

**FACTORS INFLUENCING PUPILS' DISCIPLINE IN PUBLIC
PRIMARY SCHOOLS IN DAGORETTI SUB – COUNTY NAIROBI,
KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my husband Joe Ng'ang'a; my sons, Robert Mwika, Joseph Karuri, and to my daughter Ruth Nyokabi. I also dedicate this to my father, Joseph Karuri and my mother Eunice Njoki. God bless you all.

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ABBREVIATIONS AND ACRONYMS

CFS	Child Friendly School
COMP	Classroom Organization and Management Programme
KEMI	Kenya Educational Management Institute
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology.
PBS	Positive Behavioral Supports
SPSS	Statistical Packages for Social Scientists
UNESCO	United Nation's Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

The purpose of the study was to investigate factors influencing pupils' discipline in public primary schools in Dagorreti Sub-County Nairobi, Kenya. Despite the effort made by the government to promote education in the country there are various challenges that hinder the attainment of quality education. For example, discipline of the pupils and teachers. Discipline is the most common and rampant among the challenges encountered in schools (Bosire & Kiumi, (2010). The study had adopted descriptive survey design, interviewing 23 headteachers, 468 teachers (DEO's Office Dagorreti and 23 students leaders in Dagorreti Sub-County. The study purposely sampled 23 headteachers and 23 pupils leaders by census. Thus the study took 30 percent of all the teachers. The study also purposively sampled learners from class 6,7 and 8 pupils' leaders whereby the researcher interviewed 2 pupils from each school. To collect data, a set of semi-structured questionnaires for headteachers, teachers and pupils was used. Before the actual data collection, piloting of the questionnaire and the interview guide was done in two secondary schools in Dagoretti Sub-County which did not participate in the actual study. The objectives of the study were: a) to determine the extent to which training of teachers in discipline management influences pupils' discipline in Dagorreti Sub-County, Kenya; b) to examine the influence of management of school access points on pupils discipline in Dagoretti Sub County, Kenya; c) to determine the extent to which pupils' participation in decision making influences their discipline in Dagoretti Sub-County, Kenya and d) to determine how guidance and counselling influences pupils' discipline in Dagoretti Sub-County, Kenya. To establish the reliability of the instrument, the study used the test-retest where the second test administration was done one week after the first one. The study generated both quantitative and qualitative data. For quantitative data, the analysis was done through descriptive statistics by use of frequency, percentages and averages. From this study it was concluded that 55 percent of the schools do not have discipline management training for their teachers. The study found that 55 percent of the schools were not secured with perimeter walls hence such school had a higher rate of pupils sneaking. Entry of illegal substances was rampant. Eighty percent of the schools had no signs prohibiting people from trespassing in the schools. The headteacher sought cooperation from the pupils' council on the management of school discipline, hence the headteachers had seen the benefits of providing an avenue for pupils' participation. In addition 65 percent of the schools viewed guidance and counselling as one of the best strategy in maintaining discipline among pupils. The study therefore recommended that, the government and head teacher need to organize and offer inservice discipline management training to teachers for at least once a year through seminars and workshops. The head teacher and teachers should provide good models for children to copy, to create cultures of self discipline from the administration down to the pupils. The head teacher should enforce a culture of collective responsibility of all stake holders. Further investigation should be carried out to explore the influence of guidance and counselling on performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Discipline is concerned with preventing misconduct or with punishing it. According to the American Heritage Dictionary (2015) of the English Language, discipline refers to both prevention and remediation. It can be "training that is expected to produce a specified character or pattern of behavior" or "controlled behavior resulting from such training"; but it can also be "punishment intended to correct or train." Educational researchers have examined both the prevention and the remediation aspects of school and classroom discipline, which will be discussed in the background.

Discipline is the assertion of mere base desires, and is usually understood to be synonymous with self-control. Self-discipline is to some extent a substitute for motivation, except that it is not. When one uses reason to determine the best course of action that opposes one's desires, which is the opposite of fun. Virtuous behavior can be described as when one's behaviours are aligned with one's aims: to do what one knows is best and to do it gladly. Continent behavior, on the other hand, is when one does what one knows is best, but must do it by opposing one's motivations (Fowers, & Blaine, 2008). Educational researchers have examined both the prevention and the remediation aspects of school and classroom discipline, and thus findings about both are critical to the background.

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

Regionally Garagae (2007) from Botswana asserts that "an ounce of prevention is worth a pound of cure" than in disciplining young people in educational settings and asserts that violence and misbehavior indiscipline manifests itself in truancy and unwillingness to do homework, bullying, vandalism, alcohol and drug and substance abuse. In most cases the process of going through appropriate channels in order to take discipline action is long, this gives leeway to students misconduct.

Etsey, Amedahe, Edjah (2005) from Ghana established that the effect of lateness and absenteeism and irregular school attendance is that material that is taught will be difficult to understand when studied on one’s own. Continued missing of classes also results in stagnation and falling behind in content and knowledge learning

Gakure, Mukuria and Kithae (2013) in their study in Gatanga District found out that the majority (70%) of the respondents said there were reported indiscipline

cases in the schools. According to Gakure et al (2013) the magnitude of the cases reported was small as only dishonesty and absenteeism was reported. A Task Force Report by Thika District Education Board (2009) showed that greatest causes of indiscipline were caused by a. Lack of teachers' commitment in class; b. Lack of parental care and advice; c. Lack of teacher supervision by head-teachers; d. Lack of regular pupils' supervision by teachers; e. Absenteeism and lack of commitment by pupils; and students' behavior in class.

According to Mbiti (2007) the main function of the head teacher is to direct, guide and integrate human efforts with specific education goals. The head teacher is directly involved in establishing the rules of behavior, the penalties to be applied as well as the processes to be used. In the classroom where class teachers have a leading role in discipline it means the control of a class to achieve desirable behavior it implies responsibility, order and regularity. Lydiah and Nasongo (2009) in an empirical study, stated that headteachers' involvement in academic activities such as checking of teachers' and students' work, helping in eradicating cheating among students in examinations, internal classroom supervision and monitoring students' discipline contribute towards the academic performance of a school.

Ouma, Simatwa and Serem (2013) concluded that headteachers and principals should always have their presence felt by interacting frequently with pupils on the alleys, in the classrooms, dormitories, dining halls and modeling for students and staff the moral ethos of the school. Head teachers should work with their entire

staff, teaching and non-teaching to enlist them in their efforts to foster good behaviour among pupils. Head teachers should also foster good behavior through guidance and counseling bearing in mind life skills and never admit undisciplined students transferred to their schools. Head teachers should define moral expectations for pupils, that is, the school vision, mission motto and core values should be displayed at strategic points in the school this helps to guide learners (Braddock, 2001).

Sneaking out of school during the school hours was rated as a frequently experienced disciplinary problem in public primary schools (Ouma et al 2013). According to all prefects in the focus group discussion interviewed by Ouma and others, pupils do sneak out of school to watch videos where they spend most of their times. Prefects further criticized the parents who do not control their children over the weekends as the pupils do spend their weekends in the video kiosks and would want to continue doing so during school days. They further found from Municipal Quality Assurance and Standards Officer in Kisumu that sneaking from schools by pupils is attributed to poor parenting in urban centers. She noted that parents in urban areas are never bothered to check what their children do in schools and some never bother to confirm whether their children go to schools or not.

At the institutional level, school committees and Boards of Management for primary and secondary schools should undertake management respectively. Households and communities also play a significant role in the provision and

maintenance of physical infrastructure, instructional materials and equipment. Indiscipline has direct consequence to performance. According to Odhiambo (2009) the problem of poor performance is deeply rooted in management practices which will have to change if the targets in the education sector are to be realized. Effective supervision of instruction can improve the quality of teaching and learning in the classroom absenteeism and lateness to school by pupils are reported as most assuredly related to poor performance in school (Odhiambo, 2008).

Factors such as physical barriers, disciplinary procedures, headteacher and class teacher role in discipline often shape issues like absenteeism, truancy and temporary drop out among discipline issues. This was affirmed by Afullo (2005) who noted that indiscipline cases that have become a major concern in schools include arson, sexual assault, theft, sneaking out of school, fighting, bullying, drug abuse, truancy, lateness, obscene language and noise making.

Afullo (2005) further reveals that in Kenya, school teachers find it difficult to enforce discipline particularly after the abolishment of corporal punishment since discipline is often equated with corporal punishment. One way to remedy Indiscipline challenges by the government is through the Ministry of Education Science and Technology. MOEST (2005) suggested that guidance and counselling services in schools should be strengthened to provide a new way of managing student discipline. However, the structures for providing guidance and counseling in schools are still so weak that it is doubtful whether they will adequately fill the

gap left as a result of the ban on corporal punishment (Republic of Kenya, 2005). Though strengthening of guidance and counseling services in schools would provide the most lasting internal mechanism for managing student discipline. Good school discipline ensures effective teaching and learning. School disciplinary problems in Dagoretti Sub-County are very high the performance is shrinking this was greatly affected by free primary education where overcrowding has brought more problems (Mungai, 2002). The disciplinary policies and procedures within schools tend to correct indiscipline but the extent to which this and other factors remedy this challenge within school has not been put into context.

1.2 Statement of the Problem

Schools have a duty to use all effective means needed to maintain a safe and disciplined learning environment. Beyond the simple responsibility to keep children safe, teachers cannot teach and students cannot learn in a climate marked by chaos and disruption. Discipline is viewed by many as a contemporary problem that may turn in to a crisis if not checked hence affecting the performance of schools and achievement of the pupils (Kindiki, 2009).

The reason for choice of this study location is because data on school indiscipline in Nairobi County is kept by the school deputy head teachers' and Dagoretti Sub County is one of the sub - counties most affected by indiscipline cases (ROK, 2005). These indiscipline cases can be generalized to neighbouring Sub Counties. The government and school administration have put up measures to curb

indiscipline however indiscipline cases are on the rise. Despite measures to curb indiscipline like guidance and counselling, Ouma (2013), Afullo (2005) and Mungai (2002) found out that cases are on the rise.

Dagoretti Sub-County is one of nine Sub Counties in Nairobi and one of the most populated in Nairobi. It has 23 public primary schools and its one of the most populated Sub-County in Nairobi. The effect of free primary education has contributed to overcrowding (Mungai, 2002), thus overwhelming the institutions resources. The government of Kenya is grappling with offering teacher training and providing guidance and counseling to pupils to try to improve performance and eliminate disruptive behavior. Land grabbing and destruction of school property, insecurity has made securing the school access points in school impossible. The Kenya government has also facilitated the creation of pupils' government in primary school with the view of enabling pupils' participation in decision making. It is against this background that this study seeks to establish factors influencing pupils' discipline in public primary schools in Dagoretti Sub-County Nairobi.

1.3 Purpose of the Study

The purpose of this study was to investigate factors influencing pupils' discipline in public primary schools in Dagoretti Sub-County Nairobi, Kenya.

1.4 Objectives of the Study

- i. To determine the extent to which training of teachers in discipline management influence pupils' discipline in Dagoretti Sub-County, Kenya.

