneously and can also provide the investigator with an easy accumulation of data. It also gives respondents freedom to express their views and make suggestions. The questionnaire for the head teachers, teachers and students was in two parts. Part one was used to gather demographic data such as age, sex, academic qualification and administrative experience.

Part two was used to gather information on the school factors that influence discipline in secondary schools in Kinangop district, Nyandarua County. Questionnaires had both open ended and close-ended questions. The closed questions were used because they dealt with facts and were less time consuming, while open-ended questions were used to give detailed information on the school factors influencing discipline in public secondary schools in Kinangop district, Nyandarua County.

3.6 Validity of the instrument

Validity is the degree to which empirical measure or several measures of the concept accurately measured the concept (Orodho, 2005). In this study Piloting was used to validate research instrument to determine accuracy clarity and suitability of the instrument. The questionnaire was pre-tested using a sample of 2 head teachers, 8 teachers and 40 students. Based on the analysis of

24

the pilot study results, rectifications were made to the research instrument. Schools used for piloting were not included in the main study. Constant validity was established through consultations and discussions with the research supervisors.

3.7 Reliability of the instrument

Reliability refers to precision, consistency and accuracy of the research instrument. It is therefore the degree of consistency that the instrument demonstrates (Best and Khan, 1998). The test cannot be valid if it is not reliable. The split half technique was used to establish the coefficient of internal consistency of the research instrument (Nachmias and Nachmias, 1996). The method involves splitting the items in the questionnaire into two halves – odd and even items. Here, scores on the odd-numbered items are correlated using the Pearson's Product Moment Correlation Coefficient obtained between the two subsets.

$$r = \frac{\sum x\, y - (\sum x)(\sum y)/N}{\sqrt{[\sum x^2 - (\sum x)^2/N][\sum y^2 - \sum y)^2/N}}$$

Where, $\sum xy$ = Sum of cross product of the values of each variable

$\sum x$ = Sum of x

$\sum y$ = Sum of Y

N = Number of parts of scores

$\sum x^2$ = Sum of x^2

$\sum y^2$ = Sum of y^2

$(\sum x)^2$ = Square of $\sum x$

$(\sum y)^2$ = Square of $\sum y$

The Spearman Brown Prophecy formula will be used for the two to compensate for the fact that only half is used. The reliability coefficient for the full test was:-

$$Re = \frac{2r}{1+r}$$

Where, r   = reliability

Re   = reliability coefficient obtained by correlating the scores of the   odd-numbered statements with the scores of the even-numbered statements. The closer a value is to 1.00 the stronger the reliability. Validity and reliability tests of the instruments were undertaken after the pilot study. Reliability was computed using Pearson's correlation co-efficient between the scores of the odd-numbered statements with the scores of the even-numbered statements after which spearman's Brown Prophecy formula was applied. Reliability was 0.9 and hence reliable.

3.8 Data collection procedure

The research permit to conduct the study was sought from National Council for Science and Technology. Thereafter, the researcher visited the area District Commissioner (DC) and District Education Officer (DEO) for clearance. A letter was written to all head teachers requesting for permission to undertake

the study in their schools. Schools involved were visited and the researcher introduced himself to the respondents of each school who were informed of the study. The participants were assured of confidentiality. Respondents were issued with questionnaires which they were expected to fill the same day.

3.9 Data analysis

The researcher edited the filled questionnaires first to inspect the data pieces and identify those items wrongly responded to, spelling mistakes in the responses and any blank spaces left unfilled by the respondents. Then the items were classified, scored and totalled. Descriptive statistics were used to analyse the response. Analysis of the data was accomplished by use of appropriate tables and figuress. The report was then compiled and edited by researcher before the final presentation.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on data analysis and interpretation of research findings. This section starts with response rate, demographic information then presentations of the research questions. Research objectives were; identify the major discipline problems in public secondary schools; establish the extent to which the head teacher's work experience influence students' discipline; investigate the influence of peer pressure on students' discipline; establish the influence of the influence of the school size on students' discipline and to determine the influence of teachers' supervisory role on students' discipline.

4.2 Questionnaire return rate

This study was done in 18 public secondary schools in Kinangop district. Questionnaires were administered to 18 head teachers, 60 teachers and 657 students. Out of these questionnaires, those successfully collected were from 16 head teachers, 51 teachers and 650 students indicating an overall of 88.9% success. This indicates that the questionnaire return rate was good because it was above the recommended 80% by Mmaduakonam (1998) and hence deemed adequate for the study.

4.3 Demographic information of the respondents

This section covers the demographic information of the respondents namely the head teachers, teachers and students.

4.3.1 Demographic information of head teachers

Demographic information of the head teachers was based on their gender, age, and academic qualifications.

4.3.1.1 Head teachers by gender

The head teachers were asked to indicate their gender. The findings are presented in Figure 4.1

Figure 4.1 Distribution of head teachers by gender.
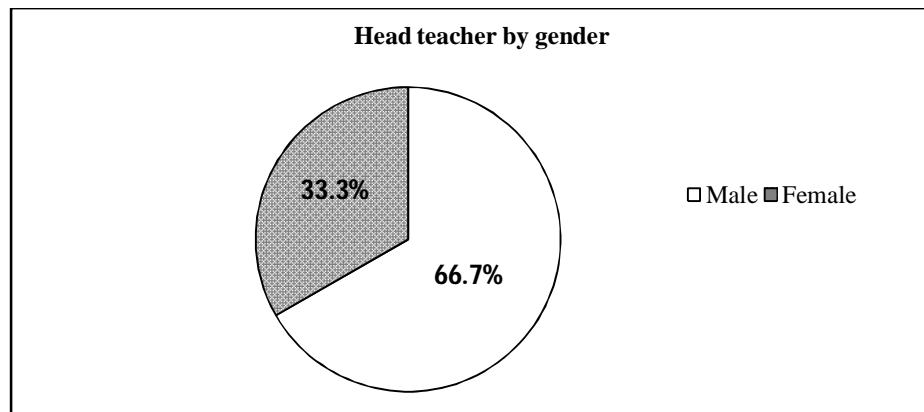
Data on the gender of head teachers indicated that majority are male while the rest are female. The data indicates that most of the schools are headed by male head teachers thus there is an imbalance of gender in deployment of head teachers

4.3.1.2 Age of the head teachers

The head teachers were asked to indicate their age in order to investigate the age bracket of head teachers. The findings are presented in Table 4.1

Table 4.1 Age of head teachers

Age	Frequency	%
36 – 45 yrs	11	69
Over 45	5	31
Total	**16**	**100**

Data in table 4.1 shows that majority of the head teachers are aged between 36 and 45 years, while the rest are aged over 45 years. None were under the age of 35 years. This indicates that most secondary schools in the district are headed by relatively middle aged head teachers who require refresher courses in order to enhance administrative and supervisory skills in dealing with students' discipline.

4.3.1.3 Academic qualifications of the head teachers

The head teachers were asked to indicate their academic qualifications. This was to find out whether the head teachers were trained hence the right skills and knowledge. The findings are presented in the Table 4.2

Table 4.2 Academic qualifications of the head teachers

Qualifications	Frequency	%
B. Ed (Arts)	13	81
B. Ed (Sciences)	3	19
Total	**16**	**100**

The data showed that most of the head teachers are B. Ed (Arts) degree holders while the rest of the head teachers are B. Ed (Sciences) holders. According to the data therefore head teachers in the district have met prerequisite academic qualifications.

4.3.1.4 Distribution of the staff based on gender

All the head teachers' responses showed that most of the teaching staff were male. Having a staff dominated by males is a weakness in most of the school in Kinangop district. This is because students cannot be handled equally in terms of discipline issues. There are some complicated discipline issues touching on girls which can prove difficult to male teachers. This can influence students discipline negatively in the sense that some issues take longer to solve due to shortage of female teachers.