- ii. To examine influence of management of school access points on pupils' discipline in Dagoretti Sub-County, Kenya.
- iii. To determine extent to which pupils' participation in decision making influence their discipline in Dagoretti Sub-County, Kenya.
- iv. To determine how guidance and counselling influence pupils' discipline in Dagoretti Sub-County Nairobi, Kenya.

1.5 Research Questions

- i. How does training of teachers' in discipline management influence pupils' discipline in Dagoretti Sub-County, Kenya?
- ii. How does management of school exit and entrance points influence pupils' discipline in Dagoretti Sub-County, Kenya?
- iii. How does pupils' participation in decision making influence their discipline in Dagoretti Sub-County, Kenya?
- iv. How does guidance and counselling influence pupils' discipline in Dagoretti Sub-County, Kenya?

1.6 Significance of the Study

The information that will be obtained from this study will be particularly important to Kenya Educational Management Institute (KEMI) whose role in education is to identify the training needs of teachers and head teachers may incorporate information on type of factors influencing discipline. The Quality Assurance and Standard Officers in Nairobi County and Dagoretti Sub County may use the

information to guide them during the supervision of the school. The School Management Committees that play a major role in the management of schools may improve the school infrastructure especially the fence and the access points in order to limit movement and running away of children from school. The parents and the community who are the stakeholders in education may realise their involvement in discipline as co- teachers in their children's education. Their involvement will bring about a sense of mutual purpose and partnership thus pupils discipline is well monitored and enhanced.

1.7 Limitations of the Study

In the study, it was not possible to control the attitudes of the respondents' as respondents would have given socially acceptable answers to please the researcher and, this may have affected the validity of the study. Hence respondents were assured of confidentiality of their identities. The head teachers only handled extreme cases of indiscipline hence would not be suitable to answer classroom discipline control hence class teachers would be suitable to answer them, however they are highly involved in supervision of discipline within the school and they directly engage with parents in disciplinary matters. The pupils could not understand, fill and respond to questionnaires however, this was countered by making the questionnaire simple for pupils to understand. The study, however, ensured that the research tools administered to the headteachers', teachers' and pupils' adequately addressed all the research questions for this study. Given that

the study covered Dagoretti Sub County only the findings cannot be generalized for the whole country.

1.8 Delimitations of the Study

The study confined itself to those factors that influence discipline within the school environment. Factors outside the school environment were not considered. Other relevant variables that were not covered will form the basis for further research. The respondents of this study were headteachers', teachers' and pupils' leadership. Formative evaluation was be put into consideration. Therefore this relationship was based on statistical analysis.

1.9 Basic Assumptions

In conducting the study, the following assumptions were used to provide the basis for the study;

- i. That all respondents gave honest and objective information.
- ii. That all the teachers in public primary schools in the district were trained in discipline management.
- iii. All schools had functional pupils' government and the administration worked closely with it in performance of their duties.
- iv. All the schools had functional guidance and counseling programme.

1.10 Definations of Significant Terms

The following are the definitions of significant terms;-

Access is the means of entering or approaching a place these include school entrances such as gates, and other irregular access points within the school perimeter.

Discipline refers to preventing pupils' misconduct and providing guidance and providing a desirable pupils behaviour.

Guidance and counseling refers to assistance given to pupils by advising, aiding their ability to form good behaviour and discipline.

Management is the head teachers role in organizing or controlling affairs of a school for example discipline.

Public primary schools refers to the basic level of schooling for pupils mostly under the age of 14 years.

Training is a process of teaching or learning a skill such as discipline management

Truancy refers to any intentional unauthorized or illegal absence from compulsory education. It is absences caused by pupils on their own free will.

1.11 Organisation of the Study

This study was organized in five chapters. Chapter one dealt with the introduction of the research topic and consisted of background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms, organization of the study. Chapter two reviewed the literature, this chapter discussed the concept of pupils' discipline, class teacher training and discipline management, management of access points in relation to discipline, participation of pupils' in decision making and discipline, guidance and counseling and pupils' discipline, summary of the literature review, theoretical review and conceptual frame work. Chapter three described the research methodology including design, target population, sample and sampling procedure, research instrument, and validity, reliability of the instrument and data collection. Chapter four dealt with data analysis, interpretation and representation of the research finding collected from the field. Chapter five provided the summary, conclusion, and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on factors influencing pupils' discipline under the following sub headings: concept of pupils' discipline, teacher and pupils training on discipline management, management of access point in relation to discipline, pupils' participation in decision making and discipline and lastly guidance and counselling. The chapter will also summarise the literature and discuss the theoretical framework and conceptual framework.

2.2 Concept of Pupils Discipline

Discipline is most associated with the notion of bringing children into line (Skiba & Peterson, 2003); how teachers accomplish that is often determined by their assumptions about how children learn, grow, and develop. Discipline is an important component of human behavior. It helps in regulating people's reaction to various situations. Without discipline an organization cannot function well towards the achievement of its goals (Skiba & Peterson, 2003). On stake holder's involvement Kyle and Rogien (2004) state that stakeholder's involvement in the classroom is important if teachers are going to be able to meet the needs of their pupils and manage disruptive behaviour. Teachers no longer operate in isolation from one another. They need to collaborate with many other stakeholder like parents and educators in solving both learning and discipline problems. Teachers want their interaction to be giving the message of "Let's work together to meet the

needs of the child.” The tools needed to accomplish this are the “crucial C’s of parental / stake holder support” that is Communication, Connection and Collaboration.

According to Sushila (2004) the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head teacher should be involved in making most of the decisions of the school. It is therefore important that the head teacher is a leader, a thinker and a decision maker. A discreet head teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It therefore important for the head-teacher to be a good team player. The performance of a school is appraised against the performance of the person who leads it. According to Okumbe (1999) discipline is in real terms the epicenter of a success of school. The efficiency and effectiveness of all organizational activities depend on the organizational degree of discipline.

2.3 Teacher Training and Discipline Management

Teachers should be trained on managing disruptive behavior; Classroom rules should be simple, specific, clear, and measurable, Barbetta, Norona, & Bicard (2005), limited in number, and should be created with student input to be able to manage behavior. Rules should be stated positively, posted on the wall, reviewed routinely, role-played and practiced so that classroom management, bullying, and

teaching practices students know what to do to follow them. Positive Behavioral Supports (PBS) advocates teaching students social skills such as empathy, anger management, social problem solving, and conflict resolution. Assuming that students know these skills when they may not, sets them and their teachers up for reactive and negative, rather than proactive and positive, disciplinary situations.

Teachers may attend professional development workshops that deal with management and behavior issues, or they may initiate learning on their own, seeking out books and materials that offer insight and support for dealing with behavior and management problems in the classroom. Teachers, however, are part of communities of practice (where they often share knowledge with one another (Wenger, McDermott, & Snyder, 2002). Teachers should also be trained on quality instruction and classroom, a critical component is the academic program and how it is delivered. The first line of defense in managing student behavior is effective instruction when teachers demystify learning, achievement and behavior improve dramatically. Examples of how to demystify learning include students establishing his or her learning goals, student monitoring his or her own learning, involving students in developing classroom rules and procedures, and relating lessons to students' own lives and interests (Barbetta, Norona, & Bicard 2005).

2.4 Management of School Access Points in Relation to Discipline

The management of entrance and exit points is laid out in Kenya Ministry of Education 2008 Safety and Health Manual. These and many other cases of

indiscipline that continue to occur, among many other factors, necessitate the development of a school safety standards manual for use by schools (Ongeri, 2008). The safety of the school depends to a large extent on measures taken to organise and manage such safety.

Where parents pick up their children from school, proper details of the vehicles must be entered in a register at the gate. School administrators should enforce discipline among learners while on school trips or when attending co-curricular activities away from the school. The school should have properly demarcated and fenced grounds with a secure gate. The grounds should be neat, beautiful and safe for use by learners, staff, parents and community members, at all times. For schools without a gate and a fence, a sign should be posted next to the main passageway into the school with the words “No Trespassing” and “Visitors report to the headteacher’s Office”. All visitors to the school must sign the visitor’s register and record their IDs at the gate. The gatekeeper must verify that the IDs are valid and keep them safely. The IDs are to be returned on signing out on completion of the visit. School staff as well as community members should have the right to question any stranger found near or within the school grounds (MOE, 2008). The control of entrance and exit points interrelate with enforcing safety standards hence with effective control of exit and entrance point the school should manage to control various indiscipline cases of pupils like theft and burglary, skipping classes, sneaking out of school and drug abuse among other cases.

2.5 Pupils' Participation in Decision Making and Discipline

Kaye Johnson (2004) defines pupil's participation as a role of pupils in decision-making within the school once they are attending school and engaged in learning. In this sense, pupil participation usually refers to an elected group of pupils who take part in formal decision-making. Under its most emancipatory interpretation, 'pupils' participation' extends active involvement in school-based decision-making and includes demonstrated leadership or activism within the wider community Thomson and Holdsworth, (2003).

Institutionalized practices that recognize and respect the rights of adults, while subjecting children to surveillance and control, are being contested (Hatch and Wiseniewski, 1995; James et al, 1998; Matthews, 1998). Within the newly emerging international focus on children's competence are calls for children to become active participants in the operations and governance of their primary schools (Johnson, 2004). Pupils' participation in school management tends to improve learning and instils positive values in the child. Therefore, other than election of student leaders, schools are encouraged to involve their students in matters that affect their lives including student discipline and how they can channel their grievances (UNICEF, 2008). Many schools across the Kenya, both secondary and primary, have adopted this approach allowing students to exercise their democratic rights at a young age (Mizunoya, 2012).

2.6 Guidance and Counseling and Pupils discipline

According to Bark (2003), guidance and counseling are the assistances made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. In addition, Braddock (2001) states that, the purpose of guidance and counseling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts. In Kenya, guidance and counseling was introduced in secondary schools following the Gachathi Report of 1976. The purpose was to help students understand themselves and to discover their abilities and limitation from their environment (Ndegwa, 2013). Ileri and Muola (2010) says teachers in Nairobi do not regard guidance and counseling as a critical issue in the development of the pupils. It was found that teachers' attitudes, training in counselling, availability of time and facilities have a negative impact on the guidance and counseling programme. The Government and the schools' management do not provide the needed infrastructure for guidance and counseling. Ileri et al (2010) recommended that training of teachers in guidance and counseling be given priority by the schools and the government.

Several other studies have reported different achievements following introduction of guidance and counseling services in schools. The survey conducted in Kenya after over three decades of inception of guidance and counseling services reveals that, most of the guidance teachers have a vague understanding of what really it

entails or encompasses; and the students also do not fully utilize the services and do not understand its role (Ndegwa, 2013).

2.7 Summary of the Literature Review

This literature review had dealt with the meaning of discipline from different scholars indicated bringing children in line with school rules and regulation (Skiba & Peterson, 2003). The meaning of school discipline in primary school context, influence of Class teacher training on discipline management is explained as a process of establishing and maintaining effective learning environments that makes teachers successful (Brophy,1999). The first place teachers learn classroom management practices is in the very classrooms that they inhabited for thirteen or more years as students, in the schools where they do field observations and student teaching and in their college classes (Fajet, Bello, Leftwich, Mesler, & Shaver, 2005). Influence of management of entry and exit points was described in terms of safety and health (MOE, 2008). The literature review clearly described Pupils' participation in leadership management as well as in decision-making within the school once they are attending school and engaged in learning hence they are elected group of pupils' who take part in formal decision-making (Kaye Johnson, 2004). Finally the literature review showed that influence of guidance and counseling on discipline is essential in improving academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts (Braddock, 2001).

2.8 Theoretical Framework

This study used the systems theory approach to school discipline. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). This definition is useful, for it specifies several important features of schools: (a) they consist, ultimately, of people; (b) they are goal-directed in nature; (c) they attain their goals through some form of coordinated effort; and (d) they interact with their external environment. The definition, however, does not elaborate on one important feature of schools deserving special attention: All schools are open systems although the degree of interaction with their environment may vary. According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott, 2008). In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment. Consider a school closing or realignment of school boundaries, for example. It affects the people in the school and those outside it-in both the community it's moving from and the one it's moving to.

In addition this review of research approaches the issues of general school discipline, classroom management, bullying in the classroom, and head teacher and teacher practices from a social-ecological perspective. Swearer and Espelage (2004) argue that relationships of students to one another and the teacher within classrooms are reciprocal and interconnected. In other words, the actions of all

members of the classroom affect the behaviors of everyone in that environment, creating a dynamic context and culture.

2.9 Conceptual Framework

The conceptual framework in this study illustrates the relationship between the dependent variables and the independent variables as shown in Figure 2.1 below

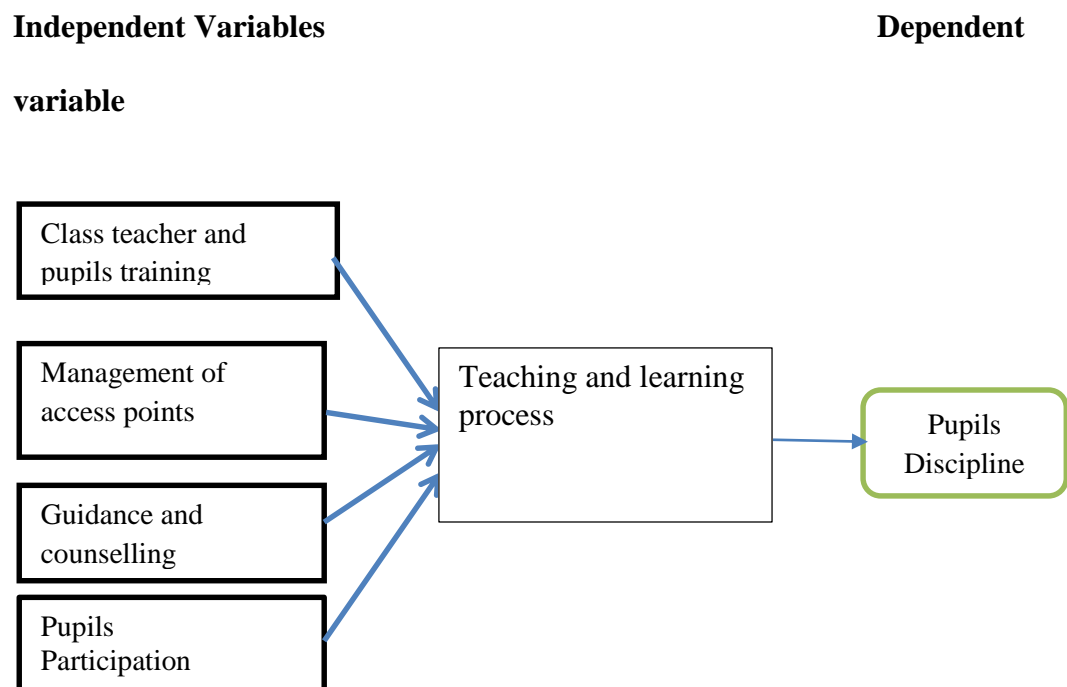


Figure 2.1: Conceptual framework of variable relations

In this conceptual framework it was conceptualized that pupils discipline was influenced by institutional factors. Pupils' discipline is dependent on how well institutional factors work towards achieving discipline, how well they interrelate to achieve a common goal. Pupils' discipline depends on how well the head teacher

works towards enforcing discipline through laid out policies and rules, how well he/she coordinates with stake holders such as parents and community, the teachers and the pupils' leadership. The teacher has a more direct approach as he/she meets regularly with students in the classroom and any other activities, classroom discipline is highly dependent on the teachers ability to enforce discipline, his/her level of training is key towards enforcing appropriate discipline in class. Guidance and counseling plays an important role in pupils discipline as an advisory role. The pupils are able to learn about discipline, appropriate behavior and have a chance to interact with the counselors on any subject hence its friendlier. Management of access points is key to school discipline how well the access points are managed enables the school to remain as a compact secure environment where pupils can learn without outside interference. It enables the pupils to be accounted for and controllable. The school pupils leaderships allows the pupils to have a say on discipline matters, give feedback on effects of schools rules, allows effective communications and eliminates the feeling of 'us against them' hence allowing more communication, collaboration and connection.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main focus of this chapter is to describe the research design, target population, the sample size and sampling procedure, research instruments for data collection, pilot study, validity and reliability of the instruments, data collection procedures and data analysis techniques

3.2 Research Design

This study adopted the descriptive survey design. Descriptive surveys are designed to measure the characteristics of a particular population, either at a fixed point in time, or comparatively over time (Gay, 2004). The design was considered appropriate for the study because according to Kothari (2003) survey is concerned with describing, recording, analyzing, and reporting conditions that exist or existed. Gay (2004) argues that survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions.

3.3 Target Population

Cooper and Schindler (2006) defines population of interest from which the individual participants or object from which the measurement is taken. The target population for this study was 23 public primary schools head teachers, 468 teachers DEO's Office Dagoretti Sub County , in addition 23 students leaders in Dagoretti Sub-County.

3.4 Sample Size and Sampling Procedure

Although the study intended to gather information about the characteristics of populations, they usually study a smaller group (a sample) carefully drawn from the population and then use the findings from the sample to make inferences about the population (Ary, 2006). Due to the small number of schools in Dagoretti Sub-County, the study considered drawing respondents from every school in the Sub-County. The headteachers were purposely included because they are in charge of discipline. The study took all the 23 headteachers and student leaders by census. Norman and Fraenkel (2009) suggest that 10 percent of population is adequate while Mugenda and Mugenda (2003) indicate 30 percent is adequate hence the study took the higher sample. Thus the study sampled 30 percent of all the teachers which is 140 teachers and use stratified sampling. The goal of the stratified random sampling is to achieve the desired representation from various subgroups in a population (Mugenda and Mugenda, 2003), hence the study interviewed 6 teachers in every school via random sampling so as we have a fair representation of the both genders. The study also purposively sampled two pupils' leaders in each school from class 6,7 and 8.

3.5 Research Instruments

This study used a set of semi-structured questionnaires to collect data. According to Mugenda and Mugenda (1999) questionnaires are suitable to obtain important information about the population. Orodho(2004) said this method reaches large number of subjects who are able to read and write independently. Structured questions were used in order to get specific information by providing a list of possible alternatives from which the respondents selected the answer that best described their opinion while unstructured questionnaires were used in order to allow respondents to express their feeling and opinion. The study collected information from Appendix B)headteachers, Appendix C) teachers and appendix D) pupils about the discipline management in their respective school. The questionnaires both had open and closed items.All questionnaires had two parts, Part A of all questionnaires had the demographic information, Part B of headteachers' questionnaire had management of access points and discipline management, Part B of teachers' questionnaire had lass teacher and pupil training, Guidance and counselling on discipline management while Part B of pupils' questionnaire had pupils' participation on decision making in discipline management interview questions.

3.5.1 Validity of the Instruments

Before the actual data collection, piloting of questionnaires and the interview guide was done on two secondary schools in Dagoretti Sub-County, which did not participate in the actual study. According to Gall and Borg (1996) questionnaires

are appropriate for studies since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishment as well as experience of individuals. Piloting enabled the researcher to test the validity of the instruments if at all the instruments were to give information needed appropriately. The pilot study was used to identify any items in the questionnaire that could be ambiguous or unclear to the respondents and adjusted accordingly, and also enabled familiarization with the administration of the instruments.

3.5.2 Reliability of the Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. (Mugenda & Mugenda, 1999). To establish the reliability of the instrument, the study used the test-retest where the second test administration was done one week after the first one. It was done by administering the instruments to the same respondents in the pilot study. After the respondents made their response the questionnaire response was scored manually for both occasions. The two sets of results obtained were be correlated to determine coefficient calculated using Pearson's product moment correlations coefficients. The results were used to establish the extent to which the contents of the questionnaires are constant in eliciting the same respondents. Coefficient above 0.6 was regarded as significant and hence the instruments were be reliable. The formula for this relationship is:

$$r_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{X_y - y_x}$$

Where r = Pearsons' Correlation Coefficient

X = Scores for test 1

Y = Scores for test 2

3.6 Data Collection Procedures

The the study sought authorization to conduct the research from the National Commission of Science and Technology and Innovation, after which the researcher sought the consent of the District Commissioner Dagoretti Sub-County, to conduct research in Dagoretti Sub-County. The study forwarded introduction letters to the head teachers and later distributed questionnaires to the respondents personally. Completed questionnaires were collected after four days to increase return rate.

3.7 Data Analysis Techniques

The data obtained from the field was checked for consistency and errors. Mugenda & Mugenda (1999) state that such data must be cleansed, coded, key- punched into a computer and analyzed. It is from the results of such analysis that researchers are able to make sense of the data. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages and averages hence the data was be keyed in and analysed through SPSS – Statistical Package for Social Sciences computer program and Microsoft excell computer programe and presented in form

of graphs and tables for easier understanding. The qualitative data was first organized into themes corresponding to the study objectives. The data was then coded into descriptive codes and descriptive data techniques was used to analyze the data.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The purpose of this was to investigate factors influencing pupils' discipline in public primary schools in Dagoretti Sub-County Nairobi, Kenya. The data was analyzed using SPSS where frequencies, percentage as well as standard deviation guided the study to interpret the data. The chapter is divided into the following sections based on the background information, influence of teachers training, management of access points, pupils' participation in decision making, and guidance and counselling on discipline management.

4.2 Questionnaire Return Rate

The target respondents were head teachers and teachers' and pupils' as illustrated by Table 4.1.

Table 4.1 presents questionnaires return rate.

Table 4. 1: Return rate

Return rate	Sample size	Response	Return rate (percent)
Head teachers'	23	20	86.9
Teachers'	140	123	87.8
Pupils leaders'	46	35	76.1

According to Norman and Fraenkel (2009) a sample and a return rate of no less than 10% of study is adequate representation of the study population while Mugenda and Mugenda (2003) indicated 30 percent was adequate hence the study took the higher sample hence the higher returns.

4.3 Background Information

Background information was based on the sex, age, level of study as well as duration of teaching of the teachers', head of departments as well as teachers'.

Table 4.2 presents distribution of head teachers by gender.