4.3.1.5 Experience of the head teachers

Head teachers were asked to indicate their experiences as heads of schools. This was in order to find out whether schools were run by experienced heads or not. Findings are represented in Figure 4.2

Figure 4.2 Experience of head teachers
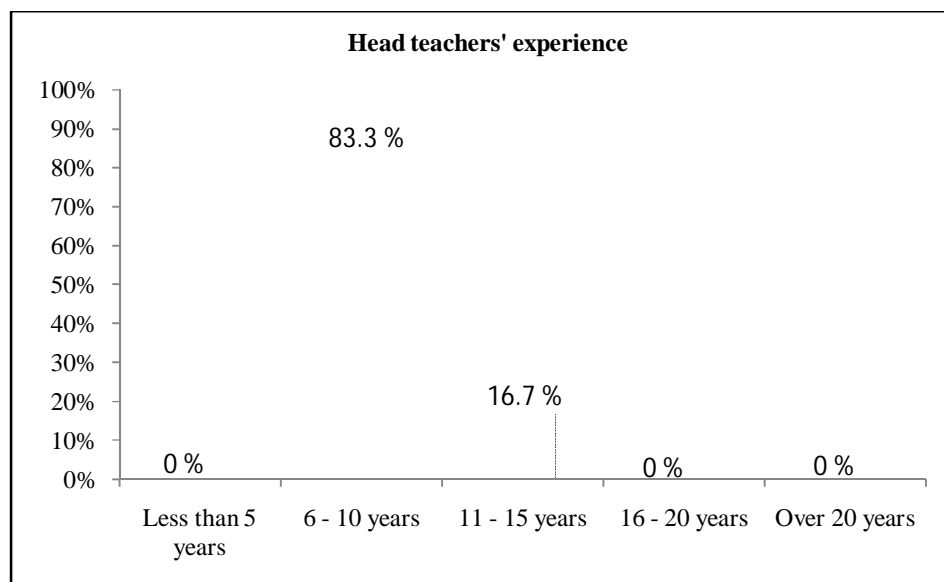
Data on the experience of head teachers indicates that majority of the head teachers have headed secondary schools for a duration of 6 – 10 years, while the rest have been head teachers for a duration of between 11 – 15 years. The findings therefore showed that majority of the head teachers have not been in the headship for long while only a few had an experience of over ten years. Thus more seminars are required to train head teachers on discipline issues.

4.3.1.6 Experience as deputy head teachers

In order to establish the administrative experience of the head teachers, they were asked to indicate their length of service as deputy head teachers. This is because, in secondary schools, the head teachers are the once entrusted with the discipline department hence the experience gained by the head teacher on the students' discipline as the deputy head teacher play a significant role on how to handle students' discipline. The administrative experience of the head teachers as deputy head teachers is as indicated in Figure 4.3

Figure 4.3 Experience of the head teachers as deputy head teachers.
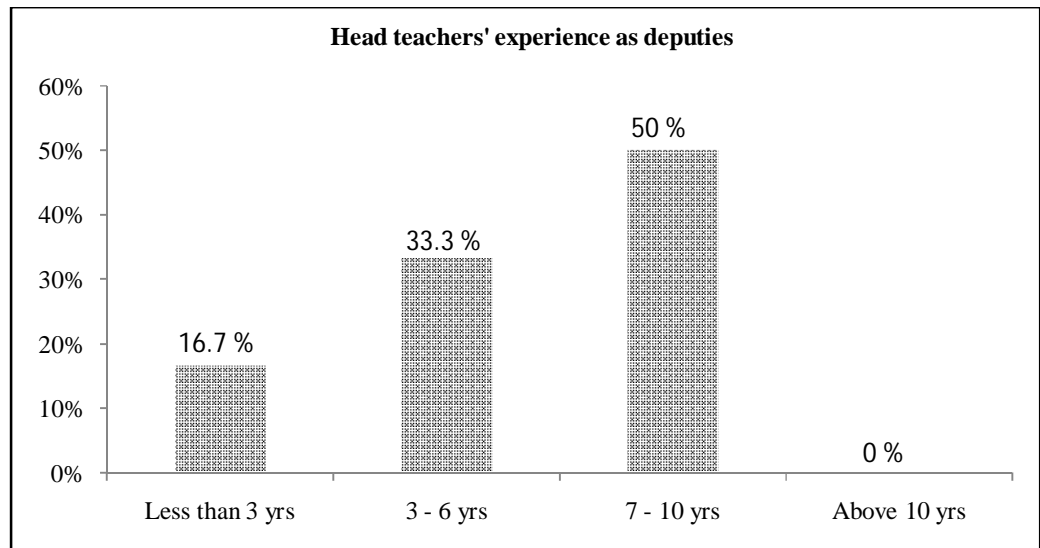
Figure 4.3 shows majority of the head teachers served for 7 to 10 years as deputy head teachers before becoming head teachers hence meeting the TSC policy on headship qualifications. This means that many of them managed to gain a lot of experience on how to handle students' discipline. However, some respondents served as deputy head teachers for a period of less than 3 years

before becoming head teachers implying that the TSC policy on appointment of head teachers was ignored.

4.3.1.7 In-service training of head teachers and discipline

The head teachers were asked to state whether they had attended in-service courses on discipline. In their response all the head teachers indicated that they had attended workshops and seminars which enabled them acquire new skills of handling students' discipline in their schools hence influencing them positively.

### 4.3.2 Demographic information of teachers

The demographic information of the teachers was based on age, gender and academic qualification.

4.3.2.1 Distribution of teachers by age

The teachers were asked to indicate their age in order to relate their ages and work experience. Their responses are presented in the Table 4.3

Table 4.3 Distribution of teacher by age

Age	F	%
Below 25 yrs	3	5
26 – 35 yrs	17	35
36 – 45 yrs	23	45
46 – 55 yrs	8	15
Total	**51**	**100**

Data on the age of teachers indicated that some of the teachers were between ages 36 – 45 years, while others were between ages 26 – 35 years. The rest were between ages 46 – 55 years and a few below 25 years respectively. These findings showed that relatively younger teachers had been absorbed in the teaching career either through TSC recruitment or employed by the boards of management. However the findings revealed that majority of the teachers in the area of study were between 36 and 45 years.

4.3.2.2 Teachers by gender

Teachers were asked to indicate their gender in order to determine the majority in the teaching staff in the area of study. The findings are presented on Figure 4.4

Figure 4.4 Distribution of teachers by gender
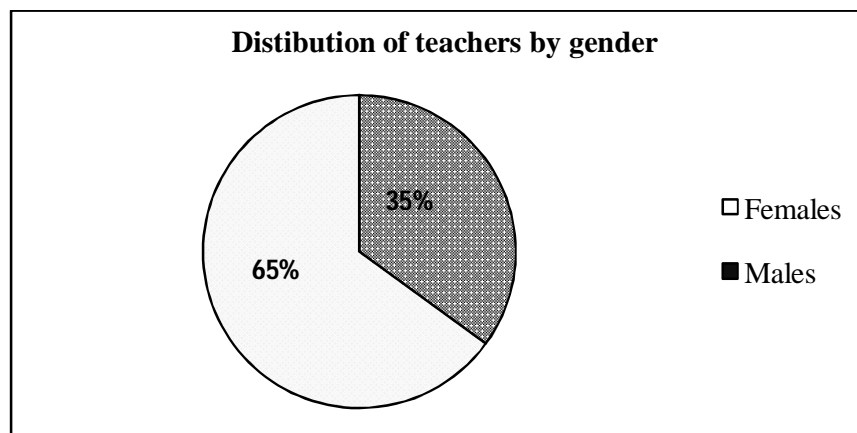
Findings on the gender of the teachers indicated that majority were male while a few were female. These findings reveal that there is an imbalance between the male and female teachers in the area of study.

4.3.2.3 Teachers' academic qualifications.

Teachers were asked to indicate their academic qualifications. Findings are presented in Figure 4.5

Figure 4.5 Teachers distribution by academic qualifications
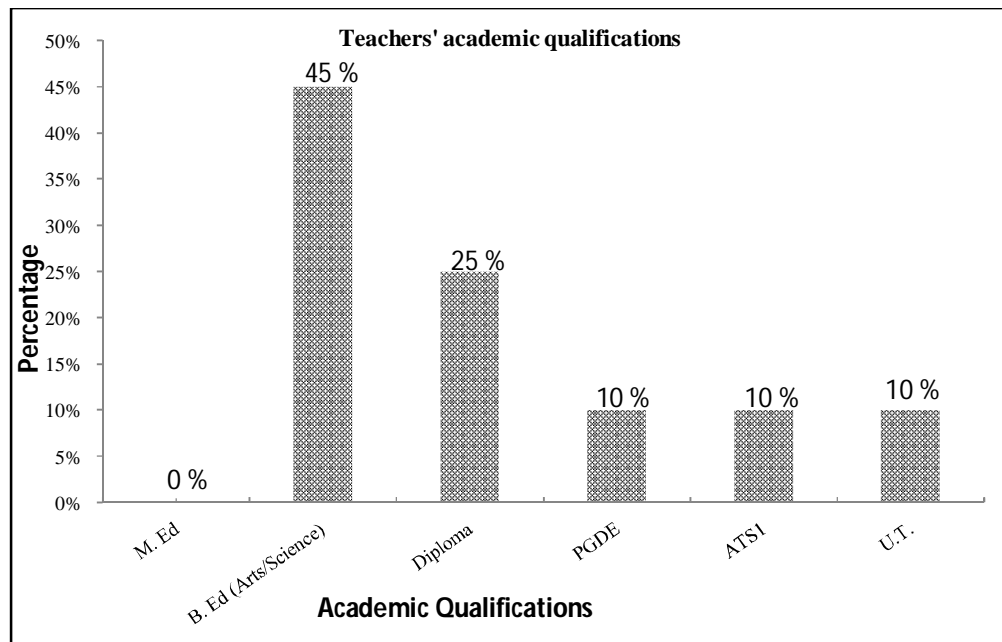
The data showed that majority of the teachers are B. Ed degree holders. The others hold professional qualifications such as diploma, post graduate degree and approved trained status. The rest were untrained teachers. The findings reveal that majority of the teachers in public secondary schools in the study area have met the required professional qualifications for their job.

4.3.3 Demographic information of students

Demographic information of the students was based on gender, age, class and performance.

4.3.3.1 Students by gender

Students were asked to state their gender in order to identify whether there is equal access to education in the area of study. The responses are as indicated in Figure 4.6

Figure 4.6 Students by gender
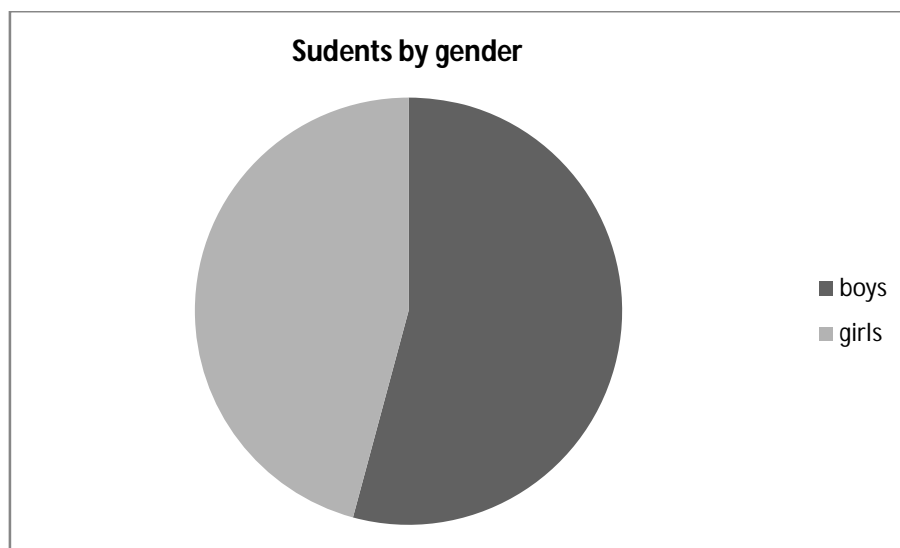
The data shows that there are more boys than girls accessing education in the area of study. Therefore there is need to enhance accessibility of education to the girl child in Kinangop District.

4.3.3.2 Students distribution by age

Students were asked to state their age. Their responses are as indicated in Table 4.4

Table 4.4 – Students by age

Age	F	%
Below 15 years	82	12.5
16 – 18 years	460	70.8
19 – 21 years	108	16.7
Total	**650**	**100**

The data shows that majority of the students are aged between 16 – 18 years followed by those of between 19 – 21 years. A few were aged 15 years. This implies that majority of the students in public secondary schools in Kinangop district are the correct age for secondary school students.

4.3.3.3 Distribution of students' responses by classes

Respondents were also asked to state their classes. They responded as shown in Table 4.5

Table 4.5 Distribution of students' responses by classes

Class	F	%
Form 1	54	8.3
Form 2	163	25
Form 3	108	16.7
Form 4	325	50
Total	**650**	**100.00**

The student responses were also analysed by classes. Majority of the students were form fours. They were followed by form twos. The rest were form three and one classes respectively. The data showed that discipline issues cut across all the classes in secondary schools thus the necessary attention should be accorded across the board.

4.3.3.4 Performance in the previous exam of the respondents

Student respondents were asked to state the grade they obtained in their last examination. Table 4.6 shows distribution of grades by students in their last examination.

Table 4.6 Distribution of grades in the previous examination done

Grade	F	%
A – A-	27	4.2
B+ – B-	244	37.5
C+ – C-	325	50
D+ – E	54	8.3
Total	**650**	**100**

The findings show that majority of the student respondents attained a mean grade ranging from A- to C–. However a few had a mean grade of D+ and below. The data showed that in some schools in the study area, there are weak students who need extra attention to enhance their ability by creating a friendly learning environment and at the same time there are strong students who can perform well in national examinations.

4.4 Analysis of the research questions

Data presented in this section was as a result of analyzing the research questions which were set to help attain research objectives

From these objectives, the research questions are restated and evidence linked to their testing as presented in the subsections that follow.

4.4.1 Major discipline problems in public secondary schools

The head teachers, teachers and students were asked to state whether major discipline problems were experienced in their schools. Their response was as indicated in the Table 4.7

Table 4.7 Head teachers, teachers and students responses on major discipline problems

Head teachers	F	%	Teachers F	%	Students F	%
Yes	5	33.3	10	20	135	20.8
No	11	66.7	41	80	515	79.2
Total	**16**	**100**	**51**	**100**	**650**	**100**

The data shows that some of the head teachers, teachers and students confirmed that major discipline problems were prevalent in the schools in the area of study.

In order to understand the most prevalence indiscipline cases in the schools, the head teachers, teachers and students were asked to state the major

indiscipline problems in their schools. Findings indicate that truancy, immoral relationships, defiance to teachers and prefects, late coming, theft, poor time management, noise making and sneaking were common challenges in most of the public secondary schools in the district. Other indiscipline cases cited were use of obscene language, drug and substance abuse, unprofessional interactions between teachers and students, funny dressing styles, visit to video halls, wearing ornaments and finger painting. This was as indicated by Neaves (2009) and Ireri (1992) who mentioned the various types of indiscipline cases experienced in secondary schools as use of obscene language, skipping classes, laziness and rudiness.

The head teachers and teachers were also asked to mention whether there were mechanisms put in place to deal with indiscipline problems facing the schools. Their responses are as indicated in Table 4.8

Table 4.8 Ways of dealing with discipline problems

Head teachers	F	%	Teachers	F	%
Yes	16	100		38	75
No	0	0		0	0
No comment	0	0		13	25
Total	**16**	**100**		**51**	**100**

From the findings all the head teachers and majority of the teachers who responded indicated that discipline mechanisms have been put in place to complement the administrators in handling indiscipline problems. Such

mechanisms may help in curbing most of the indiscipline cases. However some of the teachers declined to comment.