Women are likely to stress the importance of instructional competence in teachers and be attentive to task completion in terms of instructional programs. In addition women administrators discuss the relationship between spirituality and the ways they model behaviour and inspire others hence they are more likely to offer guidance and counselling (Shakeshaft, 2012).

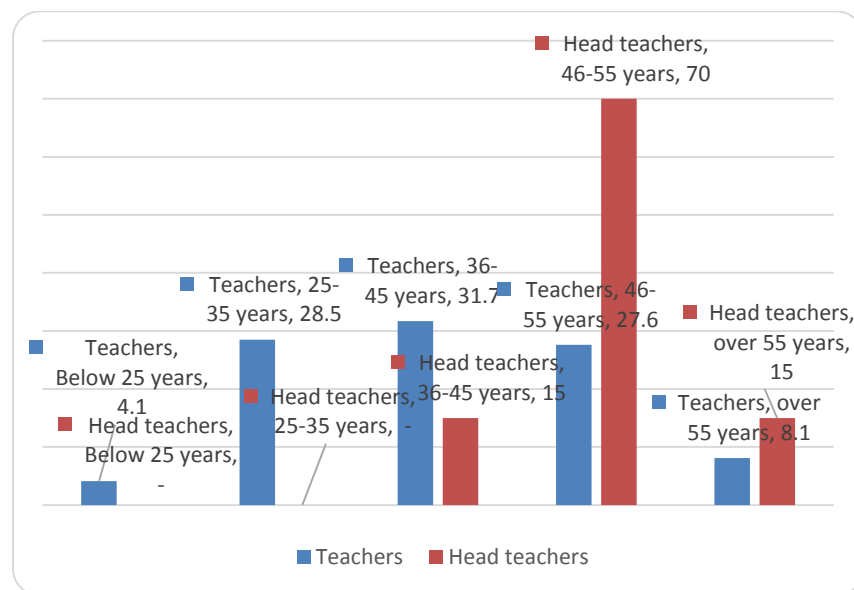
Table 4. 2: Distribution of Headteachers by gender

	Frequency	Valid Percent
Male	8	40
Female	12	60
Total	20	100

The study intended to know the distribution of head teachers' based on gender. From the findings great majority of head teachers were female head teachers while the rest were male head teachers. This indicates that female head teachers had management to overturn male dominated leadership post. This is attributed to growing women credentials in academic, integrity and leadership quality hence this concurs with This data was presented by gender because according to Shakeshaft, (2012) women administrators are likely to introduce and support strong programmes in staff development, encourage innovation, and experiment with instructional approaches and manage discipline rationale

Figure 4.1 presents distribution of headteachers and teachers by age, this was important to establish the head teachers' age and experience and measure the ability of discipline management and their vibrancy.

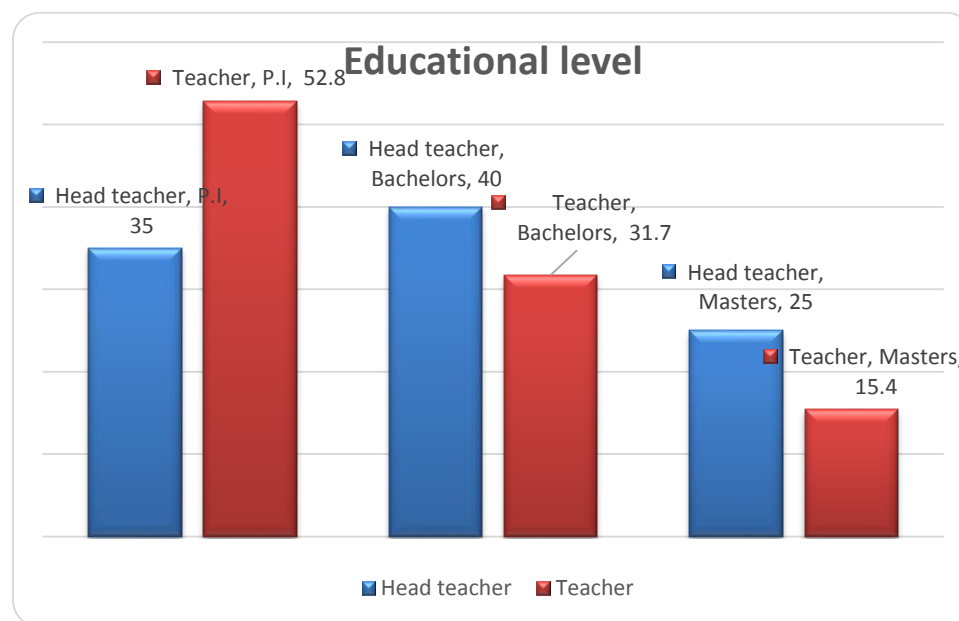
Figure 4. 1: Distribution by age



Concerning head teachers and teachers age, majority of headteachers were between the ages of 46-55 years .Concerning distribution of teachers' by age, the majority of teachers were below the age of 45 years.This indicates that head teachers were very experienced and their were at their prime age of leadership. This corresponds with Hargreaves (2003) who stated that head teachers need time to get acquainted with the basic theories of leadership, motivation, discipline, budgeting and accounting, and staff development if they are to exercise effective discipline management.This means that the teachers were in their most productive years of service with energy and focus in their careers.

Figure 4.2 presents distribution of headteachers and teachers by their educational level because education levels contributes to discipline management skills level.

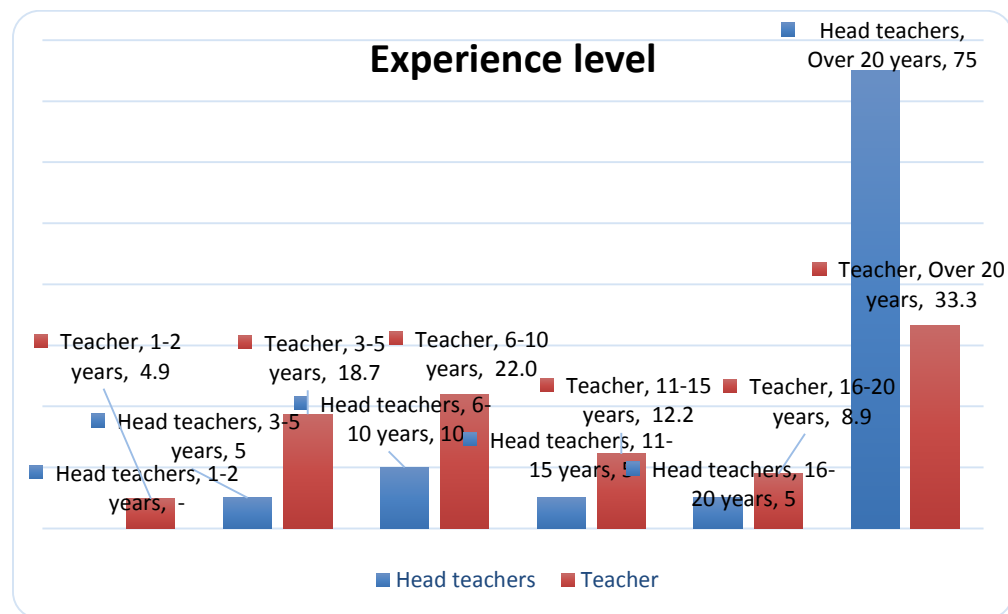
Figure 4. 2: Education level



According to the findings on educational level in summary the majority (65 percent)of headteachers had a bachelors degree and above in qualification in contrast simple majority of teachers were tertiary college educated, while the remaining had university degrees and masters degrees. This indicates that the majority of head teachers were highly educated. This shows that the high literacy and high academic levels enable them to manage discipline in their schools. Higher education levels for headteachers enables them to get promotions and better remunerations.This also means that there is a growing trend of teachers in the middle ages upgrading their academic papers as they focus more on their career growth.

Figure 4.3 presents distribution of head teachers and teachers by experience.

Figure 4. 3: Experience level



Concerning the time spent by the administrators as head teachers, the majority had been headteachers for over 20 years while in contrast majority of teachers had been working for between 3 to 15 years. This indicates that most head teachers are highly experienced in administration, managing their school effectively and hence had been working for more years than teachers.

Table 4.3 presents distribution of teachers by gender.

Table 4. 3: Teacher’s distribution by gender

Teachers gender		
	Frequency	Valid Percent
Male	47	38.2
Female	76	61.8
Total	123	100

Concerning teachers distribution on the basis of gender, the majority of teachers were female teachers. This indicates that there were more female teachers in the respective school. This means that women were well and equally educated to their male counter parts to warrant jobs in the teaching staff hence female teachers were likely to offer guidance and counselling to pupils (Shakeshaft, 2012).

Table 4.4 presents distribution of pupils by leadership position, this was important to establish the existence of pupils’ government since they assist the head teachers in discipline management.

Table 4. 4: Distribution of pupils by leadership position

	Frequency	Valid Percent
Governor	8	22.9
MCA	2	5.7
MP	8	22.9
President	8	22.9
Senator	6	17.1
Women Representative	3	8.6
Total	35	100

Concerning positions held by pupil leaders, the majority of pupils leaders were either president, Member of parliament (MP) governors and senators. This implies that most pupils leaders were presidents, MP, governors and senators.

4.4 Teachers' Training in Relation to Discipline Management

This section presents influence of teachers training in relation to discipline management of their respective schools.

Table 4.5 presents head teacher's response whether he / she organizes discipline management training for teachers, this was important to establish the deficiency in discipline management training.

Table 4. 5: headteacher’s response on organization of discipline management training for his teachers

Head teachers organizes discipline management training for their teachers		
	Frequency	Valid Percent
Yes	9	45
No	11	55
Total	20	100

On whether headteachers organize discipline management training for his/her teachers, the majority of head teachers disagreed that they organise discipline management training. This indicates that head teachers do not organize discipline management training for their teachers to a great extent. This means that there was need to organise inservice discipline management training for all teachers and head teachers. Table 4.6 presents head teachers’ response on whether ministry of education organizes discipline management training workshops.

Table 4. 6: Headteachers’ response on whether ministry of education organizes discipline management training workshops

	Frequency	Valid Percent
Agree	7	35
Disagree	2	10
Strongly disagree	11	55
Total	20	100

The study intended to establish government organizes discipline management training workshop where the majority of head teachers strongly disagreed that the Ministry of Education organizes for discipline management training workshops. This indicates that the government has not been offering discipline management training workshops for their teachers.

Table 4.7 presents teachers' response on his attendance of any training on discipline management,

Table 4. 7: Teacher response on his attendance of any training on discipline management

Whether the teacher has attended any training on discipline		
	Frequency	Valid Percent
Yes	52	42.3
No	71	57.7
Total	123	100

On whether the teachers had attended any training on discipline, the majority indicated that they had never attended any training on discipline management. This indicates that most teachers were not trained on discipline management. Teacher training is very important because teachers are trained on quality instruction and classroom management. The first line of defense in managing pupils' behavior is effective instruction when teachers demystify learning, achievement and behavior improve dramatically (Barbetta, Norona, Bocard, 2005).

Table 4.8 presents head teachers' response on whether they inform pupils of the school rules regularly.