4.4.1.1 Affected class (es) by indiscipline problems

The researcher sought students input on which class (es) are mostly affected by indiscipline cases in Kinangop district and their responses are as indicated in Figure 4.7

Figure 4.7 Affected class (es) by indiscipline problems
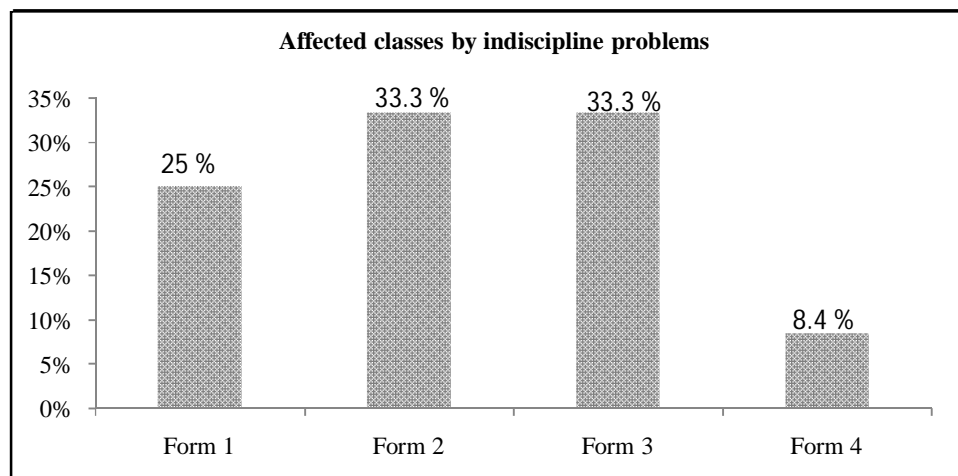
The data shows that indiscipline cases were most prevalent in form two and form three. At this level, these students are at adolescent stage which is very volatile and requires a lot of guidance and counselling (Harder, 2012). Form one class members may not be very much exposed to the secondary school environment while the form four members are relatively mature and may be preparing for their final examinations hence may not have time to engage in indiscipline to a higher degree.

4.4.2 Head teachers' work experience and discipline.

The researcher sought to determine whether the head teachers' work experience had any influence on student's discipline. The findings are presented as follows.

4.4.2.1 Head teachers' work experience and discipline

The head teachers and teachers were asked to indicate whether head teachers' work experience had any influence on students' discipline. All the responses given showed that head teachers' work experience had an influence on students' discipline. They indicated that as one advanced at work he tended to consult widely and develop ability to foresee discipline problems before they emerged and put in place administrative structures that would deter them. This collaborates Chaplain (2003) who indicated that head teachers are charged with strategic planning which included determining the direction of the school in terms of behaviour.

Students were also asked to mention whether head teachers work experience influenced their discipline. The responses given are indicted in Table 4.9

Table 4.9 Students response on head teacher's work experience and discipline

Students	F	%
Yes	515	79.2
No	81	12.5
No comment	54	8.3
Total	**650**	**100**

The findings showed that majority of the students indicated that head teachers' work experience do influence students' discipline while there are those who said that head teachers work experience did not influence students' discipline. However a few students declined to comment. From these findings, the students said that long experience helps the head teachers to learn the students' mind, identify the indisciplined ones and help them change their wayward behaviour. Therefore long experienced teachers should be appointed to head secondary schools to be able to deal with indiscipline.

Further, the students said that head teachers' work experience help the head teachers adopt better methods of handling discipline problems as well as training the heads become good role models to their students. This enables the head teachers set high standards of discipline for their institutions, thus impacting positively to the students' behaviour.

4.4.2.2 Involvement of other personnel in solving students discipline problems.

Both the head teachers and teachers were asked whether the head teachers involved other personnel in their schools. The responses given indicated that head teachers involved other personnel in solving indiscipline problems such as the class teachers, disciplinary committee counsellor teachers and board of management.

4.4.2.3 Head teachers' in-service courses and students' discipline

The head teachers and teachers were asked whether head teachers workshops and seminar courses influenced students' discipline. All the response indicated that head teachers in-service courses influenced students' discipline positively.

4.4.3 Influence of peer pressure on students' discipline

The researcher wanted to find out whether peer pressure influences students' discipline in public secondary schools.

4.4.3.1 Opinion of head teachers, teachers and students on peer pressure influence on students' discipline

Their responses are as indicated in Table 4.10

Table 4.10 Head teachers, teachers and students opinion on peer pressure and discipline

Head teachers	F	%	Teachers	F	%	Students	F	%
Yes	16	100		51	100		569	87.5
No	0	0		0	0		81	12.5
Total	**16**	**100**		**51**	**100**		**650**	**100**

From the findings, the head teachers, teachers and students agreed that peer pressure influence affected students' discipline. However, a few of the students indicated that students' discipline was not influenced by peer pressure.

In addition all the head teachers and teachers said that the department of guidance and counselling was involved in dealing with influences of peer pressure on students' discipline.

4.3.2 Peer influence and students' discipline

Head teachers and teachers were asked to say whether they had put in place measures to curb negative peer influence. The findings are presented in Table 4.11

Table 4.11 Peer influence and students' discipline

Head teachers	F	%	Teachers	F	%
Yes	16	100		38	75
No	0	0		0	0
No comment	0	0		13	25
Total	**16**	**100**		**51**	**100**

The findings showed that the head teachers had put in place measures to curb negative peer influence. Majority of the teachers confirmed that the same had been done in their schools. However there are some teachers who declined to comment. Proper measures put in place should go a long way in reducing indiscipline cases in secondary schools.

4.4.3.3 Peer groups and discipline

The students' responses confirmed that there have been peer groups existing in secondary schools in the area of study. The students agreed that those peer groups could affect their discipline either positively or negatively. Meanwhile, all the head teachers indicated that there were deviant behaviours exhibited by students which were as a result of peer pressure in their schools. This was confirmed by a majority of the students who said that there were indiscipline problems caused by peer pressure, while a few of the students indicated that there were no indiscipline problems caused by peer pressure in their schools. This is collaborated by Kibera and Kimokat (2007) who asserts that students in schools belong to peer groups which exert great influence on their activities.

4.4.3.4 Defiant behaviour as a result of peer pressure

The head teachers and teachers were also asked to mention some of the deviant behaviours which were as a result of peer pressure in secondary schools.

The findings revealed that truancy, coupling, visits to video halls and drugs substance abuse was the most prevalent deviant behaviours which were as a result of peer group pressure. Others include wearing of ornaments, finger painting, wearing of earrings, poor dressing styles and unhealthy relationships. Both the head teachers and teachers concurred that these indiscipline problems had been enhanced by the new trends in education whereby students had been subjected to a lot of freedom and the teachers had been left almost powerless in dealing with students' indiscipline.

4.4.3.5 Use of peer groups in improving students' discipline

The researcher sought opinions from students on how peer groups can be used to improve discipline. In their responses, students said that well behaved students can be appointed as peer counsellors so that they can teach others the positive aspects of behaviours. They can be used to advise their peers and educate them on the importance of being disciplined. They further said that peer counsellors can enlighten their fellow peers on the dangers of negative peer influence and how one can choose his or her friends wisely. This is confirmed by Nasibi (2003) who asserts that students' peer counsellors can be constructively used to influence the behaviour of age mates positively.

4.4.4 Size of the school and students' discipline

The researcher wanted to find out whether the size of the school influences students' discipline.

4.4.4.1 School size and discipline

The head teachers, teachers and students were asked to indicate whether the size of their schools had any influence on students' discipline in their schools. The findings are presented in Table 4.12

Table 4.12 School size and discipline

Head teachers	F	%	Teacher	F	%	Students	F	%
Yes	11	83.3		36	70		135	20.8
No	5	16.7		15	30		515	79.2
Total	**16**	**100**		**51**	**100**		**650**	**100**

The findings revealed that while majority of head teachers and teachers indicated that the school size had influence on the students' discipline, a few did not agree. This is because it is difficult to handle large number of students especially when they are from diversified background. The findings also indicated that a few students believed that the school size did influence the students' discipline while the rest indicated that school size had no influence on students' discipline.

4.4.4.2 Class size and students' discipline

Teachers and students were asked to state whether the class sizes had influence on students' discipline in their schools. Their responses are shown in Table 4.13

Table 4.13 Class size and students' discipline head teachers.

Head teachers	F	%	Teacher F	%	Students F	%
Yes	11	83.3	38	75	135	20.8
No	5	16.7	10	20	515	79.2
No response	0	0	3	5	0	0
Total	**16**	**100**	**51**	**100**	**650**	**100**

The findings show that majority of the head teachers said that class size influenced the students' discipline. The majority of the teachers indicated that the class size influenced discipline in their schools while a few said class size did not influence students' discipline. Some of the teachers declined to comment. Also, a few of the students said that class size influenced students' discipline in their schools while majority indicated that class size did not influence students' discipline. The head teachers and teachers said that large classes were challenging to control compared to small classes. They further said that the class teachers had to consistently monitor their classes in order to maintain the required discipline standards.