Table 4. 8: Head teachers' response on whether they inform pupils of the school rules regularly

	Frequency	Valid Percent
Strongly agree	14	70
Agree	3	15
Disagree	1	5
Strongly disagree	2	10
Total	20	100

Concerning whether the head teacher informs pupils on the schools rules regularly where the majority strongly agreed that they inform their pupils on school rules regularly. This indicates that head teachers are actively involved in shaping discipline in their schools by informing their pupils on school rules regularly to a very great extent.

Table 4.9 presents teachers response on the attendance of discipline management training.

Table 4. 9: Teachers’ response on the frequency of attendance of discipline management training

	Frequency	Valid Percent
Twice year	5	9.8
Yearly	15	29.4
Once in my career	31	60.8
Total	51	100

Concerning attendance of discipline management training the majority indicated that they had attended training only once in their career. This implies that most teachers were only trained on discipline management only once in their career. This means most teachers were trained on discipline management training at the teachers training colleges. Teachers attend professional development workshops that deal with management and behavior issues (Wenger, McDermott, & Snyder, 2002).

Table 4.10 presents means and standard deviation of variables from teachers response. The mean is between 1 to 4 where the higher the mean the higher the agreement while lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly disagree and 4 is strongly agree.

Table 4. 10: Means and standard deviation from teachers’ responses on teacher training

Variables from teachers responses	Frequencies (%)				Statistic	
	1	2	3	4	Mean	Std.Dev
i. Classroom rules are simple and clear	17.1	8.1	39.8	35	2.93	1.057
ii. Stake holders share responsibility for maintaining discipline in this school	17.1	10.6	50.4	22	2.77	0.982
iii. Teachers have high <i>behavioral</i> expectations of their students	11.4	11.4	48.8	28.5	2.94	0.926
iv. I share experiences on discipline management with colleagues	8.9	13.8	40.7	36.6	3.05	0.931

On the teacher’s opinion on class room rules simplicity and clarity, teachers were in agreement with a mean of 2.93 but there was less consensus on whether the classroom were simple and clear with a standard deviation of 1.057. This means pupils were able to understand rules hence were more likely to be more disciplined. On whether stake holders share responsibility for maintaining discipline the

majority of teachers were in agreement with a mean of 2.77. This means that stake holder share responsibility in maintaining discipline in school to a great extent. On teachers expectation on behavior the majority of teachers were in agreement with a mean of 2.94 and there was more consensus on the issues as more teachers were in agreement, hence this means that teachers are motivated to enforce discipline and they have a positive approach to discipline in school. Concerning teachers' opinion on sharing experiences the majority were in agreement with a mean of 3.05 and a standard deviation of 0.931. This means that most teachers shared their discipline management issues with colleagues. This helps in learning from one another and assisting one another in difficult disciplinary cases.

Table 4.11 presents pupils' response on awareness of school rules.

Table 4. 11: Pupils' response on the awareness of school rules

	Frequency	Valid Percent
Strongly disagree	1	2.9
Disagree	1	2.9
Agree	21	60.0
Strongly agree	12	34.3
Total	35	100

Concerning whether pupils are made aware of school rules, the majority of pupils agreed they were made aware of the school rules. This indicates that the discipline stake holders and headteachers made an effort to train and inform the pupils on

school rules. This means that pupils were likely to follow rules that they were aware of. This concurs with findings in table 4.10 where the head teachers admitted to providing awareness to pupils on school rules.

Table 4.12 presents pupils' response on whether they offer assistance to peers to understand school rules.

Table 4. 12: Pupils' Response on whether they assist peers to understand school rules

	Frequency	Valid Percent
Strongly disagree	2	5.7
Disagree	1	2.9
Agree	17	48.6
Strongly agree	15	42.9
Total	35	100

On whether the pupils' leaders assisted their peers understand school rules, where in summary the majority of pupils were in agreement that they assist peers to understand school rules. This implies that pupils regularly assisted their peers understand school rules. This means that there was concerted effort among pupils in observing schools rules.

4.5 Management of Access Points in Relation to Discipline

This section was based on the school physical security infrastructure, the personnel who manage the security.

Table 4.13 presents head teachers response on the availability of a school gate.

Table 4. 13: Headteachers’ response on the availability of a school gate

	Frequency	Valid Percent
Strongly agree	16	80
Agree	3	15
Disagree	1	5
Total	20	100

On the presence of a gates in the schools, the majority of head teachers strongly agreed that the school had a gate. This indicates that most schools have a security gate and controlled access points. Hence this helps manage pupils traffic and limits illegal access.

Table 4.14 presents head teachers response on the manning of the gate by a security guard.

Table 4. 14: Head teachers’ response on the manning of the gate by a security guard

	Frequency	Valid Percent
Strongly agree	3	15
Agree	16	80
Disagree	1	5
Total	20	100

Concerning the presence of a security guard the the majority of head teachers agreed that there is a security guard. This indicate tha most schools have employed a person specifically to look at the entrances and manage the access and exit of the school compound.

Table 4.15 presents head teachers’ response on whether the security guards controls the entry and exit of visitors

Table 4. 15: Head teacher response on whether the security guards controls the entry and exit of visitors

	Frequency	Valid Percent
Strongly agree	2	10
Agree	18	90
Total	20	100

The research sought to determine whether the security guards controls the entry and exit of visitors where the greatest majority of head teachers agreed that the security guards controls the entry and exit of visitors. This implies that the main purpose of the gates is to control the traffic of movement of visitors and pupils hence acts as a deterrence for pupils wishing to break the rules by sneaking or bringing drugs to school it also prevents strangers from moving around the school.

Table 4.16 presents means and standard deviation of variables from head teachers response on management of access points in relation to discipline management,

The mean is between 1 to 4 where when the mean is closer to one means strong agreement with the variable, while the lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly agree and 4 is strongly disagree.

Table 4. 16: Means and standard deviation from headteachers’ responses on management of access points

Head teachers variables	Frequencies (%)				Statistics	
	1	2	3	4	Mean	Std.Dev
i. Availability of a school perimeter wall	10	20	55	15	2.75	0.887
ii. Does the community around inform the school authority on any suspicious activity involving pupils?	65	30	5	-	1.45	0.759
iii. The school has a discipline management committee	75	10	10	5	1.45	0.887
iv. Does the school have clear signs warning outsiders on trespassing?	-	5	80	15	3.1	0.447
v. Do members of teaching staff members enforce rules consistently?	60	35	5	-	1.45	0.605

Concerning the schools perimeter wall the majority of head teachers disagreed that the school had a perimeter with a mean of 2.75. hence this likely was the cause of pupils sneaking out of school and suspicious activity. Concerning whether the community around informs the school on any suspicious activity involving pupils the majority strongly agreed with a mean of 1.45 and standard deviation of 0.759 hence there was less consensus. This indicates that the community around the school is concerned about the children in schools and regularly informs the school on any suspicious activity involving pupils. On the presence of a discipline

management committee the majority of head teachers strongly agreed with a mean of 1.45 and a standard deviation of 0.887 hence there was less consensus on the issues as the responses very spread. Therefore this means the discipline management committee work towards enhancing discipline in school. On whether the school had clear signs warning outsiders on trespassing the majority disagreed with a mean of 3.1 and the head teachers had more consensus on the issues with a standard deviation of 0.447. This means that there was need for tightening the school access points with signs and perimeter wall. On whether members of teaching staff enforce rules consistently the majority strongly agreed with a mean of 1.45 and a standard deviation of 0.605 which means there was more consensus among the head teachers on the issue. This indicates that teaching staff members are dedicated to enhancing pupils discipline without fear or favour.

Table 4.17 presents comparison of management access and indiscipline cases.

Table 4. 17: Comparison of management access and indiscipline cases

Management of access points		Disciplinary problems reported
Yes	Count	174
	% of Total	94.6%
No	Count	10
	% of Total	5.4%

The findings indicated that the majority of schools that manages access control points are the ones with equal or more indiscipline cases. Hence management of access points is not working for the schools

4.6 Influence of Pupils’ Participation in Decision making on Discipline

This section presents pupils participation in decision making in relation to discipline management especially on discipline management.

Table 4.18 presents head teachers response on whether pupils leaders assist in deciding the best way to punish pupils with

Table 4. 18: Head teachers’ response on whether pupils’ leaders assist in deciding the best way to punish pupils with

	Frequency	Valid Percent
Strongly agree	9	45
Agree	10	50
Disagree	1	5
Total	20	100

On whether head teachers get assistance in the best way to punish pupils with, where in summary the majority agreed that they seek pupils opinion on the best way to punish pupils offenders. This indicates that the pupils’ leaders participate in deciding the best way to punish pupils with. This implies that the head teachers seek cooperation from the pupils governing council on the management of school

discipline, hence the head teachers had benefits of providing avenue for pupils' participation.

Table 4.19 presents headteachers' response on whether he/she allows pupils to channel their grievances on issues affecting them

Table 4. 19: Headteachers' response on whether he/she allows pupils to channel their grievances on issues affecting them

	Frequency	Valid Percent
Strongly agree	9	45
Agree	11	55
Total	20	100

Concerning whether head teachers allows pupils to channel their grievances on issues affecting them, all head teachers were in agreement where majority agreed that they allow pupils to channel their grievances on issues affecting them. This indicates that head teachers allows pupils to channel their grievances on issues affecting them thus enhancing discipline by opening communication channels and follow up mechanism thus helping solve underlying disciplinary issues.

Table 4.20 presents head teachers' opinion on whether pupils' government assist in maintaining discipline.

Table 4. 20: Head teachers’ opinion on whether pupils’ government assist in maintaining discipline

Assistance of pupils government in maintaining discipline		
	Frequency	Valid Percent
Strongly agree	12	60
Agree	8	40
Total	20	100

On whether the pupils government has assisted the head teacher in maintaining discipline, where great majority of head teachers strongly agreed that pupils government assisted in maintaining discipline. This implies that the pupils’ government has a positive impact on maintaining discipline and has assisted the head teachers in monitoring and maintaining discipline.

Table 4.21 presents pupils’ perception on appropriateness of schools rules,

Table 4. 21: Pupils’ perception on appropriateness of schools rules

Pupils generally believe that school rules are appropriate.		
	Frequency	Valid Percent
Disagree	2	5.7
Agree	14	40.0
Strongly agree	19	54.3
Total	35	100

On whether the schools rules were appropriate, the majority of pupils agreed that schools rules were appropriate. This indicates that pupils were in total agreement with schools rules and believed that they were appropriate.

Table 4.22 presents means and standard deviation of variables from pupils response.

The mean is between 1 to 4 where the higher the mean the higher the positive agreement while lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly disagree, 2 agree, 3 agree and 4 is strongly agree.