4.4.4.3 School size and head teachers' and teachers' work

Majority of the head teachers said that the size of their schools affected their work which also impacted on the students' discipline negatively while of the head teachers indicated that school size did not affect their work. Similarly, majority of the teachers said that big schools affected their work and hence students' discipline, while a few indicated that school size did not affect their work. Some of the teachers declined to comment. All the responses from the head teachers and teachers indicated that regardless of the size of their schools, they had put in place mechanism to deal with indiscipline problems in their schools. Majority of the students indicated that their school had ways of controlling students discipline while a few of the students said there were no mechanisms of controlling discipline in their schools.

4.4.4.4 School size and discipline

The head teachers and teachers were asked to state how school size affects students' discipline in their schools.

All the head teachers and teachers were in agreement that big schools were more complicated to manage in terms of students' discipline than in small schools. The findings indicated that as the schools grew in terms of population, the indisciplined students take time to get noted and in some cases they are hardly noted until when it is too late. This is because the indisciplined students are said to hide in numbers. The findings also indicated that in big schools, the head teachers and teachers take long to know their students by

face and also by names. This was said to create room for wayward students to engage in misconduct without getting easily noted. This is in complete contrast with small schools, whereby due to their small numbers, students get easily known by the head teachers as well as the teachers and therefore chances for them to engage in indiscipline without getting noted is very slim.

The findings further revealed that, students in big schools unlike in small ones exhibited diversified individual differences. Sometimes, this made it very difficult for head teachers and teachers to handle some of the students' misconduct. They indicated that this was even made more complex by the different backgrounds that the students came from.

4.4.5 Teachers' involvement and students' discipline

The researcher wanted to find out whether teachers' involvement had any influence on students' discipline.

4.4.5.1 Supervision and discipline values

The head teachers, teachers and students were asked to say whether teachers play any role to inculcate discipline values when they are on duty. Their responses are as indicated in Table 4.14

Table 4.14 Supervision and discipline values

Head teachers	F	%	Teacher	F	%	Students	F	%
Yes	16	100		38	75		569	87.5
No	0	0		10	20		81	12.5
No response	0	0		3	5		0	0
Total	**16**	**100**		**51**	**100**		**650**	**100**

Then findings indicated that all the head teachers believed that when teachers are on duty, they have an important role in discipline inculcation into their students. Majority of the teachers said that teachers play an important role in inculcating discipline values in students in their supervision role. The findings further indicated that majority of the students said that teachers play an important role in inculcating disciplines values. This is colabollated by Raichena (2006) who assert that good discipline should produce obedience and self control. This indicates that supervision is an important ingredient in maintenance of high discipline standards in secondary schools.

4.4.5.2 School administrators and discipline

On this research question, the researcher wanted to find out whether the school administrators had any role in improving and maintaining discipline among their students. Their responses are as indicated in Table 4.15

53

Table 4.15 School administrators and discipline

Head teachers	F	%	Teacher	F	%	Students	F	%
Yes	16	100		51	100		596	91.3
No	0	0		0	0		54	8.3
No response	0	0		0	0		0	0
Total	**16**	**100**		**51**	**100**		**650**	**100**

The findings indicated that all the head teachers, teachers and majority of the students believed that the head teachers and their deputies had an important role in improving and maintaining students' discipline. The findings further revealed that all the head teachers and teachers indicated that class teachers played an important role in shaping the students' discipline in their classes. They all said that class teachers had a lot of time to interact with the students put them under them hence their big role in influencing their discipline. This was confirmed by majority of the students who indicated that their class teachers played a major role in solving indiscipline problems in their classes.

4.4.5.3 Teachers' involvement and students' discipline

The researcher wanted to find out from the head teachers, teachers and students whether teachers' supervisory role had any influence on students' discipline.

All the head teachers said that teachers' played an important role in influencing students' discipline. Majority of the teachers concurred with the

54

head teachers, while a few declined to comment. All the students indicated that teachers' supervisory role played a major role in influencing their discipline. The findings showed that teachers on duty, dormitory and club patrons, counsellor teachers and game teachers who enforces school rules accordingly helps a lot in curbing indiscipline problems long before they occur. Class teachers and teachers on duty who constantly supervises their students are able to handle students discipline consistently. Their commitment to duty determines their effectiveness in curbing indiscipline in their schools. The findings further revealed that constant supervision of students enables the teachers to have authority and control over them as well as keeping the students alert hence influencing students' discipline positively. The findings also revealed that teachers acts as student's role models and have a duty to offer guidance and counselling to them. Their presence is also very fundamental since students have someone to forward their problems to which if left unchecked could lead to mass indiscipline in secondary schools.

Therefore, the analysis of the findings indicate that there is a significant relationship between the head teachers' work experience, peer group pressure, school size and teachers' involvement and discipline of students in public secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section focuses on summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to examine on the school factors that influence students' discipline in public secondary schools in Kinangop district in Kenya. The specific objectives of this study were; to identify the major discipline problems; to establish the extent to which the head teachers work experience influence students' discipline; and to investigate the influence of peer group pressure on discipline among students. The study also aimed at establishing the influence of school size on students' discipline; and lastly the study determined the influence of teachers' supervisory role on students discipline in secondary schools.

The study used the descriptive research design to gather both qualitative and quantitative data. The total population considered in this study were all public secondary schools in Kinangop district. Research instruments reliability was ensured through test – retest method. The researcher then sought permission from all relevant authorities.

Questionnaire for head teachers, teachers and pupils were developed and used to gather pertinent information from the respondents. The questionnaires sought information on demographic data and on the research questions. Once the data was collected, analysis was done using frequencies, percentages, table and graphs. Reliability was computed using Peason's correlation co-efficient between the scores of the even-numbered statements after which Spearman's Brown Prophecy Formula was applied. Reliability was 0.9 and hence reliable.

The study indicated that 75.3% of the respondents said there were no major indiscipline problems while 24.7% of the respondents indicated there were major indiscipline problems which included truancy, immoral relations, defiance to teachers and prefects, theft, poor time management, noise making, drugs and substance abuse, use of obscene language and misconduct between teachers and students. All the respondents indicated that they had put in place methods of dealing with these indiscipline problems in their schools.

5.3 Findings of the study

5.3.1 Major discipline problems in public secondary schools in Kinangop district

The findings showed that schools in the area of study experienced major discipline problems. According to the opinion of respondents, these problems include: truancy, immoral relationships, defiance, theft, poor time management, noise making and sneaking. Other indiscipline cases cited were use of obscene language, drug and substance abuse, funny dressing styles, visit

to video halls, wearing of ornaments and finger painting. The study further revealed that the form two and three classes were the most affected classes by indiscipline cases. Schools had put in place measures which helped in curbing most of the indiscipline cases.

5.3.2 Head teachers' work experience and discipline

The findings showed that head teachers work experience had enormous influence on students' discipline. Experienced head teachers tend to consult widely and develop ability to foresee discipline problems before they emerged and put in place administrative structures that would deter them.

Further, they are able to learn the students' mind, identify the indisciplined ones and help them change their behavior. Thus, experienced head teachers tend to set high standards of discipline for their institutions, thus impacting positively to the students' behavior.

5.3.3 Peer group pressure and students' discipline

The findings showed that there existed peer groups in secondary schools in the area of study. According to the opinion of the respondents, there were negative behaviors exhibited as a result. These include: truancy, coupling, visit to video halls and drugs and substance abuse. Other includes wearing of ornaments and earrings, poor dressing styles and unhealthy relationships. To solve the problem of negative peer influence, the findings revealed that well behaved students can be appointed as peer counselors so that they can teach others the

positive aspects of behavior and enlighten them on the dangers of negative peer influence and how one can choose friends wisely.

5.3.4   School size and students' discipline

The findings showed that big schools were complicated to manage in terms of students' discipline than in small schools. This is because in big schools, indisciplined students take long to get noted until when it is too late. They also take long to get known facially or by names. This creates room for wayward students to engage in misconduct without getting easily noted. The findings further revealed that in small schools, students get easily known and therefore chances to engage in indiscipline without getting noted is very slim. To solve the problem of big numbers, the findings revealed that proper mechanisms of consistent monitoring need to be put in place in order to maintain the required discipline standards.

5.3.5 Teachers' involvement and students discipline

The study showed that teachers' involvement in monitoring of students discipline is very crucial. Teachers' presence among the students is a boost to good discipline since they do inculcate into them the right values of life. Enforcement of school rules by teachers help in curbing indiscipline problems long before they occur. Further, constant monitoring of students enables the teachers to have authority and control over them. This help in keeping the students alert hence influencing students' discipline positively. The findings further revealed that teachers acts as students' role models and have a duty to

offer guidance and counseling. Their presence is fundamental since students have someone to forward their problems to which if left unchecked could lead to mass indiscipline.

5.4 Conclusion

This study concluded that there were a number of major indiscipline problems in secondary schools in Kinangop district which needed to be given some attention. The head teachers' work experience influenced students discipline a lot. All the head teachers, teachers and majority of students who took part in the study concurred that long experience for the head teacher was a pre-requisite to good discipline.

Peer group influence was found to be contributing to students' indiscipline. All the head teachers, teachers and majority of students were in agreement on this issue. The study therefore concludes that there needs to be strong supportive peer group activities that could influence the students positively. The counselling and guidance department needs to be strengthened too.

The study further concluded that school size is a factor that contributed to students' indiscipline in secondary schools. It was therefore recommended that proper mechanisms need to be put in place to check indiscipline irrespective of the school size.

Lastly, the study concluded that teachers' involvement should enhance students' discipline as well. Thus supervisory gaps should be avoided by all

means. This offers effective ways of dealing with students' problems before they explode.

5.5 Recommendations

Based on the findings it is recommended that tough measures needs to be put into place in order to minimize the occurrence of the major discipline problems in the region. The head teachers and teachers should work hand in hand with boards of management and the ministry of education in order to raise the discipline standards in the area. Indiscipline should be fought ruthlessly to stop it from spreading among students in secondary schools. This can go a long way in impacting positively in the academic performance in the region.

The Teachers Service Commission should make sure that well experienced and qualified head teachers are the ones who are deployed to secondary school. This is important because qualified head teachers do offer robust leadership hence minimal indiscipline problems in their schools, since they are able to foresee discipline problems long before they occur and offer prompt solutions. This leads to discipline and academic stability leading to realization of the national goals of education.

Head teachers need to strengthen guidance and counseling department in their schools. Counselor teachers need to be appointed and trained in order to help students cope with challenges of life which are as a result of peer pressure. Peer counselors need to be appointed and also trained in order to equip them

with the relevant skills to become effective counselors in their schools. Guidance and counseling sessions should be set aside and adhered to strictly.

School administrators should actively involve teachers in management of students' discipline. This enhances teamwork in the management of students. Their active involvement would keep students on their toes all the time hence help in maintaining the desired discipline standards. This helps in detecting and curbing indiscipline elements as they arise.

Prudent management of big schools should involve establishment of strong administrative structures which includes departments run by qualified heads of department. In consultation with the head teachers, they should be given power to implement school policies with an aim of improving efficiency in the management of the schools. This would lighten the school administrators' work hence enabling them deal with emerging discipline issues, thus impacting positively in the behavior of the students.

5.6 Suggestions for further research

Based on the limitations and delimitations of the study, the researcher makes the following suggestions for further research.

1. A research needs to be done on whether there are any other factors that influence students' discipline in public secondary schools.

2. A study should be carried out on how discipline in private secondary schools compares with discipline in public secondary schools.

3. A research needs to be conducted on how supervision can be enhanced to counter the ever rising indiscipline cases in secondary schools.

REFERENCES

Ayieko, J.S. (1988). *Solving Discipline problems in Kenya Secondary School*s, M.ED Thesis, University of Nattingon, UK.

Bell, L. and Bolam, R.(2003).*A systematic review of the impact of school headteachers and principals on student outcomes*; Social Science Research Unit, Institute of Education, London.

Blandford, S. (1989). *Managing discipline in schools*; Taylor $ Francis e library, London Routlodge

Borg and Gall (1989). *Research in Education. An introduction* (5th edition) London, Longman

Bwoginda, M.S. (2011). Factors that influence Secondary School discipline in Borambu District.Unpublished M.ED Thesis; University of Nairobi.

Chemhuru, M. (2010). *Revisiting the place of punishment in Zimbabwe's Primary and Secondary School Formal Education System;* Department of Philosophy and Religious Studies, Faculty of Arts, Great Zimbabwe university: Journal of Africa Studies and Development.

Chen, G. Weikart L.A. (2008). *Student background, school climate, school disorder and school achievement* – Journal of school violence.

Cohen, L. and Manion, L. (1994). *Research Methods in Education; London: CroomHelm Publishers.*

Cotton, K. (1996). *School size, school climate and student performance; School Improvement Research Series: London and New York*

Everard,K. B. (2004). *Effective School Management: SAGE.*

Endya,B.S.(2007). *School structural characteristics. Students' effort peer association and parental involvement;* Hopkins University Press.

Harder.A.F.(2012).The development stages of Eric Erikson;London:Dee Marie Publishers

Howell.W.G.(2005)..*Besieged school boards and the future of education politics; the brookings institutions*, Massachusatts Avenue, Washington D. C

Instute of education sciences(2004). *Indicaters of school crime and safety*; U.S Department of Education: National centre for Education Statistics.

Jordan, J. (1995). Punishment for misdemeanors in Zimbabwean schools. University of Zimbabwe, Harare Psychology Developing Societies.

Karuri, G. (2012). *The student's perfect success guide:* Benchmark Education Publishers and Services.

Koutseline, M. (2002). *The problem of discipline in light of modern, post modern discourse, pedagogy, culture and society;* University of Cyprus, NICOSIA, Cyprus: Published online.

Leach, J. (2003). "*Leaving to be violent, the role of school in developing adolescent gendered beheviours.*" South African Journal of Education :EASA.

Leady, P.D. (1980). *.Practical Research, Planning and Designing:* Collier Macmillan Publishers, London.

Lincoln, J. &Kalleberg, A. (1990). *Culture, control and commitment:* A study of work organization and work attitude in the United States and Japan.

Magana, A.M. (2009). Factors influencing discipline among public primary School Pupils in Starehe division in Nairobi.Unpublished M.ED Thesis; University of Nairobi.

Marete, G. (2012 October 30). Thousands sent home as riots rock schools Nairobi; The Daily Nation

Mukama,E.(2005). Peer group influence, alcohol consumption and secondary school students' attitudes towards school*;* Unpublished M.A Thesis Makerere University Kampala.

Nasibi, W. (2003). *Discipline: Guidance and Counseling in schools – A practical Guide to Teachers*, Counselors and Parents.Strongwall Africa Publishers, Nairobi.

Mbiti,J. (1990). *African religious and philosophy*; Heinemann Educational Publishers

Muchiri, P.W. (1998). A study of participatory processes by headquarters to enhance students' discipline in public secondary schools in Nairobi Province. Unpublished M. ED Thesis; University of Nairobi.

Mugenda,O and Mugenda, A (2003). *Research Methods Quantitative and Qualitative Approaches; Nairobi: Acts press.*

Muiruri, K and Warahiu, P.S (1995). *Issues in education research in Africa*, East African Publishers

Munyasia, A. (2008). Factors influencing principals' performance in the maintenance of discipline in public secondary schools in Central Division, Machakos District. Unpublished M. ED Project; University of Nairobi.Mwalala, D.F (2008) Influence of head teachers' curriculum supervision on K.C.

Nyaga, R.N. (2004). Challenges facing head teachers in enhancing pupil discipline in primary schools in Kibera Slums. Unpublished M. ED Thesis; University of Nairobi.

Ndirangu, J.M. (2010). Effects of parenting on students discipline in public secondary schools in Naivasha District. Unpublished M.ED Project; University of Nairobi.

Olick, T. (2012 October 16), Tragic end to disabled student. Nairobi; The Standard.

Orodho, A.J. (2003). *Essential of Educational Social Sciences; Research method*, Nairobi: Masola Publishers

Otieno, J. (2012). *Promotion- Career progression and professional development*, a guide to T.S.C interviews; Rinny Educational and Technical Services.

Raichena, H. (2006). "Presentation paper to deputy principals' induction course in education management," Nairobi. Unpublished paper, Kilimambogo Teachers Training College.

Syonthi, N.J. (2007). Development of effective discipline culture in selected public secondary schools in Thika District. Unpublished M.ED Thesis; University of Nairobi.

Selbey, N. (2008). *Our society and indiscipline.* Accra: Ghanian chronicles.

Skiba,R.J& Peterson, R.L. (1997). *Office referrals and suspension: Disciplinaryintervention in middle school.Education and the treatment of children.*

Tattum, D.P. (1989). *Disruptive pupil management. Taylar& Francis Ltd:* United Kingdom, London.

Teachers Image (Vol 9 2004). *A quarterly magazine of the Teachers Service Commission :*Oakland Media Services.

Too, C. Kimutai, K. Kosgei, Z,(2012). *The headteachers' supervision of teachers on students' academic performance; Journal of emerging treads in educational research and policy study,* Volume 3, Academic Journal.

Wango. G. (2010). *Quality Assurance and Standards in School:* The Jomo Kenyatta Foundation, Nairobi.

Were, M.W. (2003). *Discipline and Counseling in School; Practical guide to teacher counselors and parents*, Nairobi: Strong Wall Africa

Zindi,F. (1995). *.An analysis of the arguments for and against the use of corporal punishment* in Zimbabwe's secondary schools: Zimbabwe journal of Education Research.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,
P.O BOX 30197(00100),
NAIROBI.

TO
THE PRINCIPAL,
…………………… Secondary school,
P.O Box ……………..,
South Kinangop.

Dear Sir/Madam,

RE: REQUEST FOR ASSISTANCE ON FILLING RESEARCH QUESTIONNIARE

I am a postgraduate student pursuing a master of education degree in the University of Nairobi in the department of Educational Administration and planning. I am conducting a research on **"School factors influencing students' discipline in secondary schools in Kinangop district, Kenya".** The questionnaire is basically for research purpose only. Please respond to all the items and do not put down your name or of your school anywhere on the questionnaire.

Your's faithfully

Kimani Joshuah Wainaina

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information about the "**school factors influencing students' discipline in public secondary schools in Kinangop district"**. Your responses will be used for the purpose of this study; hence do not identify yourself or school. Please indicate the correct options as correctly and honestly as possible by putting a tick [ⱽ] on one of the options. For the question that requires your opinion, use the spaces provided. Please respond to all questions.

SECTION A: **Demographic Information**

1. What is your age?

 Below 25   [ ]   26 - 35 years   [ ]

36 – 45 years   [ ]   Over 45 years   [ ]

2. What is your gender?

Male   [ ]   Female   [ ]

3. By means of a tick indicate your academic qualification?

M. Ed   [ ]   B. Ed [ ] MA/MSC   [ ]   B.Ed (Science)[ ]

Untrained   [ ]   BA (BSC) PGDE   [ ]SI   [ ]

    Diploma   [ ]

Any other specify ……………………………………………….

4. What is the majority sex in your staff?

Male ………………………….Female ……………………………

5. What is your teaching experience before headship?……. years.

By means of a tick, please indicate how long you have been a head teacher

Below 5 years   [ ] 6 – 10 years   [ ]11 – 15 year [ ]16 – 20 year   [ ]

Over 20 years   [ ]

6. How long did you serve as the deputy head teacher?
Nil [ ] Less than 3 years [ ] 3 – 6 years   [ ] 7 – 10 years [ ]

Above 10 years   [ ]

7. (a)Have you ever attended any in-service course? Yes   [ ] No   [ ]
Specify…………………………………….

SECTION B

Part I – **<u>Major discipline problems in public secondary schools</u>**

8. Are there any major discipline problems in your school?

     Yes [   ]   No [   ]

9. Do you have ways of dealing with these problems?

   Yes [   ]   No [   ]

10. Do you have a written set of rules and regulations in your school?

     Yes [   ]   No [   ]

11. How do you deal with major discipline problems in your school?

Part II - **Head teacher's work experience influence on students' discipline.**

12. Do you think head teacher work experience has any influence on students' discipline? Yes [   ]   No [   ]

13. Do you involve other personnel in solving discipline problems in your

school? Yes [   ]   No [   ]

14. Do you think head teacher in service courses/ training influences students' discipline in secondary schools?   Yes [   ]   No [   ]

15. (a) Do you think there is any relationship between head teachers work experience and discipline?   Yes [   ]   No [   ]

(b) Give reasons to your response_____

Part III **Influence of peer group pressure on students' discipline**

16. Does peer pressure affect discipline in your school?

Yes [   ]   No [   ]

17. Do you involve guidance and counseling department in dealing with influence of peer pressure? Yes [   ]   No [   ]

18. Have you put in place measures to curb negative peer influence on discipline in your school?   Yes [   ]   No [   ]

19. (a) Is there any deviant behavior caused by peer pressure in your school?

       Yes [   ]   No [   ]

(b) What deviant behavior in your school is as a result of peer pressure?

_____

Part IV **Influence of school size on students' discipline**

20. Do you think school size has any influence on discipline?

Yes [   ]   No [   ]

21. Does the size of your class influence students' discipline?

 Yes [   ]   No [   ]

22. Depending on the size of your school, do you have mechanisms of

containing indiscipline? Yes [   ]   No [   ]

23. (a) Does the size of your school affect your work hence discipline of the

students? Yes [   ]   No [   ]

(b) How does the school size affect discipline in your school?

_____

Part V Influence of teacher's supervisory role on students' discipline

24. Do you think the teacher on duty play any role in inculcating discipline

values in students? Yes [   ]   No [   ]

25. Do you think the school administrators have any role in improving and

maintaining discipline among students? Yes [   ]   No [   ]

26. Do you think class teacher's supervisory role has any influence on

students' discipline? Yes [   ]   No [   ]

Give reasons to your comment.

27. (a) Do you think teachers supervisory role has any influence on students'

discipline? Yes [   ]   No [   ]

(b) Give reasons to your response _____

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information about the "**school factors influencing students' discipline in public secondary schools in Kinangop district"**. Your responses will be used for the purpose of this study, hence do not identify yourself or school. Please indicate the correct options as correctly and honestly as possible by putting a tick [ᵛ]on one of the options. For the question that requires your opinion, use the spaces provided. Please respond to all questions.

PART A: **Demographic Questions**

1. What is your age?

Below 25 years   [ ]   26 - 35 years   [ ]

36 – 45 years   [ ]   Over 45 years   [ ]
2. What is your gender?
Male   [ ]   Female   [ ]

3. By means of a tick indicate your academic qualification?
M. Ed   [ ]   B. Ed (Arts)   [ ]

MA/MSC   [ ]   B.Ed (Science)   [ ]

Untrained   [ ]   BA (BSC) PGDE   [ ]

SI   [ ]   Diploma   [ ]

Any other specify

…………………………………………………………………….

6. What is the majority sex in your staff?

Male ……………………………

Female ……………………………

Equal ……………………………..

PART B

Part I – **Major discipline problems in public secondary schools**

7.Are there any major discipline problems in your school?

Yes [　　] 　　　　　　　　　　No [

8. Do you have ways of dealing with these problems?

　Yes [　　] 　　　　　　　　　　No [　]

9. Do you have a written set of rules and regulations in your school?

　　Yes [　　] 　　　　　　　　　　No [　]

10. How do you deal with major discipline problems in your school?

_____

Part II - **Head teacher's work experience influence on students' discipline.**

11. Do you think head teacher work experience has any influence on students' discipline? Yes [　　] 　　　　　　No [　]

12. Does the head teacher involve other personnel in solving discipline

problems in your school? 　　Yes [　] 　　　　　　　　　No [　]

13. Do you think head teacher in service courses/ training influences students'

discipline in secondary schools? 　　Yes [　] 　　　　　　　No [　]

74

14. (a) Do you think there is any relationship between head teacher's work experience and discipline?   Yes [   ]   No [   ]

(b) Give reasons to your response

_____

Part III **Influence of peer group pressure on students' discipline**

15. Does peer pressure affect discipline in your school? Yes [   ]   No [   ]

16. Is guidance and counseling department involved in dealing with influence of peer pressure? Yes [   ]   No [   ]

17. (a) Are there any measures put in place to curb negative peer influence on discipline in your school?   Yes [   ]   No [   ]

  (b) What deviant behavior in your school is as a result of peer pressure?

_____

_____

Part IV **Influence of school size on students' discipline**

18. Do you think school size has any influence on discipline?

Yes [   ]   No [   ]

19. Does the size of the classes influence students discipline in your school?

 Yes [   ]   No [   ]

20. Depending on the size of your school, do you have mechanisms of

containing indiscipline? Yes [   ]   No [   ]

21 (a) Does the size of your school affect your work hence discipline of the

students? Yes [   ]   No [   ]

(b) How does the size of the school affect discipline in your school?

_____

Part V **Influence of teacher's supervisory role on students' discipline**

22. Do you think the teacher on duty play any role in inculcating discipline

values in students? Yes [   ]   No [   ]

23. Do you think the school administrators have any role in improving and

maintaining discipline among students? Yes [   ]   No [   ]

24. Do you think class teacher's supervisory role has any influence on students'

discipline? Yes [   ]   No [   ]

Give reasons to your comment.

25. (a) Do you think teacher's supervisory role has any influence on students'

discipline? Yes [   ]   No [   ]

(b) Give reasons to your response

_____

APPENDIX IV

STUDENTS' QUESTIONNAIRE

This questionnaire is designed to gather information about the "**school factors influencing students' discipline in public secondary schools in Kinangop district"**. Your responses will be used for the purpose of this study, hence do not identify yourself or school. Please indicate the correct options as correctly and honestly as possible by putting a tick [ᵛ]on one of the options. For the question that requires your opinion, use the spaces provided. Please respond to all questions.

Section A

Background information

1. Your sex   Male [   ]   Female[   ]

2. Your age   [   ]

3. Which class are you inF1 [   ]   F2 [   ]   F3 [   ]   F4 [   ]

4. How many students are in your class? _____

5. Which grade did you attain in your last examination? _____

Section B

Part I **Major discipline problems in public sec schools**

6. Are there any indiscipline cases in your school? Yes [   ] No [   ]

7. Is there any person who deals with indiscipline cases in your school?

    Yes [   ]   No [   ]

8.   Is the prefects' body involved in solving indiscipline cases in your

      school? Yes [   ]   No [   ]

9.   Is there any form in your school which is mostly affected by

      indiscipline cases? Yes [   ]   No [   ]

      Which one _____

10.   (a) Are there any major indiscipline problems in your school?

      Yes [   ]   No [   ]

(b) If any which ones? _____

Part **II Head teacher's work experience influence on students' discipline**

11.   Does the work of the head teacher affect your discipline? Yes [   ]

      No [   ]

12.   Does your head teacher's period of stay in your school influence your

      discipline? Yes [   ]   No [   ]

13.   Does the head teacher involve other teachers in solving indiscipline

      problems in your school? Yes [   ]   No [   ]

14.   Does your head teacher speak frequently about indiscipline cases in

      your school? Yes [   ]   No [   ]

15.   (a)Do you think head teachers work experience influence discipline of

the students in your school? Yes [   ]   No [   ]

(b) Give reasons to your response. _____

Part III **Peer group influence on students discipline**

16.   Are there any students peer groups in your school? Yes [   ] No [   ]

17.   Do you think peer groups affects discipline of students in your school?

Yes [   ]   No [   ]

18.   Do you have guidance and counseling sessions in your school?

Yes [   ]   No [   ]

19.   Do you think peer group causes peer pressure leading to indiscipline

problems?   Yes [   ]   No [   ]

20.   How can peer group be used to improve discipline in your school?

_____

Part IV **School size influence on students' discipline**

21.   Does the size of your school affect students' discipline? Yes [   ]No [   ]

22.   Does the size of your class affect the students' discipline?

Yes [   ]No [ ]

23.   Does your school have ways of controlling students' discipline?

Yes [   ]   No [   ]

24.   What are the methods that have been put in place to control discipline

in your school? _____

Part V **<u>Influence of teacher's supervisory role on students' discipline</u>**

25.   Do your teachers play any role on the school's discipline?

Yes [   ]No [   ]

26.   Does your class teacher help students in dealing with indiscipline

cases? Yes [   ]   No [   ]

27.   Does the head teacher play any role in shaping students' discipline in your school? Yes [   ]   No [   ]

28.   Does the guidance and counseling department help students' affected by indiscipline in your school? Yes [   ]   No [   ]

29.   (a) Do you think teachers should be involved in improving and maintaining discipline of students in your school? Yes [   ]   No [   ]

(b) Why do you think that they should be involved? _____

APPENDIX V

RESEARCH AUTHORIZATION FROM NCST

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/14/013/1077**

Date: **18th June 2013**

Joshuah W. Kimani
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **11th June, 2013** for authority to carry out research on "*School factors influencing students' discipline in public secondary schools in Kinangop District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kinangop District** for a period ending **31st August, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kinangop 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.

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

Copy to:
The district Commissioner
The District Education Officer
Kinangop District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VI

RESEARCH AUTHORIZATION FROM D.C

MINISTRY OF EDUCATION

E-mail;kinangopedu@gmail.com
Telephone 051-8003724

DISTRICT EDUCATION OFFICE
KINANGOP DISTRICT
P.O BOX 92
SOUTH KINANGOP

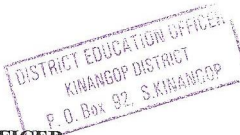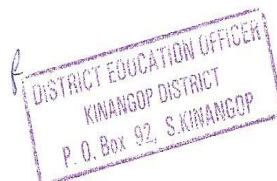KIN/ED/GEN/26/027   26th JUNE 2013

JOSHUAH W. KIMANI
UNIVERSITY OF NAIROBI
P.O.B BOX 92 - 0902
KIKUYU.

RE: RESEARCH AUTHORIZATION
    JOSHUAH W.KIMANI ID 9507627

Following your request to research on 'school factors influencing students' discipline in public
secondary schools in Kinangop district ', authority is hereby granted to visit schools and interact
with the school communities.

MUNDIA GEOFFREY
FOR
DISTRICT EDUCATION OFFICER
KINANGOP DISTRICT

DISTRICT EDUCATION OFFICER
KINANGOP DISTRICT
P. O. Box 92, S.KINANGOP

82

APPENDIX VII

RESEARCH AUTHORIZATION FROM D.E.O

MINISTRY OF EDUCATION

E-mail;kinangopedu@gmail.com
Telephone 051-8003724

DISTRICT EDUCATION OFFICE
KINANGOP DISTRICT
P.O BOX 92
SOUTH KINANGOP

KIN/ED/GEN/26/027

26th JUNE 2013

JOSHUAH W. KIMANI
UNIVERSITY OF NAIROBI
P.O.B BOX 92 - 0902
KIKUYU.

RE: RESEARCH AUTHORIZATION
JOSHUAH W.KIMANI ID 9507627

Following your request to research on 'school factors influencing students' discipline in public secondary schools in Kinangop district ', authority is hereby granted to visit schools and interact with the school communities.

MUNDIA GEOFFREY
FOR
DISTRICT EDUCATION OFFICER
KINANGOP DISTRICT

DISTRICT EDUCATION OFFICER
KINANGOP DISTRICT
P. O. Box 92, S.KINANGOP

83

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joshuah W. Kimani
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in

Location
Kinangop   District
Central   Province

on the topic: School factors influencing
students' discipline in public secondary
schools in Kinangop District, Kenya.

for a period ending: 31ˢᵗ August, 2013.

PAGE 3
Research Permit No. NCST/RCD/14/013/1077
Date of issue   18ᵗʰ June, 2013
Fee received   KSH. 1000

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

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK6055t3mt10/2011

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

84