Table 4. 22: Means and standard deviation from pupils’ responses on their participation in decision making

	Frequency (%)				Statistics	
	1	2	3	4	Mean	Std. Dev
i Teachers at this school involve pupils in identifying appropriate way of reinforcements for acceptable behaviour.	11.4	25.7	25.7	37.1	2.9	1.502
ii Teachers at this school involve pupils’ identifying appropriate consequences for unacceptable behaviour.	14.3	11.4	42.9	31.4	2.9	1.413
iii Teachers at this school provide immediate and appropriate responses for unacceptable pupils’ behaviour.	-	34.3	20	45.7	3.1	1.363
iv The head teacher requests us to monitor indiscipline and report to the teachers	-	8.6	22.9	68.6	3.6	0.919

Concerning teachers involvement of pupils in identifying appropriate way of reinforcement of acceptable behaviour, the majority agreed with a mean of 2.9 and

there was less consensus as the responses were very spread with standard deviation of 1.502. This indicates that teachers involve pupils' reinforcements to a small extent. On whether teachers involve pupils identify appropriate consequences for unacceptable behavior, where majority agreed with a mean of 2.9 and there was less consensus as responses were spread with a standard deviation of 1.413. This indicates that teachers highly involved the pupil leaders in identifying appropriate consequences for unacceptable behavior. Concerning whether teachers provide immediate and appropriate responses for unacceptable pupils' behaviour, where majority agreed with a mean of 3.1 and there was less consensus on the issues as responses were spread with a standard deviation of 1.363. This indicates that teachers provided immediate and appropriate responses for unacceptable pupils' behavior to some extent. On whether head teachers requests pupils' leaders to monitor indiscipline and report to the teachers, the majority strongly agreed with a mean of 3.6 and there was a high consensus among pupils with a standard deviation of 0.919. This indicates that head teachers highly requested pupil leaders to monitor indiscipline and report to the teachers.

4.7 Guidance and Counselling in Relation to Discipline

This section presents the availability of guidance and counselling seminars for his/her pupils, the opinion of whether it has helped in improving discipline.

Table 4.23 presents head teachers' response on whether he organizes for guidance and counselling seminars for pupils.

Table 4. 23: Headteachers’ response on whether he /she organizes for guidance and counselling seminars for pupils

	Frequency	Valid Percent
Strongly agree	2	10
Agree	11	55
Disagree	3	15
Strongly disagree	4	20
Total	20	100

Concerning whether head teachers organize for guidance and counselling sessions, the majority agreed that they organize for guidance and counselling sessions. This indicates that most schools view guidance and counselling as one of the best strategy in maintaing discipline.

Table 4.24 presents’ head teachers opinion on whether guidance and counselling has assisted the pupils to maintain discipline.

Table 4. 24: Headteachers’ opinion on whether guidance and counselling has assisted the pupils to maintain discipline.

	Frequency	Valid Percent
Strongly agree	7	35
Agree	11	55
Disagree	1	5
Strongly disagree	1	5
Total	20	100

Concerning whether guidance and counselling has assisted the pupils to maintain discipline the majority agreed that guidance and counselling has assisted the pupils to maintain discipline. This indicates that guidance and counselling has greatly assisted schools to maintain discipline to a great extent.

Table 4.25 presents means and standard deviation of variables from teachers response on guidance and counselling variables.

The mean is between 1 to 4 where the higher the mean the higher the positive agreement while lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly disagree, 2 agree, 3 agree and 4 is strongly agree.

Table 4. 25: Means and standard deviation from teachers’ responses on guidance and counselling variables

Teachers responses on guidance and counselling variables	Frequency (%)				Statistic	
	1	2	3	4	Mean	Std. Dev
i. Time is allocated for social skill instruction consistently during each week.	9.8	24.4	40.7	25.2	2.81	0.926
ii. Pupils are provided with opportunities to practice and apply new social skills in both group and individual settings.	12.2	18.7	50.4	18.7	2.76	0.899
iii. Teachers give pupils responsibility for monitoring their own peer members.	12.2	18.7	41.5	27.6	2.85	0.967
iv. Teachers offer guidance and counselling sessions	10.6	13.8	46.3	29.3	2.94	0.926
v. The school organizes counselling sessions for pupils	8.1	20.3	47.2	24.4	2.88	0.874

Concerning whether time is allocated for social skill instruction consistently during each week, the majority agreed that is allocated with a mean of 2.81 and a there was consensus on the issue with a standard deviation of 0.9. This indicates that teachers allocated time for pupils to learn social skills consistently during each week, hence this assisted pupils learn on the best behaviour. Concerning teachers provision of opportunities for pupils to practice and apply new social skill, where majority agreed with a mean of 2.76 and a standard deviation of 0.899 hence this mean there was a higher consensus on the issue. This indicates teachers highly provided pupils with opportunities to practice and apply new social skill. On teachers' response whether they give responsibility to pupils to monitoring their own peer members where majority agreed with a mean of 2.76 and a standard deviation of 0.967 which shows there was less consensus on the issue. This indicates that teachers empowered pupils to monitor their peers to an extent. On whether teachers offered guidance and counselling sessions to the pupils the majority agreed with a mean of 2.94 and a standard deviation of 0.926 which shows there was some consensus. This indicates that teachers offered guidance and counselling sessions to pupils at a great extent. Lastly concerning teachers opinion on whether school organizes of counselling sessions for pupils, the majority agreed with a mean of 2.88 and a standard deviation of 0.874 hence this indicates that there was a high consensus on the issue. This indicates that the school organizes for counselling sessions for pupils at a great extent.

Table 4.26 presents pupils' response whether guidance and counselling assists them understand and deal with life issues.

Table 4. 26: Pupils' response whether guidance and counselling assists them understand and deal with life issues

Guidance and counselling assists us understand and deal with life issues		
	Frequency	Valid Percent
Strongly disagree	1	2.9
Disagree	2	5.7
Agree	11	31.4
Strongly agree	21	60
Total	35	100

On whether guidance and counselling assists them understand and deal with life issues, where the majority of pupil leaders strongly agreed that guidance and counselling assists pupils understand and deal with life issues. This indicates that guidance and counselling was the most prevalent strategy in maintaining discipline to a very great extent.

4.8 Disciplinary Challenges Affecting Primary Schools

This section presents disciplinary challenges and headteachers' general views concerning discipline in their respective schools.

Table 4.27 presents disciplinary problems / challenges faced by head teachers in their respective primary schools.

Table 4. 27: Disciplinary problems / challenges faced by head teachers in their respective public primary schools

Discipline problem faced by head teachers in primary schools in ascending order			
S.NO		Responses	Percent of Cases
1	Fighting	11	23.9
2	Truancy / absenteeism	10	21.7
3	Stealing	9	19.6
4	Bullying	6	13
5	Abusive language	2	4.3
6	Drugs & substance abuse	2	4.3
7	Corruption	2	4.3
8	Laziness	1	2.2
9	Ignorance of instruction	1	2.2
10	Lateness	1	2.2
11	Boy girl relationship	1	2.2
Total		46	100

On disciplinary problems facing head teachers in their respective public primary schools the majority of the cases reported to the head teachers in ascending order are; a. Fighting, b. absentism/truancy, c. theft, d. bullying. The remaining disciplinary problems with less frequency include e. drug and substance abuse, f. corruption, g. abusive language h. laziness, i. ignorance of instruction, j. lateness, k. boy girl relationship. This implies that fighting, truancy, theft were the most significant disciplinary problems affecting the schools.

Table 4.28 presents head teachers' rating of discipline in their respective school,

Table 4. 28: Headteachers' rating of discipline in their respective school

Head teachers rating of discipline in school		
	Frequency	Valid Percent
Very good	3	15
Good	17	85
Total	20	100

On the head teachers general views on discipline in their schools, the majority indicated that discipline was good in their school. This indicates discipline of the schools was favorably good.

4.9 Suggestion on how to improve discipline in school

This section presents suggestions on how maintain good discipline. Table 4.29 presents government measures enforced by head teachers.

Table 4. 29: Government measures enforced by headteachers

Government measures enforced by head teachers			
	Responses	Percent	Percent of Cases
Guidance and counselling	15	65.2	75
Non corporal punishment	4	17.4	20
Explaining to them the consequences	1	4.3	5
Mentoring	1	4.3	5
Positive corrective measures –	2	8.7	10
	23	100	115

Concerning recommended government measures on discipline, where most head teachers mentioned guidance and counselling as one of the most measure enforced by head teachers. This implies that guidance and counselling, non corporal punishment, explaining to them the consequences, mentoring and use of Positive corrective measures are the recommended government measures for discipline management. This concurs with Ministry of Education Science and Technology (MOEST, 2005) who said one way to remedy indiscipline challenges by the government is through guidance and counselling services in schools which should be strengthened to provide a new way of managing student discipline.

Table 4.32 presents suggestions on strategies used by head teachers to maintain discipline.

Table 4. 30: Strategies used by head teachers on maintaining discipline

Strategies on discipline used by head teachers			
	Responses	Percent	Percent of Cases
Guidance and counselling	13	39.4	65.0
Peer education	8	24.2	40.0
Use of pupils governing council-	2	6.1	10.0
By use of open forum / debating	2	6.1	10.0
By involving community to guide	2	6.1	10.0
Use motivational speaker	1	3.0	5.0
Mentoring / role modelling	1	3.0	5.0
Setting rules and regulations	1	3.0	5.0
Understand the pupils background	1	3.0	5.0
Use of parents	2	6.1	10.0
	33	100	165

Concerning strategies used by head teachers on maintaining discipline the majority of head teachers use guidance and counselling, peer education, use of pupils governing council, by use of open forum / debating, and by involving community to guide. This indicates that the head teachers use a combination of strategies to maintain discipline and every cases of indiscipline uses different mechanism. Indiscipline problems are catered for by their nature and severity, in extreme cases parents are involved. Even though head teachers list guidance and counselling as the most used strategies Ileri and Muola (2010) found out that the Government and the schools' management do not provide the needed infrastructure for guidance and counseling.

Table 4.31 presents teachers opinion on the best strategy they use controlling disruptive behavior in class

Table 4. 31: Teachers’ opinion on the best strategy they use controlling disruptive behavior in class

How to preventing disruptive behavior in ascending order			
s.n o		Responses	Percent of Cases
	Guidance and counselling – Recognize behaviour, record sequence and	80	61.1
1	discuss with pupil to know source		67.2
	Keep the pupils busy-give them	9	6.9
2	responsibility- play materials		7.6
	Correcting behaviour immediately -	9	6.9
3	Ensuring rules and regulations are followed		7.6
4	Keep them near the teacher	6	4.6
5	Peer education	4	3.1
6	Appoint a strong class monitor/prefect	4	3.1
7	Involve pupils in decision making	3	2.3
	In-service Courses on discipline	3	2.3
8	management		2.5
9	Grounding pupils – punishment	2	1.5
10	Setting rules and regulations an	2	1.5
11	Sharing experiences with others	2	1.5
	Positive discipline - Issuing rewards /	2	1.5
12	merits for good discipline		1.7
13	Mentorship - role model	2	1.5
14	Suspending the pupil	1	0.8
	Team work with teachers,	1	0.8
15	Administrators		0.8
16	Isolating the pupil and dealing with the cases after class	1	0.8
		131	100
			110.1

Concerning teachers' opinion on the best strategy to use controlling disruptive behaviour in class, the majority of teachers reporting guidance as a preferred method of maintaining discipline. This indicate that guidance and counselling was the most preferred form of correcting discipline by teachers in addition it was used with other strategies. This contrasts with Ileri and Muola (2010) who in their study says that teachers in Nairobi do not regard guidance and counseling as a critical issue in the development of the pupils. It was found that teachers' attitudes, training in counselling, availability of time and facilities have a negative impact on the guidance and counseling programme.

Table 4.32 presents challenges encountered by teachers in maintaining discipline.

Table 4. 32: Challenges encountered by teachers' in maintaining discipline

Challenges encountered			
	Responses	Percent	Percent of Cases
1. Lack of cooperation from parents stake holders	52	32.9	42.6
2. Pupils rebellion – resistant to change of behavior	18	11.4	14.8
3. High population in class	16	10.1	13.1
4. Government policies – Unhelpful code of conduct limiting punishments measures	12	7.6	9.8
5. Inadequate knowledge – misconception of concepts, time management during counselling sessions	9	5.7	7.4
6. Lack of concern from some teacher	9	5.7	7.4
7. Absentism / truancy – lateness – when offering counselling	7	4.4	5.7
8. Mixed back ground of learners – troublesome families	6	3.8	4.9
9. The surrounding environment around school	5	3.2	4.1
10. Over age students – contradicts good morals to young pupils- different punishments from the rest	5	3.2	4.1
11. Shyness, mistrust, dishonesty – Not being open to the teacher	5	3.2	4.1
12. Pupils lack self-discipline / drive – need pushing	2	1.3	1.6
13. Disruptive behaviour – Noise making, fighting	2	1.3	1.6
14. Choosing the mode of punishment	2	1.3	1.6
15. Some learners are very rude – abusive	2	1.3	1.6
16. Lack of support from the administration	2	1.3	1.6
17. Lack of facilities for counselling	2	1.3	1.6
18. Pupils drop out of school when strict measures are applied	1	0.6	0.8
19. Peer pressure	1	0.6	0.8
Total	158	100	129.5

On challenges faced by teachers when maintaining discipline most teachers indicated lack of cooperation from parents / stake holders 42.6 percent, pupils rebellion 14.8 percent, high population in class 13.1 percent, and government policies 9.8 percent,. This implies that lack of stake holder cooperation like pupils, teachers' government and the administration was the major challenge experienced in school. This is in contrast with Gakure et al (2013) who in his study found out that major indiscipline challenges were a. Lack of teachers' commitment in class; b. Lack of parental care and advice; c. Lack of teacher supervision by head-teachers; d. Lack of regular pupils' supervision by teachers; e. Absenteeism and lack of commitment by pupils; and f. pupils' behavior in class. However lack of commitment from stakeholders' parents' teachers administration was the biggest challenge in both studies.

Table 4.33 presents major disciplinary problems experienced by the teachers.

Table 4. 33: Major disciplinary problems experienced by the teachers

Major disciplinary problem in ascending order				
	Responses	Percent	Percent of Cases	
1	Absenteeism / truancy, sneaking, lateness	41	24.7	34.2
2	Pupils rebellion	21	12.7	17.5
3	Fighting	20	12	16.7
4	Bullying	14	8.4	11.7
5	Theft, stealing	13	7.8	10.8
6	Abusiveness, rudeness, vulgar language	11	6.6	9.2
7	Drug abuse	9	5.4	7.5
8	Irresponsibility, rules breaking	8	4.8	6.7
9	Noise making, not doing home work	8	4.8	6.7
10	Boy and girl relationship	6	3.6	5
11	Lack of cooperation from parents	5	3	4.2
12	Peer pressure	5	3	4.2
13	No major disciplinary problem	2	1.2	1.7
14	Not wearing proper school attire	2	1.2	1.7
15	Disruptive behaviour	1	0.6	0.8
Total		166	100	138.3

Concerning major disciplinary problem teachers mentioned absenteeism / truancy-sneaking, lateness, pupils' rebellion, fighting, theft/stealing, and bullying as the most major disciplinary problems they face. This implies that absenteeism, pupils' rebellion, fighting, theft/ stealing, and bullying were the most pressing disciplinary challenges facing teachers to a great extent.

Table 4. 34: Teachers response on management of discipline

Major disciplinary problem	How to handle them
Lack of cooperation from parents	Make them commit and avail themselves if needed
Absenteeism / truancy, sneaking, lateness	Involve parents and discuss the issues to know root course
Drug abuse	Counselling, parental support , and rehabilitation on extreme cases
Fighting	Guiding and counselling, parental involvement, keep pupils busy and occupied
Peer pressure	Guidance and counselling, parental involvement.
Abusiveness, rudeness, vulgar language	Punishment, discussion, counselling
Irresponsibility, rules breaking	Guidance and counselling, punishment, immediate corrective measures and follow up.
Theft, stealing -	Punishment, discussion, parental involvement, counselling
Noise making, not doing home work	keep pupils busy and occupied, insist on home work to be done during free hours.
Bullying -	Group them in different ages, punishment for offenders and counselling
Pupils rebellion - solve problem	Discuss and Solve problem calmly
Disruptive behaviour	Class discipline management training workshops seminars so as to acquire skills and know how
Boy and girl relationship	Guidance and counselling, take pupils to reproductive health seminars, and involve parent
Not wearing proper school attire	Insist on proper uniform, confiscate improper attire, ask them to go back and change and involve parent

Teachers' suggestion on how to handle disciplinary cases

Teachers indicated that they needed to attend inservice courses to acquire skills, cooperation of both parents and teachers and considered on maintaining discipline, close supervision; guidance and counselling, have collective responsibility of all stake holders, lessening government strict measures by having corporal punishment or a little spanking may work best, correct the mistake there and then immediately it has occurred, set rules and regulations democratically, peer training by peer educators, outlining friendly rules, different methods should be used depending on the different offences, Educate the pupils as well as offer community education by emphasizing on the core values that are accepted in the society. Be patient, tolerant and fair when solving disciplinary problems. Give children plenty of work to keep them busy like sweeping the class, give pupils opportunity to set their own rules ,make suggestions and punishment, give the student council responsibility of monitoring their own peer members, involve pupils in extra curriculum activities, have good models for children to copy, create culture of self discipline from administration down to the pupils, counselling and regular checking of pupils area of weaknesses.

Table 4.35 presents pupils suggestions on the best way to maintain discipline.

Table 4. 35: Pupils suggestions on the best way to maintain discipline

	Frequency	Valid Percent
1 Use peer educator	10	40
2 Guidance and counselling	9	36
3 Calm should be used in school	2	8
4 Punishment by teachers and parents	2	8
5 Cooperate with teachers	1	4
6 Role models	1	4
Total	25	100

Concerning pupils perspective their suggestion on maintaining good behaviour in school, of those who responded to this question most pupils peer educators, guidance and counselling, calm should be used in school, others preferred punishment by teachers and parents, cooperating with teachers and use role models to learn from each respectively. This implies that most pupils would prefer the use of a peer educator and guidance and counselling as a means of maintaining their self - discipline and as means of controlling indiscipline.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the study

The purpose of this study was to investigate factors influencing pupils' discipline in public primary schools in Dagoretti Sub-County Nairobi, Kenya. The objectives of the study included determining the extent to which training of teachers and pupils in discipline management influence pupils' discipline in Dagoretti Sub-County, Kenya; to examine influence of management of school access points on pupils' discipline in Dagoretti Sub-County, Kenya; to determine extent to which pupils' participation decision making influence their discipline in Dagoretti Sub-County, Kenya; to determine how guidance and counselling influence pupils' discipline in Dagoretti Sub-County Nairobi, Kenya.

This study adopted the descriptive survey design. The target population for this study was be 23 public primary schools head teachers, 468 teachers (DEO's Office Dagoretti County 2015) , in addition 23 students leaders in Dagoretti Sub-County. Due to the small number of schools in Dagoretti Sub-County, the study considered drawing respondents from every school in the Sub-County. The head teachers were purposely included because they are the incharge of discipline. The study took all the 23 headteachers and student leaders by census. Thus the study took 30 percent of all the teachers which is 140 teachers and use stratified sampling. The study also purposively sampled learners from class 6 to class 8 pupils leaders where the reseacher interviewed 2 pupils from each school.

This study used a set of semi-structured questionnaires to collect data. The study collected information from appendix b) headteachers, appendix c) teachers and appendix d) pupils about the discipline management in their respective school. To establish the reliability of the instrument, the study used the test-retest where the second test administration was done one week after the first one.

The study sought authorization to conduct the research from the National Council of Science and Technology and District Commissioner Dagoretti Sub County to conduct research in Dagoretti Sub County. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages and averages. The qualitative data was first organized into themes corresponding to the study objectives. Targeted respondents were head teachers, teachers and the pupils' leaders in Dagoretti Sub County.

Findings on teacher and pupil training indicated that majority 55% (40 percent strongly disagreed and 15 percent disagreed) agreed that the head teachers had not attended training on discipline management. Majority (70%) strongly agreed that they inform their pupils on school rules regularly. Majority (55%) of head teachers strongly disagreed that the Ministry of Education organizes for discipline management training workshops. The majority (57.7%) indicated that they had never attended any training on discipline management. The majority (60.8%)

indicated that they had attended training only once in their career while the majority (60%) of pupils agreed they were made aware of the school rules.

Regarding management of access points where in comparison to school that manage access points with indiscipline cases majority of the school that manage access points had a very high rate of indiscipline cases in addition the majority (65%) of head teachers strongly agreed that community around informs the school on any suspicious activity involving pupils while the majority (70%) of head teachers disagreed that the school have clear signs warning outsiders on trespassing. The majority (60%) agreed that staff members enforces rules consistently and equitably while the majority (75%) of head teachers strongly agreed that their schools had a discipline management committee.

Finding of pupils' decision making the majority (50%) agreed that they seek pupils' opinion on the best way to punish pupils' offenders while the majority (55%) agreed that they allow pupils to channel their grievances on issues affecting them. The majority (60%) of head teachers strongly agreed that pupils' government assisted in maintaining discipline. In summary the majority 62.8% acknowledged that teachers involve pupils in identifying appropriate way of reinforcement of acceptable behaviour. The majority 74.3% (42.9% of pupil leaders agreed and 31.4 percent strongly agreed) acknowledged that they involve pupils identify appropriate consequences for unacceptable behaviour while 45.7 percent of pupils leaders strongly agreed and 20 percent agreed that teachers provide immediate and

appropriate responses for unacceptable pupils behaviour. Majority (68.6%) of pupil leaders strongly agreed that head teachers requests pupils' leaders to monitor indiscipline and report to the teachers.

Regarding headteachers' opinion on guidance and counselling, the majority (55%) agreed that they organize for guidance and counselling sessions while 10 percent strongly agreed while thr majority (55%) agreed while 35 percent strongly agreed that guidance and counselling has assisted the pupils to maintain discipline. Majority 65.9% (40.7 percent of teachers agreed and 25.2 percent strongly agreed) acknowledged that time was allocated for social skill instruction consistently during each week while majority (50.4%) of teachers agreed and 18.7 percent strongly agreed that they are provided opportunities to practice and apply new social skill. The majority 75.6% (46.3 percent of teachers agreed and 29.3 percent strongly agreed) acknowledged that they offered guidance and counselling sessions. Majority (60%) of pupil leaders strongly agreed that guidance and counselling assists pupils understand and deal with life issues

5.2 Conclusions

There is need for organisation of discipline management training for their teachers to a great extent. Inaddition the government had not been offering discipline management training workshops for their teachers. Regarding training the study indicated that most teachers were not trained on discipline management.

The study found out that most public primary schools were not secured with a perimeter wall hence pupils sneaking, theft of school property and entry of illegal substances was rampant. The community around the school is very concerned about the children in schools and regularly informed the school on any suspicious activity involving pupils. However there was no signs prohibiting people from trespassing in most schools. The signs prohibits people from entering in illegal areas it also prevents theft.

Head teachers sought cooperation from the pupils governing council on the management of school discipline, hence the head teachers have seen the benefits of providing avenue for pupils' participation. The pupils were in total agreement with schools rules and believed that they were appropriate.

The study indicated that most schools view guidance and counselling as one of the best strategy in maintaining discipline. In addition teachers allocated time for pupils to learn social skills consistently during each week, hence this helps assists pupils learn on the best behaviour. The teachers offered guidance and counselling sessions to pupils at a great extent while the school organizes for counselling sessions for pupils at a great extent.

5.3 Recommendations

Based on the findings of this study the study makes the following recommendations:

The government through the Ministry of Education and head teacher need to organize and offer inservice training to teachers for atleast once a year through seminars and workshops.

Enforce strict rules in access points any bad behaviour like sneaking and theft by pupils should be reported to the head teacher immediately.

The discipline management committee should be empowered to control the management of access points in the school.

The fences, gates and signs should be repaired regularly and strengthened. Its also important to have more than one guard in the school as one of the guards should be monitoring the compound and the fence and the other should be at the gate

The headteachers should give pupils opportunity to participate in setting their own rules and giving suggestions and punishment. The headteachers and teachers should provide good models for children to copy, create culture of self discipline from administration down to the pupils / counselling, regular checking of pupils area of weaknesses.

The headteachers and teachers should facilitate guidance and counselling sessions, and have facilities for holding counselling sessions. They should also Institute and enhance peer training by peer educators.

The headteacher should enforce a culture of collective responsibility for all stake holders- parents, administration, teachers and community. In addition the government should lessen government strict measures by having a some simple form of corporal punishment like a little spanking which may work best in some cases.

The teachers should correct mistakes there and then immediately it has occurred, set rules and regulations democratically by involving pupils leaders.

Outining of friendly rules and different punishment or corrective methods should be used depending on the different offences,

5.4 Suggestions for further studies

The study suggests the following areas for further study, given the scope and limitations of this study:

- i. The study should be carried again in some other Sub Counties for comparative purpose.
- ii. Further investigation should be carried out to explore effects of guidance and counselling on performance

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APPENDICES

Appendix A

Letter to Respondents

University of Nairobi
School of Education
Department of Educational Planning
P.O Box 92 Kikuyu
Date_____May 2015

The Headteacher

_____ Primary School

Dear Sir/Madam,

REF: FILLING IN OF QUESTIONNAIRE

I am a student pursuing Master of Educational Administration at University of Nairobi. As part of fulfillment of the requirements of the course, I am carrying out a research on the **“Factors Influencing Pupils Discipline in Public Primary Schools in Dagoretti Sub-County, Kenya.”**

Kindly allow me in the school to carry out the study. The respondents indentity will be treated with a lot of confidentiality. The findings of this study will not be used for any other purpose other than the research.

Thank you for your cooperation.

Yours sincerely,

Susan Wanjiru Karuri

Appendix B

Headteachers' Questionnaire

Instruction: This questionnaire has two sections. Part A will consists of demographic information where you tick what applies to you. Part B consists a likert scale of Management of access points in relation to discipline management where you tick as per agreement to statements provided. Please tick (✓) where appropriate.

Part A: Demographic Information:

1. What is your gender?

A) *Male* () B) *Female* ()

2. How old are you?

(a) *Below 25* () (b) *25-35years* ()

(c) *36-45years* () (d) *46-55years* ()

(e) *over 55years* ()

3. What is your educational level?

a) *College* () b) *Bachelors* ()

c) *Masters* () d) *Doctoral- PHD* ()

4. How long have you been a head teacher?

(a) *1-2 years* () (b) *3-5 years* ()

(c) *6-10 years* () (d) *11-15years* ()

(e) 16-20years () (f) over 20years ()

Part B Management of Access Points

Below are a number of statements that relate to discipline and behavior management in your school. Please rate each item on your level of agreement based on both your general and specific experiences at your school. Please tick as appropriate

The Agreement Codes are

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree

		1	2	3	4
vi.	The school has a perimeter wall around and a gate				
vii.	The gate is manned by a security guard				
viii.	The security guards controls the entry and exit of visitors				
ix.	The community around informs the school on any suspicious activity involving pupils				
x.	The school has a discipline management committee				
xi.	There are clear signs warning outside people on trespassing and prohibited areas				
xii.	Staff members enforce rules consistently and equitably.				
C	Teachers and pupils training	1	2	3	4
xiii.	I organize discipline management training for my teachers				
xiv.	I inform pupils of the school rules regularly				
xv.	The Ministry of Education organizes discipline management training workshops for us and the teachers				

D	Guidance and Counseling	1	2	3	4
xvi.	I organize for guidance and counseling seminars for my pupils				
xvii.	Guidance and counseling has assisted the pupils to maintain discipline.				
E	Pupils Participation decision making	1	2	3	4
xviii.	The pupils leaders assist me in deciding the best way to punish pupils with bad behavior.				
xix.	I allow pupils to channel their grievances on issues affecting them				
xx.	The pupils government has assisted me in maintaining discipline				

5. How do you rate discipline in your school?

- a) Very good () b) Good ()
c) Poor () d) Very poor ()

6. What disciplinary problems do you encounter in your school?

.....

7. What measures does the government recommend in disciplining pupils?

.....

8. What strategies do you utilize to enforce pupils discipline in your school?.....

.....

9. What do you suggest is the best way for maintaining discipline in primary schools?.....

Thank you for participating in this study.

Appendix C

Teachers' Questionnaire

Instruction: This questionnaire has two sections. Part A will consists of demographic information where you tick what applies to you. Part B will consist a likert scale of discipline management training and guidance and counselling of pupils where you tick as per agreement to statements provided. Please tick (✓) where appropriate.

Part A: Demographic Information:

1. What is your gender? A) Male () B) Female ()
2. How old are you?
 - (a) Below 25 () (b) 25-35 ()
 - (c) 36-45 () (d) 46-55 () (e) 55+ ()
3. What is your educational level?
 - (a) College () b) Bachelors ()
 - c) Masters () (d) Doctoral- PHD ()
4. How long have you been working as a teacher?
 - (a) 1-2 years () (b) 3-5 years ()
 - (c) 6-10 years () (d) 11-15yrs ()
 - (e) 16-20yrs () (f) over 20yrs ()

5. Have you received any training on discipline management?

(a) Yes () (b) No ()

If yes how often do you attend?

(a) Twice a year () (b) Yearly ()

(c) Once in my career () (d) other _____

6. What courses have you learned in your training _____

Part B: Class Teachers' and Pupils' Training

Below are a number of statements that relate to discipline and behavior management in your school. Please rate each item on your level of agreement based on both your general and specific experiences at your school. Please tick as appropriate

The Agreement Codes are

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

		1	2	3	4
i.	I have attend workshops and training on discipline management				
ii.	Classroom rules are simple and clear				
iii.	Stake holders share responsibility for maintaining discipline in this school				
iv.	Teachers have high behavioral expectations of their students				
v.	I share experiences on discipline management with colleagues				
C	Guidance and Counseling	1	2	3	4

vi.	Time is allocated for social skill instruction consistently during each week.				
vii.	Pupils are provided opportunities to practice and apply new social skills in both group and individual settings.				
viii.	Teachers give pupils responsibility for monitoring their own peer members.				
ix.	Teachers offer guidance and counseling sessions				
x.	The school organizes counseling sessions for pupils				

7. What is the recommended procedure in maintaining disruptive behavior in class?.....
8. What challenges do you encounter while maintaining pupils discipline?
.....
9. What major disciplinary problems do you encounter in the school and how do you handle them?
.....
10. What suggestion do you consider as the best way in maintaining discipline in school?.....
.....

Thank you for participating in this study.

Appendix D

Pupils' Questionnaire

This questionnaire has two sections. Part A will consists of demographic information where you tick what applies to you. Part B will consist a likert scale of pupils participation in decision making where you tick as per agreement to statements provided. Please tick (✓) where appropriate.

Part A: Demographic Information:

1. What is your gender? A) Male () B) Female ()
2. Which class are you in? _____
3. Are you a pupils leader Yes () No () If yes what position are you in pupils leadership _____

Part B: Pupils' Participation in decision making

Below are a number of statements that relate to discipline and behavior management in your school. Please rate each item on your level of agreement based on both your general and specific experiences at your school. Please tick as appropriate

The Agreement Codes are 1. *Strongly Disagree* 2. *Disagree* 3. *Agree* 4. *Strongly*

Agree

		1	2	3	4
v.	Pupils generally believe that school rules are appropriate.				
vi.	Pupils are made aware the school rules.				
vii.	Teachers at this school involve pupils in identifying and selecting appropriate way of reinforcements for acceptable behavior.				
viii.	Teachers at this school involve students identifying and selecting appropriate consequences for unacceptable behavior.				
ix.	Teachers at this school provide consistent, immediate, and appropriate responses for unacceptable pupils behavior.				
x.	We assist our peers to understand school rules				
xi.	The head teacher requests us to monitor indiscipline and report to the teachers				
xii.	Guidance and counseling assists us understand and deal with life issues				

4. What suggestion do you recommend on maintaining good behavior in school?


.....

Thank you for participating in this study.

Appendix E: Research Permit

THIS IS TO CERTIFY THAT:
MISS. SUSAN WANJIRU KARURI
of UNIVERSITY OF NAIROBI, 19520-100
NAIROBI, has been permitted to conduct
research in Nairobi County
on the topic: FACTORS INFLUENCING
PUPILS DISCIPLINE IN PUBLIC PRIMARY
SCHOOLS IN DAGORETTI SUB - COUNTY
NAIROBI, KENYA
for the period ending:
30th September, 2015

Permit No : NACOSTI/P/15/8329/6277
Date Of Issue : 23rd June, 2015
Fee Received :Ksh 1,000



Abdullahi
Director General
National Commission for Science,
Technology & Innovation

Applicant's
Signature

CONDITIONS

- 1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5178

CONDITIONS: see back page

Appendix F: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
23rd June, 2015

NACOSTI/P/15/8329/6277

Susan Wanjiru Karuri
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing pupils discipline in public primary schools in Dagoretti Sub – County Nairobi, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 30th September, 2015.

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

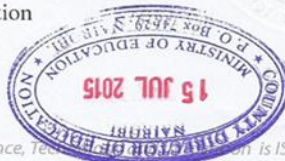
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

SHUSSEIN
SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified