

**FACTORS INFLUENCING DISCIPLINE AMONG PUBLIC  
PRIMARY SCHOOL PUPILS IN STAREHE DIVISION IN  
NAIROBI, KENYA**

**By**

**Aileen M. Magana**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

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## DECLARATION

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

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Aileen M. Magana

This research project was submitted with our approval as university supervisors.

.....  


Mr. Edward N. Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi

.....  


Mr. Ferdinand Mbeche

Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

I dedicate this work to my dear husband Humphrey Magana, my children Njiru Nkonge, Stella Kagendo and Susan Makena.

Their love, support, patience and encouragement gave me the will and determination to complete my post graduate studies.

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My heart felt appreciation goes to my parents Timothy and Eunice for their encouragement and for teaching me the importance of education and hardwork. I also thank my entire family for their unfailing support. To my siblings Martin, Pauline, Appolonia and Jane, you were a source of inspiration. I cannot forget my late brother George who never lived to see the accomplishment of this study. May you rest in peace.

To all those who participated and supported me during the course of this study, and especially all the respondents, I say a 'big' 'Thank you'. God bless you all.

## ABSTRACT

The purpose of this study was to investigate the factors that influence discipline among pupils in public primary schools in Starehe Division, Nairobi Province. 28 headteachers and 60 teachers from the division were randomly selected to participate in the study.

The study reviewed literature related to discipline in schools. These included the understanding of discipline; discipline problems in schools; a general view of factors influencing discipline in schools and Skinner Reinforcement Theory as the theoretical framework for the study.

The study applied a descriptive survey design and data was collected through the use of two sets of questionnaire: Headteachers' and teachers' questionnaire. The study established that all the schools experience indiscipline problems. Among the discipline problems experienced in schools include, absenteeism, use of abusive language, sneaking from school, and disrespect for authority. The study also found out that majority of the headteachers used participatory leadership style when dealing with discipline issues at school.

The findings of the study also revealed that among the major home based environmental factors include irresponsible parents, unstable families, immediate home environment and poverty. The study noted that majority of

headteachers used participatory leadership style when dealing with discipline issues in schools. Majority of the schools experience drug and substance abuse among the pupils. Among the key drugs and substances abused include alcohol and miraa. Most of the drugs originate from the homes of the pupils, friends and peers, the neighboring school community and shops and kiosks around the schools.

The study also found out that pupils under the influence of drugs and substances are violent, keep away from school, and are disrespectful to authority. Majority of the respondents noted that drug and substance abuse was quite a threat to discipline in schools. Findings from the study revealed that peer pressure affects discipline in schools. Among the deviant behaviors identified in pupils as a result of peer pressure include poor time management, lack respect for the authority and drug and substance abuse. The findings seem to suggest that drug and substance abuse is among the key factors that affect pupils discipline in schools.

Among the measures that should be put in place to minimize indiscipline in schools include strengthening guidance and counseling, full involvement of the parents in pupils' discipline, and empowering the pupils to make appropriate choices through life skills and health clubs.

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## LIST OF ABBREVIATIONS

<b>B Ed:</b>	Bachelor of Education
<b>CEO:</b>	City Education Office
<b>DEO:</b>	District Education Officer
<b>FPE:</b>	Free Primary Education
<b>MOE:</b>	Ministry of Education
<b>MEO:</b>	Municipal Education Officer
<b>MOEST:</b>	Ministry of Education, Science and Technology
<b>NACADA:</b>	National Campaign against Drug Abuse
<b>P1:</b>	Primary Teacher One
<b>PGDE:</b>	Post graduate Diploma in Education
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>UK:</b>	United Kingdom

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the problem

Discipline is in real terms the epicentre of success of a school. The efficiency and effectiveness of organisational activities depend on the overall organisation of discipline (Okumbe, 1999). Kyungu (1999) refers to discipline as a controlled, ordered behaviour resulting from obedience of rules or self-control, doing the right thing at the right places and one of the life's paradoxes that leads not to repression, but freedom

Discipline is very crucial for effective running of any institution (Griffins 1994). According to Griffins, discipline is the one thing that makes or breaks a school. Anything which grossly impedes the smooth facilitation of the education process elicits major reactions from the government, parents and other stakeholders who have invested heavily in education (Olembo, 1992). Despite concerted efforts to curb factors that influence discipline among students, discipline problems still prevail (MOE, 2008). This is evident from the rampant strikes.

The problem of indiscipline in schools has very negative effects on the teaching-learning process. Its consequences often result in the destruction of school property, assault, and indecent behaviour such as rape and in some extreme cases death of students (Republic of Kenya, 1991).

Cotton (2001) identifies lack of discipline as the most serious problem facing the educational system, with many educators and students also gravely concerned about disorder and danger in school environments. She points out that insubordination and intimidation by pupils' result in countless school and classroom disruptions leading to many suspensions in a year. She further says that in addition to these school discipline issues, classrooms are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. This, she claims takes up approximately one-half of all classroom time, with activities other than instruction, and discipline problems being responsible for a significant portion of this lost instructional time.

The problem of students' indiscipline is a realised universal problem. In Japan, the National Council of Japan (1998) states that bullying, refusal to go to school and juvenile delinquencies were some of the indiscipline cases noted in Japan's primary schools. A problem attributed to parental permissiveness and peer pressure. United Kingdom (UK) research highlights community and parental influences as having the greatest impact upon pupil behaviour within schools (Wright, 2008). Besag (1989) contends that children who are bullies come from homes where punitive style of discipline is used and aggression is seen as an acceptable way of settling problems.



Kent (1989) shares this view when he avers that cultivation of desirable behaviour is a corporate responsibility between teachers and parents. The implication of Kent's observation is that teachers and parents need to relate well so as to complement each other in their role of socializing students into the adult world.

According to Douglas (1984) peer pressure is partly brought about by the weakening of the family. Bundi (2004) postulates that; to many children, the company of peers offers a chance to 'let out steam' and feel accepted. Buch wa Buchere (2008) contends that students are unable to control their instincts once they consume substances. For example in Pittsburgh America, on Friday night of April 24, 1998, an eighth grade student aged 14 years burst into a school dance killing a teacher and wounding another and two other students. According to his friends, the teenager liked to smoke marijuana and listen to ghoulish sounds of the musical group called Marilyn Mansion (Marez, 2004). Mazeras (2008) asserts that although drug abuse and substance abuse is a social issue, schools cannot afford to ignore the problem owing to its impact.

The foundation of discipline is laid bare at home by the parents and all other people who are the primary members in a child's life. The family setting, asserts Kyungu (1999) influences the character building of a child. Negative family environments contribute to the delinquent behaviour of children because the family is the primary unit in which children learn the values, attitudes and

processes that guide their actions throughout their lives (Thornton & Voight, 1992).

In Africa, the case has not been different. Violence and misbehaviour exist in Botswana schools (Garegae, 2008). In 2003 students in one senior school in Botswana broke into a biology laboratory to steal ethanol, a clear indication that students abuse drugs. Some of these students lost their lives and others lost their sight. In Senegal, a primary school strike following embezzlement of school funds, turned violent when secondary school and university students joined the pupils in a show of solidarity (Wright, 2008).

In Kenya, the increase in the number of schools experiencing student indiscipline has been on the rise. This is evident from the rampant strikes. Ileri (2004) asserts that the disturbances are not only confined to secondary schools, but also to primary, middle level colleges and the universities. Students interpret their grievances as having their root within the school (MOE, 2008).

The problem of indiscipline in Kenya's schools has been traced to various possible reasons. These include poor parenting, drug abuse by students, political influence and the mass media (Kariuki, 2000; Mandi, 2001). However, there is an emerging view that this phenomenon could be emanating from the exclusive management approaches applied by school heads which limits teachers' and parental input in discipline matters (Mwiria, 2004).

MOE (2008) postulates that lack of dialogue with the headteacher is a major source of frustration which tends to aggravate existing problems. The MOE indicates that headteachers must be in the forefront by promoting participatory democracy, dialogue, teamwork and good public relations as the headteacher is the pivot of the school system and “A school either stands or falls by its head.”

Cases of indiscipline in schools in Kenya have been on the rise in the recent past. The students of Kipkabus Boys High School in Eldoret went on rampage damaging property worth millions of shillings (Okanga and Njoroge, 2009). They were protesting at confiscation of cell phones. In Gichugu Division of Kirinyaga District, four primary school girls, aged 12 and 13 abandoned studies to work as househelps in Nairobi citing discrimination by teachers over poor performance. They were arrested and held at a Kirinyaga Police Station as officers consulted the District Children’s Office (Musa, 2005).

In June 2000, about 3,000 pupils of Wangu, Ronald Ngala, Tom Mboya, Ushirika and Dadora primary schools in Dadora estate in Nairobi City went on rampage protesting the death of a colleague in a 6.30 a.m road accident. Pupils destroyed property, pelted motorists with stones, looted, drank beer and set a vehicle involved in the accident on fire (Onyango, 2003)). In July 2001 Kyanguli Boys Secondary School in Machakos doused a dorm with 20 litres petrol and set it ablaze in wee hours of the morning as boys slept. 67 students

were roasted alive because they wanted to force school administration to close school earlier than was scheduled (Kindiki, 2004).

Students of Nairobi Ridgeways Academy were forced to sit in the cold after a fire razed their dormitory. The fire started at 3 am, after two groups of students engaged in an argument and could not settle their differences amicably (Mathenge, 2006).

According to the Municipal Education Officer (MEO) in charge of Nairobi North District, discipline problems affect the primary schools in Starehe Division. Stealing, drug and substance abuse, sneaking, lateness, absenteeism, early marriages and fighting are the most rampant discipline cases among the pupils in the public primary schools. The discipline problems have been accelerated by factors within and outside the school environment (CEO, 2007). The persistent occurrence of pupils' misbehaviour in the public primary schools in Kenya is a problem and gives a strong justification for a study to investigate factors that influence discipline and the measures that can be incorporated to curb them.

## **1.2 Statement of the problem**

Discipline is crucial for the success of any organisation. Several factors influence discipline making learning in institutions ineffective. In public primary schools cases of discipline problems are rampant despite the many

concerted efforts by the stakeholders to curb them. According to the Municipal Education Officer (MEO) discipline problems affect the Starehe Division primary schools. Stealing, drug abuse, sneaking, lateness, absenteeism, early marriages and fighting are the most rampant discipline cases among the pupils in the public primary schools. For example, several parents of Muslim Primary School were summoned to appear at the Pangani Police Station over allegations that their sons were recipients of money, a son to a fellow parent stole and shared with them (CEO, 2007). Similarly a standard eight pupil of Dr. Aggrey Primary School was caught with substances with intent of selling them to other pupils. It is as a result that the researcher aimed at investigating factors that influence discipline resulting into indiscipline among the public primary school pupils in Starehe Division in Nairobi Province.

### **1.3 The purpose of the study**

The purpose of the study was to investigate the factors that influence discipline among the public primary school pupils of Starehe Division, Nairobi Province.

### **1.4 The objectives of the study**

The study aimed at achieving the following objectives:

- i) Establish the home environmental factors influencing discipline in the public primary schools in Starehe Division.

- ii) Determine types of headteachers leadership styles and their influence on discipline in public primary schools in Starehe Division.
- iii) Examine the role of drugs and substance abuse on discipline in public primary schools in Starehe Division.
- iv) Assess the role of peer pressure on discipline in public primary schools in Starehe Division.
- v) Seek suggestions as to the measures that can be incorporated so as to curb the factors influencing discipline in public primary schools in Starehe Division.

### **1.5 Research questions**

The study sought to answer the following research questions:

- i) What home-based environmental factors influence discipline in public primary schools in Starehe Division?
- ii) What is the influence of headteachers' leadership styles on discipline in public primary schools in Starehe Division?
- iii) What is the influence of drug and substance abuse on discipline in public primary schools in Starehe Division?
- iv) What is the influence of peer pressure influence discipline in public primary schools in Starehe Division?

- v) What measures can be incorporated in public primary schools in order to minimize the factors influencing discipline in public primary schools in Starehe Division?

### **1.6 Significance of the study**

It is hoped that the findings of this study will aid in developing an awareness and understanding of the situation among the stakeholders. The primary school administrators may use the findings to be able to diagnose the influences of discipline that may lead to indiscipline and be able to deal with them directly. The Ministry of Education may use the findings and recommendations in policy formulation among primary school pupils. Teacher Training Colleges may use the findings and recommendations of this study to design programmes to train the teachers in validated disciplinary techniques to equip teachers who graduate to teach in primary schools. The Ministry of Education may also use the findings of the study to sensitize parents on their significant role in modelling appropriate student behaviour that contributes to discipline in schools.

### **1.7 Limitations of the study**

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations (Best & Khan, 1998). The major limitation of this study was that the respondents' could not have released complete information for fear of being

victimised based on the findings and recommendations of the research. However, the researcher assured them of confidentiality by re - assuring the respondents that their identity would not be revealed in the findings. This assurance made them provide genuine responses to the questions.

### **1.8 Delimitations of the study**

The study was concerned with the factors influencing discipline among the public primary school pupils in Starehe Division, Nairobi Province only. Private primary schools were not covered in the study for they were believed to operate under different teaching environment as compared to the public primary schools. Secondly, the study considered only the views from teachers and headteachers. They are the group of people who deal with the discipline of pupils on a daily basis. Due to time and financial constrains, the study left out the opinions of other stakeholders who include the pupils, parents, PTA, support staff, administrators and educational officials. The findings of the study should therefore be generalized with caution as the opinion of these stakeholders also had a bearing on factors influencing discipline among pupils in the division.

### **1.9 Basic assumptions**

The study made several assumptions. It assumed that the headteachers and the teachers were aware of the factors influencing discipline in the division hence



affecting the smooth running of the public primary schools. That the respondents gave truthful and honest responses which were genuine indicators of the factors influencing discipline among pupils in public primary schools. That the results of this research would be valid and reliable and would help in improving discipline in schools.

### **1.10 Definition of significant terms**

**Discipline:** A system of training of the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and to co-exist with others in society.

**Drug:** Chemical substance which when taken into the body will modify or alter the way the body functions from its normal state or abnormal.

**Drug abuse:** It is the intentional use of psychoactive substances for the purposes of altering one's psychological state without medical supervision.

**Indiscipline:** This is an act of lawlessness and disorder committed individually or collectively and precipitated against the established norm or organisation, in this case the school

**Influence:** Refers to the power to promote an individual's change in behaviour, character or beliefs using verbal or non-verbal communications.

**Peer:** Refers to a person who is equal to another in rank, status, class, village or age

**Peer pressure:** Refers to the external demand to accept group discussion and behaviour which interferes with individuals thought and reasoning in order to identify with the group.

### **1.11 Organisation of the study**

The study was organized in five chapters. Chapter one consists of the background to the study which is composed of the following: the background to the problem; statement of the problem; purpose of the study; objectives of the study, research questions; significance of the study; limitations of the study; delimitations of the study; basic assumptions; definition of significant terms; and the organization of the study. Chapter two consists of the literature review which is considered under the following sub-headings; the understanding of discipline; discipline problems in schools; a general view of factors influencing discipline in schools; the theoretical framework to discipline in schools; the conceptual framework to the study and the summary of the literature review.

Chapter three consists of the research methodology of the study which is considered under the following sub-headings; introduction, research design; target population; sample and sampling techniques; the research instruments, instrument validity; instrument reliability; data collection procedures; and data analysis techniques. Chapter four covers data analysis and discussion of findings. This chapter describes the statistical design that was used and the statistical analysis that was undertaken. The description was set out in terms of research questions which this study sought to test. Chapter five includes a summary of the research findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers literature review that was organized under the following headings: the understanding of discipline; discipline problems in schools; a general view of factors influencing discipline in schools, the theoretical framework for discipline and the conceptual framework to the study.

#### **2.2 The understanding of discipline**

Discipline is a controlled, ordered behaviour resulting from obedience of rules or self-control, doing the right thing at the right place and one of the life's paradoxes that leads not to repression, but freedom (Kyungu, 1999). It is a physical or mental orderliness or control in a person due to desirable learning experience or externally imposed rules, punishment and rewards.(Mbiti, 1974) defines discipline as a system of making the individual to make<sup>2</sup>decisions responsibly. He further asserts that the goal of discipline is to make it possible for the individual or a team of individuals to succeed in the set goals. It refers to the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in valid activity. It requires freedom of choice and makes one to understand the consequences and is not imposed by authority figures but rather individuals themselves (Charles, 1981). To many people discipline means punishment, pain and fear (Mbiti, 1974). According to this

view discipline is a negative word. It has to do with correction of the wrongdoer.

There are two types of discipline according to (Okumbe, 1999) namely preventive and corrective discipline. The principle in preventive discipline is to instil self-discipline among the organizational participants as good discipline arises from self discipline (Kasambira, 1997). Corrective discipline on the other hand is aimed at discouraging further infringement of a rule.

### **2.3 Discipline problems in schools**

The increase in the number of schools experiencing student indiscipline has been on the rise (Muchemi, 2005). The disturbances are not only confined to secondary schools but also to primary, middle level colleges and the universities. Indiscipline is rooted in the Kenyan schools as evidenced by the rampant strikes. According to the minister for education, 180 public, 8 private and 21 technical institutions had participated in the mayhem witnessed in the second term of the 2008 academic calendar (Buch wa Buchere, 2008)

Discipline problems in schools can be detected through various forms in which the students behave (MOEST, 2000). This may include constant booing of students when addressed by the staff, queer behaviours like intentional clearing of the throats, nasty remarks and descriptions on board and walls, feigned

sickness by the students, frequent absenteeism without good reasons, poor response to bells and drastic poor performance in class due to drug abuse. Discipline problems according to Sagini (1991) can take any, some or all of the following forms; lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to rules and regulations, drug abuse, destruction of school property, bullying of fellow students, boycotts, assaults and indecent behaviour like arson and rape. Teachers should be aware of the criminal status of their pupils and families for example those involved in drug abuse (Blandford, 1998).

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## **2.4 A General view of factors influencing discipline in schools**

### **2.4.1 Home based environment**

The foundation of discipline is laid bare at home by the parents and all other people who are the primary members in a child's life. The family setting, asserts Kyungu (1999) influences the character building of a child. Negative family environments contribute to the delinquent behaviour of children because the family is the primary unit in which children learn the values, attitudes and processes that guide their actions throughout their lives (Thornton & Voight, 1992).

Research evidence supports the notion that children with more serious discipline problems often come from homes characterized by parental conflict,

psychiatric illness or family disturbances that eventuates in divorce, absence of personal standards of behaviour in parents and a failure to communicate standards of behaviour to the child (Charlton & David, 1993). Besag (1989) indicates that children who are bullies come from homes where punitive style of discipline is used and aggression is seen as an acceptable way of settling problems.

Poverty in the home may lead pupils into temptations for example stealing, child labour, drug addiction, joining devil worship, or being a bait to sugar daddies in an attempt to battle with the economic hardships which faces them (Kyungu, 1999). According to Sagini (1991) children from poor homes are also under pressure from parents who hope and pray that their children will perform well and save them from poverty by obtaining well paid jobs. Such pupils may become stressed and frustrated on the realization that their ambitions could not be accomplished. Parents in otherwise healthy families cause anxiety in their children by demanding perfection. They hold unrealistic expectation about their offspring by being continually dissatisfied with their performance.

Our society has become too materialistic, that as people work to accumulate wealth, they have tended to ignore their parenting duties (Lynne, 2008). Many parents often leave their children to be cared for by househelps who cannot instil discipline in them. They have too left the role of instilling good behaviour to teachers who spend less time with the children than expected (Buch wa

Buchere, 2008). Since parents do not have time with their children, they do not control what they view on television, film and video (Wright, 2008). With children glued to TV sets watching movies with violent or obscene scenes, they cannot be blamed when they put what they see into practice. The televised violence can negatively change a child's behaviour where the youth lack guidance in terms of what not to view (MOE, 2008).

#### **2.4.2 Headteachers leadership styles**

Leadership according to Okumbe (1999) is a process of encouraging and helping others to work enthusiastically toward objectives. A leadership style refers to a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of an organisation (Okumbe, 1999). Kemp & Nathan (1989) identified three types of leadership namely authoritarian, democratic and laissez-faire. According to Campbell, Bridges & Nystrand (1993) the autocratic leadership style results in the group members reacting aggressively and apathetically in the work environment. Owens (1998) postulates that autocratic leadership centralises power in the person of the leaders as well as ignoring the needs of the followers.

According to Purkey & Smith (1985) in Owens (1998) the participatory leadership style provides a climate of a sense of unity in pursuit of set goals. MOEST (1999) stresses that an effective headteacher pays more attention to planning work and special tasks and permits teachers and students to

participate in decision-making process in an effort to achieve school goals. Participatory leadership has the beneficial results of overcoming the destructive consequences of hierarchical bureaucratic organisation (Cohen, 1985).

The laissez-faire style of leadership according to Kemp & Nathan (1989) is where a leader succumbs to Sociological Theory and McGregor Theory (1960). The theories argue that people are innately motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility. However this style of leadership may result in discipline problems due to non enforcement of rules and regulations in a school.

Some teachers are too authoritarian, straight laced, humourless, anonymous, distant and boring, critiquing and unfair, all of which lead to disruptive behaviour of the students (Blandford, 1998). The MOEST (1999) indicates that some headteachers put several barriers between various participants, administrators, teaching staff, parents and students causing general apathy among teaching staff in schools.

The headteacher is the pivot of the school system and “A school either stands or falls by its head.” Therefore, the headteachers must be in the forefront by promoting participatory democracy, dialogue, teamwork, transparency, open communication systems and good public relations (MOE, 2008). According to



MOE (2008) the headteachers are expected to liaise with the various stakeholders to instil discipline in schools.

### 2.4.3 Drugs and substance abuse

It is clear that drugs are being abused in schools. A study by Nacada revealed that 22.7% of primary schools, 60.7% polytechnic students and 68.5% in universities abuse drugs. It came up with the following percentage (%) showing the preference of drug use by gender and the variation in use of drugs in learning institutions.

**Table 1: Percentage of preference of drug use by gender**

Gender	Alcohol	Tobacco	Bhang	Miraa	Inhalant
Male	32.2	13.4	4.5	13.2	4.4
Female	20.6	2.8	1	4.6	2.4

**Source: Daily Nation 27/10/2005**

The table shows that female students do abuse drugs as well, though at a lower percentage compared to male students. Alcohol (20.6) and Miraa (4.6) appeared favourite among students.

**Table 2: The percentage in variation (age) in use of drugs**

Age	Alcohol	Tobacco	Bhang	Miraa	Inhalant
10 – 14	22.4	4.4	5.1	0.9	22
15 – 19	31.4	11.1	12.4	4.5	4.6
20 – 24	55.9	9.1	23.3	9.1	6.0

**Source: Daily Nation 27/10/2005**

Due to the Free Primary Education (FPE) pupils of all the above ages are learning in public primary schools, a clear indication that drugs are being used in these schools. Drug and substance abuse cuts across all age groups; and the teenagers are the most vulnerable (Marez, 2004). The extent of drug and substance abuse is fuelled by the availability of drugs (Obot, 2002). Of recent, according to Obot, wines and spirits retailers have been mushrooming in towns and estates. Estate bars have become recreational centres for students during holidays, hence getting access to other drugs. Some peddlers hang around learning institutions or easily walk into the school and sell their commodities. Youngsters abuse drugs because they live in a drug dependent society (Marez, 2004). When children see their parents and siblings using drugs, smoking or drinking, they erroneously conclude that drug taking is an acceptable behaviour.

While drug abuse may be a social issue schools cannot afford to ignore the problem owing to its impact (Mazeras, 2008). Drugs influence discipline in that pupils under the influence of drugs are difficult to deal with; are disruptive; do not pay attention in class; display poor academic performance; engage in risky sexual behaviour and become delinquent according to an observation of a headteacher of a school located in a slum. Once the pupils consume the substances, they are no longer in control of their instincts (Buchwa Buchere, 2008).

#### **2.4.4 Peer pressure**

Peer pressure, in which the youth prefer listening, aping and seeking advice from peers whose advice in most cases is not beneficial to them has been blamed for discipline problems in schools (MOEST, 2001). According to Charlton & David (1993) peer pressure groups often have their own set values and norms. When these values and norms conflict with or are radically different from those of the individuals' family or the wider society, the individual decides which of the conflicting expectation to adhere to. For many children, the company of peers offers a chance to 'let off steam' by doing some of the things adult forbid (Bundi, 2004).

The weakening of the family is partly a consequence of the peer group (Douglas, 1984). Peer group is a reference group to which an individual relates his or her attitudes and is a measure of social achievement by members of the group (Balson, 1988). Such influence may help or impede the learner's discipline depending on the values of the group and the effectiveness of the mechanisms for social control exercised by the group over its members (Douglas, 1984).

Peer group influence is particularly strong and may form a counter culture within the school. It can result in forming of anti-social groups. Children who are socially isolated or rejected by other children become discouraged and lose faith in their ability to meet challenges ahead. In their attempt to belong, they

turn to inappropriate behaviours such as attention seeking, power, revenge, escape and withdrawal (Balson, 1988). According to Mazeras (2008) the school going youth indulge in an assorted menu of illicit drugs and liquor through the influence of peers. When individuals succumb to peer pressure, they lose their self-image and self-respect (Kyungu, 1999).

## **2.5 Theoretical framework**

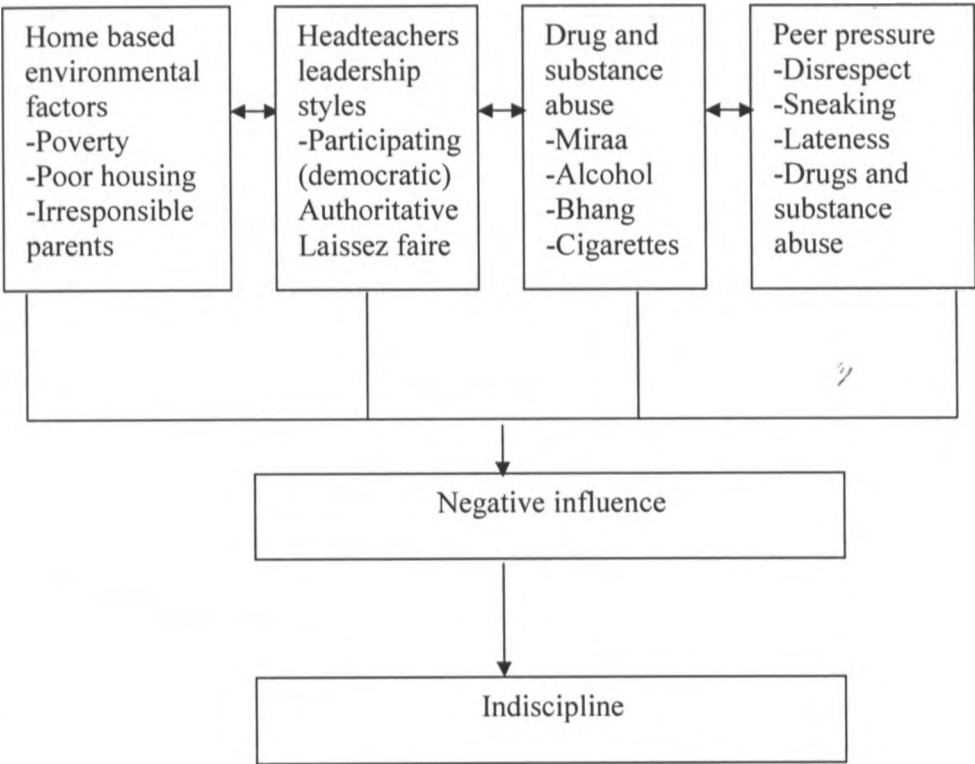
The theoretical framework of this study is based on the Reinforcement Theory by Skinner (1938). Discipline works with this law which states that behaviour which achieves desirable consequences will recur. Reinforcement is based on Skinner's Behavioural Learning Theory which suggests that behaviour that is reinforced by immediate reward or recognition is more likely to occur again and that behaviour which is ignored gradually becomes extinguished. Positive reinforcement occurs when the event that follows behaviour strengthens its frequency, duration or intensity.

This theory has been adopted in studies related to classroom discipline.

Skinner's theory of reinforcement is a major topic of classroom management. Teachers determine classroom rules and what punishments and reinforcements go along with breaking or obeying those rules. It is up to the teacher and the situation to choose what outcome will work best to improve the student's behaviour and make sure the class runs as an efficient learning environment.

Children can be rewarded for work well done and punished for practices which the teacher/parents strongly want them to avoid. There is need for consistency of practice so that habits develop. Inconsistent treatment greatly weakens character formation. Children must be made to abide by the rules of society. They should be trained to control themselves and realises that their actions affect other people.

**2.6 Conceptual framework; Factors influencing discipline among pupils in public primary schools**



The study assumes that pupils discipline is a function of four variables namely; the home based environment the pupil hails from; headteachers leadership styles; drug and substance abuse; and the peer pressure influence. The interplay of the four interrelated variables on the pupils' behaviours affects the discipline of the pupil. The resultants mostly are discipline problems which adversely affect the public primary schools.

## **2.7 Summary of literature review**

The literature review has indicated that discipline is a concept which is understood differently according to the various scholars. Further it has been pointed out that discipline problems prevail in schools. The discipline problems are detectable from the pupils' queer behaviours. These discipline problems are later manifested in various forms which have been elaborated. Factors that influence discipline in public primary schools not only in Kenya but in other parts of the world have been espoused namely; the home based environmental factors, drug and substance abuse, headteachers leadership styles and the peer group pressure. This study is set to determine the extent to which these factors influence pupils in public primary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers research methodology which is organised under the following sub-headings: research design; target population; sample and sampling procedure; research instruments; instrument reliability; instrument validity; data collection procedures; and analysis techniques.

#### **3.2 Research design**

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. The research design used in the study was the descriptive survey. Descriptive design attempts to describe what was or what is in a social system such as a school according to (Mwiria & Wamahiu, 1995). The choice of this design was dictated by its effectiveness to secure evidence concerning all existing situations or current conditions, identify standards or norms with which to compare present conditions in order to determine how to take the next step having determined where we are and where we wish to go. The researcher aimed at collecting information from the respondents on their opinions in relation to factors influencing discipline among pupils in Starehe Division.

### **3.3 Target population**

A target population is defined as a group of individuals that have one or more characteristics in common that is of interest to the researcher (Best & Khan, 1993). The target population of this study were headteachers and teachers of public primary schools in Starehe Division in Nairobi Province. According to the City Education Office, the division had a total of 30 public primary schools, consisting of 30 headteachers and 600 teachers.

### **3.4 Sample and sampling procedure**

A sample is a representative part of a population whose properties are studied to gain information about the whole (Webster, 1985). Out of the 30 public primary schools 28 schools provided subjects for the study according to the table for determining the sample size provided by Krejcie and Morgan (reproduced in Mulusa 1990). The remaining 2 schools were used in the piloting.

Sampling is a procedure a researcher uses to gather people, places or things to study (Orodho & Kombo, 2002). This study used simple random sampling design. This design provides equal chance to every member in the population to be included in the study (Peter, 1994). Simple random sampling was applied to select the public primary schools that provided the headteachers and teachers who participated in the main study. Out of the 30 public primary schools, 28



were randomly selected for this study. The headteachers of the 28 randomly sampled schools participated in the study as respondents to the questionnaire.

Kasomo (2006) indicates that 10% of the accessible population is enough for a descriptive survey. Hence the number of teachers who participated in the study was 60. Simple random sampling was applied to the 600 public primary school teachers. The list of teachers was obtained from the office of the Director of Education – Nairobi City Council, Education Department.

### **3.5 Research instruments**

Research instruments are the techniques or methods of data collection (Kasomo, 2006). The researcher used questionnaires to collect data from the respondents. Questionnaires are carefully designed instruments consisting of questions and statements (Peter, 1994). They consisted of both closed and open ended questions. Closed ended questions were more since they are accompanied by possible answers that a respondent can choose from. They are easy to analyse because their information content is short. Open ended questions were appropriate to the study because the researcher was interested in in-depth information from the respondents since they provide room for respondents to air out their views. Both the headteacher and teacher questionnaire were divided into the following section: Demographic information of the respondents which included age, gender, teaching experience and professional qualification; discipline problems experienced at school; home based environmental factors affecting discipline in schools;

headteacher leadership style in matters concerning discipline; influence of peer pressure on school discipline; drug and substance abuse in schools and strategies used to strengthen discipline in schools.

### **3.6 Instrument validity**

Validity of an instrument represents the extent to which the instrument measures what it purports to measure (Borg and Gall, 1989). The study used content validity. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Borg and Gall, 1989). The researcher arrived at content validity through the results and comments of the pilot study conducted in two public primary schools. Items that failed to measure the variables they were intended to measure were modified and others discarded completely. The schools that were used in the pilot study were excluded from the main study. Consultations and discussions with the supervisor were done to establish content validity.

### **3.7 Instrument reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). To test for the reliability of this study's research instrument, pilot-testing was carried out in 2 randomly selected public primary schools in Starehe Division.

These schools were not included in the actual study. The test-retest method was used to identify any deficiencies so that they could be corrected before the main study. The researcher administered the same test to the same group in the 2 pilot schools after an interval of 1 week. The reliability coefficient between the two scores was calculated using the Pearson Product – Moment Correlation formula.

$$r = \frac{\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{[N\Sigma x^2 - (\Sigma x)^2] [N\Sigma y^2 - (\Sigma y)^2]\}}}$$

where N = N° of values or elements

x = first score

y = second score

After then, the researcher computed the reliability coefficient for the questionnaires which was 0.82. Mugenda & Mugenda (1999) asserts that a coefficient of 0.80 or more implies that there is a high degree of reliability of data.

### **3.8 Data collection procedures**

In order to carry out the study, a research permit was sought and obtained from the Ministry of Education (MOE). Authority to carry out the study was obtained from the office of the District Education Officer (DEO) – Nairobi City Council, Education Department. The researcher then proceeded to pilot the instrument in 2 schools in Starehe Division. The researcher also booked

appointments with sampled respondents for administration and collection of the instrument. The researcher then administered and collected the instrument from the respondents on the same day.

### **3.9 Data analysis techniques**

Data analysis refers to the interpretation of collected raw data into useful information (Kombo & Tromp, 2006). Thorough editing of data was done. Data collected was analysed both qualitatively and quantitatively. Qualitative data analysis considers inferences that are made from opinions of respondents. Qualitative data was analysed by organising it into categories on the basis of the themes, concepts or similar features. Quantitative data was analysed using the Statistical Package for Social Science (SPSS). The computed data was then analysed using descriptive statistics. The statistics calculated included frequencies, means and percentages. Interpretation of the data was then done within the frame of reference of the research problem.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION OF RESEARCH

#### FINDINGS

##### 4.1 Introduction

In this chapter data has been analyzed, interpreted and findings of the study presented. The findings were based on the collection of data on factors influencing discipline in public primary schools in Starehe Division, Nairobi. Data from head teachers' and teachers' questionnaires were used to answer the research questions.

##### 4.2 Questionnaire return rate

The researcher administered questionnaires in twenty eight schools: 28 headteachers and 60 teachers participated in the study. The researcher collected the questionnaires from the respondents after completion. The findings are presented in the following table.

**Table 3: Questionnaire return rate**

Respondents	Sample size	Questionnaires returned	Percentage
Headteachers	28	22	75
Teachers	60	51	85
<b>Total</b>	<b>88</b>	<b>73</b>	

From table 3, the return rate was 75% for headteachers and 85% for teachers. Hertman & Hedborn (1979) states that 50% return rate is adequate, 60% good and 70% very good. The return rate was hence considered very good.

### 4.3 Reporting data

In this section, data from the respondents have been reported.

#### 4.3.1 Demographic information

In this part, general information about the respondents is analyzed by the use of frequencies and percentages.

##### 4.3.1.1 Respondents' gender

Respondents were asked to give their gender. The results are shown in the following table.

**Table 4: Respondents' gender**

Headteachers			Teachers		
Gender	F	%	Gender	F	%
Male	12	54.5	Male	21	41.2
Female	10	45.5	Female	30	58.8
<b>Total</b>	<b>22</b>	<b>100</b>	<b>Total</b>	<b>51</b>	<b>100</b>

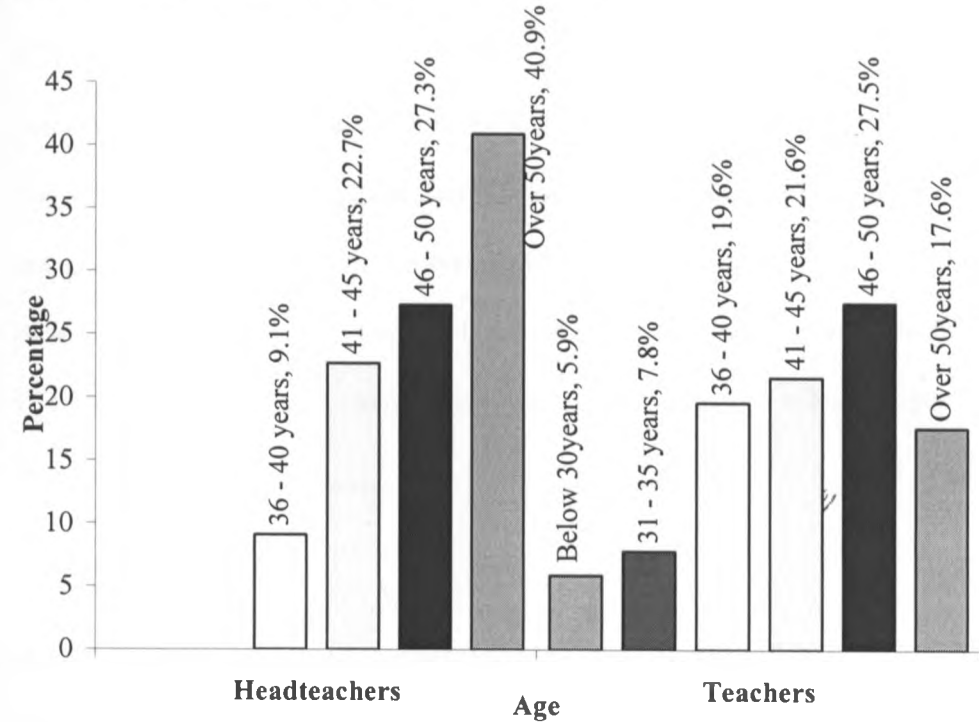
The data collected revealed that male headteachers were 12 (54.5%) while the female headteachers were 10 (45.5%) of the headteachers who responded to the questionnaire. The male teachers were 21 (41.2%) while the female teachers

were 30 (58.8%). The findings indicate the gender imbalances in primary schools headship and also in the teaching staff.

### 4.3.1.2 Respondents' age

Respondents were asked to tick their age bracket. The following figure shows the respondents' age:

**Figure 1: Age distribution of the respondents**



When data was analyzed to determine the headteachers' age, 40.9% of headteachers who responded to the questionnaire said they were over 50 years, this was followed by the headteachers aged between 46 - 40 years who constituted 27.3% of the total respondents, 22.7% of the headteachers said they

were aged between 41 - 45 years while 9.1% of the teachers were 36 – 40 years. Majority of the headteachers (40.9%) were over 50 years.

When data for the teachers age was analyzed to determine teachers' age, the data revealed that 27.5% of all the teachers who responded to the questionnaires were aged between 46 to 50 years, this was followed by the 41 – 45 years bracket which constituted 21.6% of the total number of teachers who responded to the questionnaires, the teachers aged over 50 years constituted 17.6% of the answered questionnaires. The age brackets 36 to 40 years constituted 19.6% of teachers while the age brackets 21 to 35 years had 7.8%. Only 5.9% of the respondents were below age 30 years. Majority of the teachers (27.5%) who responded were between ages 46 to 50 years. From the data, it was noted that majority of the headteachers (40.9%) and teachers (27.5%) were adequately experienced in terms of factors affecting pupils discipline in schools.

#### **4.3.1.3 Headteachers' and teachers' professional qualification**

The respondents were asked to indicate their highest professional qualifications. The data is presented in table 5



**Table 5: Headteachers' and teachers professional qualification**

Headteachers			Teachers		
Qualification	F	%	Qualification	F	%
P1	6	27.3	P1	21	41.2
Diploma	6	27.3	Diploma	7	13.7
Approved teacher	2	9.1	Approved teacher	6	11.8
Senior approved teacher	1	4.5	Senior approved teacher	2	3.9
B.Ed	7	31.8	B.Ed	15	29.4
<b>Total</b>	<b>22</b>	<b>100</b>	<b>Total</b>	<b>51</b>	<b>100</b>

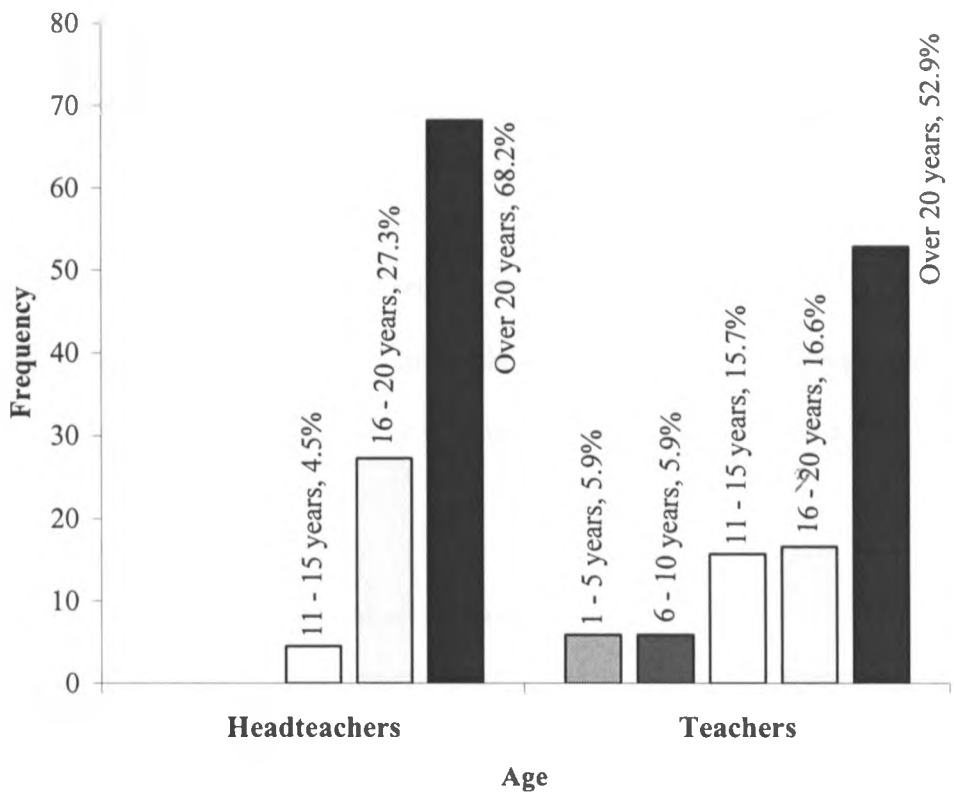
Findings of this item revealed that of the 22 headteachers who answered the questionnaires there were 7 (31.8%) with B.Ed, 6 (27.3%) with diploma, 6 (27.3%) with P1, 2 (9.1%) were approved teachers and 1 (4.5%) was a senior approved teacher. Majority of the headteachers (31.8%) were university graduates with a Bachelor of Education.

Data from the teachers' questionnaire revealed out of the 51 teachers who responded to the questionnaire, 21 (41.2%) were P1, 15 (29.4%) had B.Ed, 7 (13.7%) had diploma, 6 (11.8%) were approved teachers, and 2(3.9%) were senior approved teachers. Majority of the teachers (41.2%) were p1 holders.

#### 4.3.1.4 Headteachers' and teachers' teaching experience

The respondents were asked to state their teaching experience. It was meant to establish their preparedness to deal with indiscipline problems. To determine the teaching experience of the teaching force, different ages were categorized and grouped at a class interval of five. The results are as shown in figure 2.

Figure 2: Respondents' teaching experience



The research findings revealed that the greatest percentage (68.2%) of headteachers had teaching experience of over 20 years. This is closely followed by the headteachers with teaching experience between 16 and 20 years

constituting 27.3% of the total respondents. Those with teaching experience of 11-15 years constitute 4% of the total number of headteachers.

Data from the teachers' questionnaire revealed that 27 teachers (52.9%) had a teaching experience above twenty years, 10 teachers (19.6%) had a teaching experience between 16 and 20 years, 8 teachers (15.7%) had a teaching experience of 11 to 15 years. Those with teaching experience between 6 and 10 and 1 to 5 years constitute 3 (5.9%) teachers each. Majority of the teachers (52.9%) had a teaching experience of above twenty years and therefore well versed in factors affecting discipline in schools.

#### 4.3.1.5.1 Headteachers' years of service as a headteacher

The headteachers were asked to indicate the number of years they have served as headteachers in their careers. The findings are summarized in table 6.

**Table 6: Headteachers years of service as a headteacher**

Number of years	F	%
1 – 5 years	10	45.5
6 – 10 years	10	45.5
Above 20 years	2	9.1
<b>Total</b>	<b>22</b>	<b>100</b>

Findings from table 6 reveal that 10 (45.5%) headteachers had a teaching experience of between 6 to 10 years. An equivalent number of headteachers had a teaching experience of 1 to 5 years. Only 2 (9.1%) headteachers had a teaching experience of above 20 years. Majority of the headteachers (45%) therefore had a headship experience of between 1 and 10 years and therefore capable of identifying and addressing discipline issues in schools.

#### 4.3.1.5.2 Headteachers' years of service in the current school

The headteachers were asked to indicate the number of years they have served as principals in the current school. The findings are summarized in table 7.

**Table 7: Headteachers' years of service in the current school**

<b>Number of years</b>	<b>F</b>	<b>%</b>
Below 1 year	2	9.1
1 – 5 years	20	90.9
<b>Total</b>	<b>22</b>	<b>100</b>

Findings from table 7 reveal that 20 (90.9%) headteachers had served in the current school between 1 to 5 years. Only 2 (9.1%) headteachers had served in their present schools for a period of less than a year. From the data, it is clear that majority of the headteachers (90.9%) had served in their current station for

a considerable amount of time as to be conversant with discipline issues affecting their current school.

#### 4.3.1.5.3 Teachers years of service in the current school

The teachers were asked to indicate the number of years they have served as teachers in the current school. The findings are summarized in table 8.

**Table 8: Number of years that the teachers had served in the current school**

<b>Number of years</b>	<b>F</b>	<b>%</b>
Below 1 year	5	9.8
1 – 5 years	28	54.9
6 – 10 years	5	9.8
11 -15 years	8	15.7
16 – 20 years	3	5.9
Above 20 years	2	3.9
<b>Total</b>	<b>51</b>	<b>100</b>

Findings from table 8 revealed that out of the 51 teachers who responded to the questionnaire, 5 (9.8%) teachers had served in their current station for less than a year. 28 (54.9%) had served for 1 to 5 years while 5 (9.8%) teachers had served for 6 to 10 years. 8 (15.7%) teachers had served for 11 to 15 years. 3 (5.9%) teachers had served for a period of between 16 and twenty years while

2 (3.9%) had served for a period of above 20 years. Majority of the teachers (54.9%) had served for a period between 1 and 5 years and therefore well versed with discipline issues in their current schools.

#### **4.4.1 Discipline problems experienced in schools**

This research item required the headteachers and teachers to indicate whether they experienced discipline problems in their schools and the nature of the discipline problems.

Data from the headteachers questionnaire and teachers questionnaire revealed that 22 headteachers (100%) and 51 teachers (100%) experience discipline problems in their schools. All the schools (100%) therefore experience discipline problems.

#### **4.4.2 Nature of discipline problems experienced in schools**

Both the headteachers and teachers were asked to outline the nature of discipline problems they experienced in their schools. The findings are summarized in table 9.

**Table 9: Nature of discipline problems experienced in schools**

Discipline problem	Headteachers		Teachers	
	F	%	F	%
Absenteeism	15	68.2	37	72.5
Fights	9	40.9	26	51
Lateness	11	50	24	47.1
Abusive language	8	36.4	19	37.3
Sneaking	8	36.4	18	35.3
Drug abuse	5	22.7	12	23.5
Theft	4	18.2	12	23.5
Noise making	5	22.7	11	21.6
Disrespect for authority	5	22.7	10	19.6
Cheating	2	9.1	7	13.7

Data from table 9 revealed that 15 (68.2%) headteachers and 37 (72.5%) teachers indicated that absenteeism was a major discipline problem. 9 (40.9%) of the headteachers who responded to the questionnaire and 26 (51%) of the teachers indicated fights. 11 (50%) headteachers and 24 (47.1%) teachers reported lateness. Abusive language was also identified by 8 (36.4%) headteachers and 19 (37.3%) teachers. 8 (36.4%) headteachers and 18 (35.3%) teachers indicated abusive language as a discipline problem experienced in the schools. Sneaking was also identified by 8 (36.4%) headteachers and 12 (23.5%) teachers identified

drug abuse as a discipline problem facing their schools. Theft was reported by 4 (18.2%) headteachers and 12 (23.2%) teachers. 5 (22.7%) headteachers and 11 (21.6%) of the teachers who responded to the questionnaire reported noise making by the pupils. Disrespect to the authority was identified by 2 (22.7%) headteachers and 10 (37.5%) of the teachers. 2 (9.1%) headteachers and 7 (13.7%) teachers reported cheating as a discipline problem.

These findings concur with Sagini (1991) who notes that indiscipline in schools can take any, some or all of the following forms; lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to rules and regulations, drug abuse, destruction of school property, bullying of fellow students, boycotts, assaults and indecent behaviour like arson and rape.

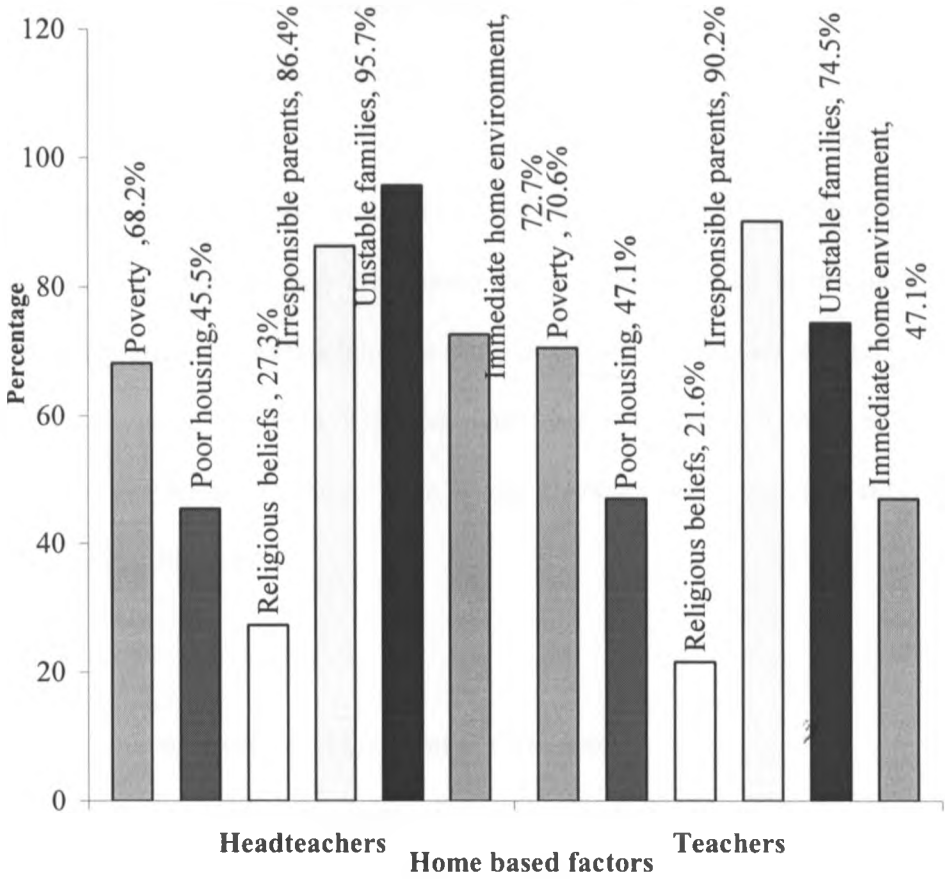
#### **4.4.3 Home based environmental factors influencing discipline in schools**

This research item required the headteachers and teachers to indicate whether home environment affect the discipline of pupils in their schools. Data from the questionnaires revealed that 22 (100%) of the headteachers and 51 (100%) of the teachers were of the opinion that home environment affect the discipline of pupils in their schools.



The respondents were also asked to indicate the home based environmental factors that most affect discipline in their schools. The results are shown in figure 3.

**Figure 3: Home based environmental factors affecting pupils' discipline**



The data in figure 3 revealed that 19 (86.4%) of the headteachers and 46 (90.2%) teachers identified irresponsible parents. 21 (95.5%) headteachers and 38 (74.5%) indicated unstable families. Poverty was also identified by 15 (65.2%) of the headteachers and 36(70.6%) of the teachers. 16 (72.7%) headteachers and 24 (47.1%) teachers reported immediate home environment

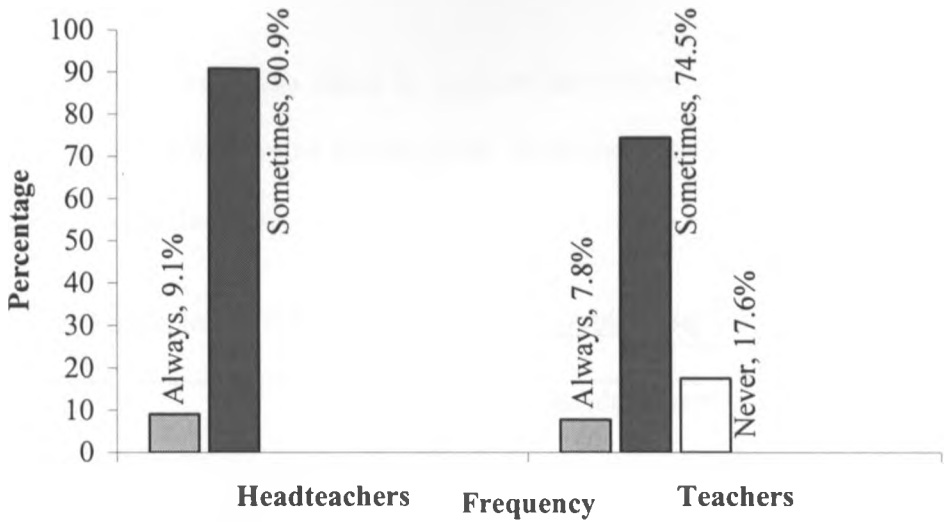
as a factor contributing to indiscipline. Poor housing was identified by 10 (45.5%) headteachers and 24 (47.1%) teachers. 6 (27.3%) headteachers and 11 (21.6%) teachers indicated religious beliefs.

From the findings, it is evident that home based factors have a major influence in pupils' discipline. Ranked in terms of mean scores for both the teachers and headteachers in the various home based environmental factors, irresponsible parents (88.3%), unstable families (85.1%), poverty (69.4%), and immediate home environment (59.9%) are among the key home based environmental factors that affect pupils discipline in schools. These findings are in agreement with Charlton & David (1993) who notes that children with more serious discipline problems often come from homes characterized by parental conflict or family disturbances.

#### **4.4.3.1 Parents' involvement in pupils' discipline**

This research item required the headteachers and teachers to indicate whether parents are supportive in matters concerning the discipline of their children. The findings are summarized in figure 4.

**Figure 4: Parents' support in matters concerning children discipline**



The data in figure 4 revealed that 2 (9.1%) headteachers and 4 (7.8%) teachers reported that parents are always supportive in matters concerning children discipline. 20 (90.9%) headteachers and 38 (70.5%) teachers indicated sometimes. 9 (17.6%) teachers reported never. From the findings, majority of the parents are only sometimes supportive in matters concerning children discipline as indicated by the headteachers (90.9%) and teachers (74%). This implies that in some cases, parents do not support headteachers and teachers in matters concerning children discipline at school. A significant number of the parents as reported by the teachers (17.6%) are never supportive of children discipline.

**4.4.3.2 Strategies used by headteachers and teachers to involve parents in pupils' discipline**

The respondents were also asked to indicate the various strategies used to ensure that they fully involve parents in the discipline of their children. Table 10 represents the findings.

**Table 10: Strategies used to involve parents in pupils' discipline**

Strategy	Headteachers		Teachers	
	F	%	F	%
Summon the parent and discuss	16	72.7	36	70.6
Parent class meetings	6	27.3	17	33.3
using school diary	1	4.5	8	15.7
Open days at school	1	4.5	3	5.9
Involve parents in guidance and counseling	1	4.5	4	7.8

Findings from table 10 revealed that 16 (72.7%) headteachers and 36 (70.6%) teachers summon the parent and discuss the discipline issue. 6 (27.3%) headteachers and 17 (33.3%) teachers use parent class meetings as a strategy of involving parents in pupils discipline. 1 (4.5%) headteachers and 8 (15.7%) teachers use the diary to communicate with parents on issues concerning the pupils discipline. 1 (4.5%) headteacher and 3 (5.9%) teachers use open days at school to discuss with the parents on discipline issues identified at school. 1 (4.5%) headteacher and 4 (7.8%) teachers involve the parent concerned in

guiding and counseling the affected pupil. Majority of the headteachers (72.7%) and teachers (70.6%) teachers summon the parent to school for a forum to discuss the discipline issues identified. A significant number of the respondents: 27.3% headteachers and 33.3% teachers use parent class meeting to discuss with the parents about discipline issues affecting pupils.

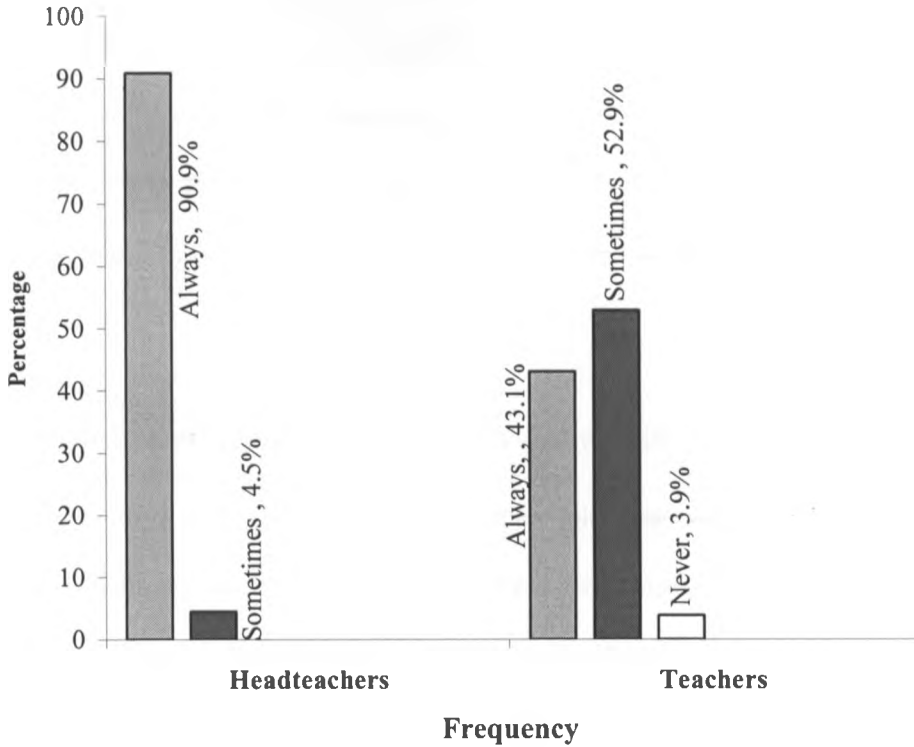
#### **4.5 Headteachers leadership styles and their influence on discipline in public primary schools**

This research item sought to investigate leadership style adopted by the headteachers and the level of involvement of both the teachers and the pupils through the prefecture body.

##### **4.5.1 Headteachers' involvement of staff in decision making in matters concerning discipline**

The headteachers were asked whether they involve staff in decision making in matters concerning discipline. To ascertain the headteachers response, teachers were also asked whether the headteachers involve them in decision making in matters concerning discipline. Figure 5 summarizes the findings.

**Figure 5: Headteachers involvement of teachers in matters concerning discipline**



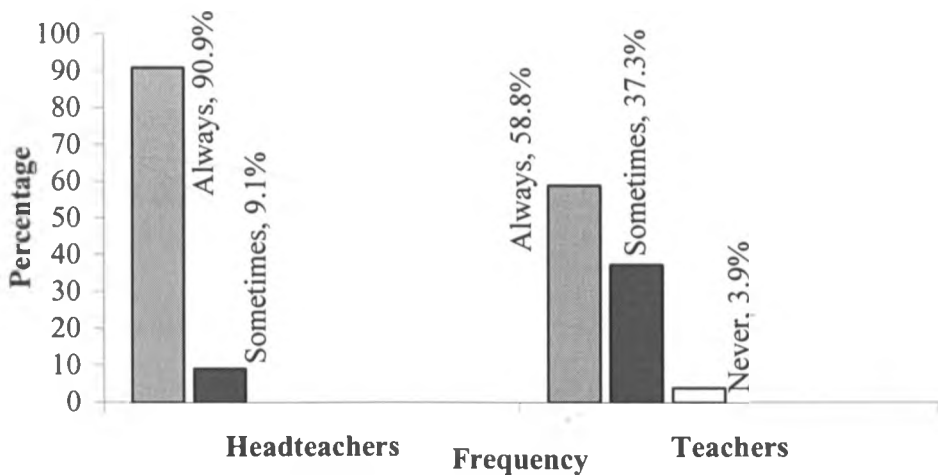
Findings from figure 5 revealed that 21 (90.9%) headteachers involved their teachers always, 1 (4.5%) reported sometimes. Data from the teachers who responded revealed that 22 (43.1%) teachers indicated that they were always involved by the headteacher in decision making concerning discipline. 27 (52.9%) teachers reported they were sometimes involved while 2 (3.9%) teachers indicated they are never involved. From the findings, majority of the headteachers (90%) involve teachers in decision making in matters concerning discipline. However, there was a notable variation in terms of the perceived levels of involvement by the teachers as only 43.1% teachers indicated that

they are always involved by the headteachers in decision making. Majority of the teachers (52.9%) indicated 'sometimes'. These findings imply that while majority of the headteachers always involve teachers in decision making, majority of the teachers are not satisfied with the level of involvement in decision making in matters concerning discipline. This may lead to lack of ownership of the decisions made by headteachers by the teachers or leaving discipline issues to the headteacher.

**4.5.2 Headteachers' support for teachers in dealing with indiscipline cases.**

The headteachers were also asked whether they fully supported their teachers in dealing with indiscipline cases. The teachers were also asked whether the headteachers fully supported them when dealing with indiscipline cases. The findings are summarized in figure 6.

**Figure 6: Headteachers' support for teachers in dealing with discipline cases**



Findings from figure 6 revealed that 20 (90.9%) headteachers fully supported their teachers in dealing with indiscipline cases. 2 (4.5%) headteachers indicated 'sometimes'. 30 (58.8%) teachers indicated that their headteachers fully supported them in dealing with indiscipline cases. 18 (37.3%) indicated sometimes while 32(3.9%) reported they were never fully supported by their headteachers in dealing with indiscipline cases. Majority of the headteachers (90.9%) therefore full supported their teachers in dealing with discipline cases. However there is a notable variation as only 58.8% of the teachers indicted that headteachers are always supportive in dealing with indiscipline cases. The findings imply that while headteachers claim to fully support teachers, they may make the final decisions without involving the teachers and teachers are involved in discipline cases as a matter of formality.

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#### **4.5.3 Existence of disciplinary committees in schools**

Both the headteachers and teachers were asked whether they have a disciplinary committee in their school. 20 (90.9%) headteachers indicated they had a disciplinary committee in their schools while 2 (9.1%) headteachers reported they did not have. 45 (88.2%) teachers indicated they had a disciplinary committee in their school while 6 (11.8%) teachers reported they did not have. Majority of the schools therefore had disciplinary committees as reported by 90.9% headteachers and 88.2% teachers. The findings imply that majority of the headteachers involve other members of staff in matters pertaining discipline. However, despite the presence of the disciplinary



committees, discipline cases still exist. This may further imply that they are not effectively used to tackle discipline cases at school.

#### 4.5.4 Election of the disciplinary committee

The headteachers and teachers were also asked to indicate the persons who elected the disciplinary committee. Table 11 summarizes the findings.

**Table 11: Persons who elected the disciplinary committees**

Persons who elected the committee	Headteachers		Teachers	
	F	%	F	%
Teachers	11	50	27	53
Headteacher	3	13.6	5	9.8
Headteachers and deputy headteacher	2	9.1	6	11.8
Headteacher, deputy and teachers	2	9.1	4	7.8
Teachers and pupils	1	4.5	3	5.9
Teachers and parents	1	4.5	0	0
No response	2	9.1	6	11.8
<b>Total</b>	<b>22</b>	<b>100</b>	<b>51</b>	<b>100</b>

Data from table 11 revealed that 11 (50%) headteachers and 27 (53%) teachers reported that discipline committees are elected by teachers. 3 (13.6%) headteachers and 5 (9.8%) teachers indicated that the discipline committees are elected by headteachers. 2(9.1%) headteachers and 4(7.8%) indicated that

discipline committees are elected by the headteacher, deputy and teachers. Headteachers and the deputy headteachers also elect the discipline committees as reported by 2 (9.1%) headteachers and 6(11.8%) teachers. 1 (4.5%) headteachers and 3 (5.9%) teachers reported teachers and pupils while 1 (4.5%) headteacher indicated that teachers and parents elect the discipline committee.2 (9.1%) headteachers and 6 (11.8%) teachers did not respond. Majority of the discipline committees in schools are therefore elected by teachers as reported by 50% headteachers and 53% teachers. These findings imply that headteachers involve teachers in decision making on membership to the disciplinary committee.

#### **4.5.5 Membership of the disciplinary committee**

Both the headteachers and teachers were asked to indicate the persons who are included in the discipline committee. The findings are summarized in table 12.

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**Table 12: Membership of disciplinary committees**

Membership of disciplinary committees	Headteachers		Teachers	
	F	%	F	%
Headteacher, deputy and other teachers	7	31.4	15	29.4
Headteacher, deputy, teachers and prefects	4	18.2	9	17.7
Teachers	3	13.6	8	15.7
Deputy headteacher and guidance and counseling department	2	9.1	7	13.7
Teachers and parents	2	9.1	2	3.9
Deputy and teachers	2	9.1	4	7.8
No response	2	9.1	6	11.8
<b>Total</b>	<b>22</b>	<b>100</b>	<b>51</b>	<b>100</b>

Findings from table 12 revealed that disciplinary committees are composed of headteacher, deputy headteacher and other teachers as reported by 7 (31.4%) headteachers and 15 (29.4%) teachers . 4 (18.2%) headteachers and 9(17.7%) teachers indicated headteacher, deputy, teachers and prefects. 3 (13.6%) headteacher and 8 (15.7) teachers indicated that the discipline committee was composed of teachers. 2 (9.1%) headteachers and 7 (13.7%) teachers indicated deputy headteachers and guidance and counseling department. 2 (9.1%) headteachers and 2 (3.9%) teachers reported that the committee was composed of teachers and parents. 2 (9.1) headteachers and 4 (7.8%) teachers indicated deputy and teachers. 2 (9.1%) and 6(11.8%) did not respond to the question.

Majority of the discipline committees were therefore composed of the headteacher, deputy headteacher and other teachers as reported by the majority of headteachers (31.4%) and 29.4% teachers. The findings imply that decision making on matters concerning discipline at school is a concerted effort between the headteacher, deputy headteacher and teachers.

#### **4.5.5.1 Presence of school rules and regulations**

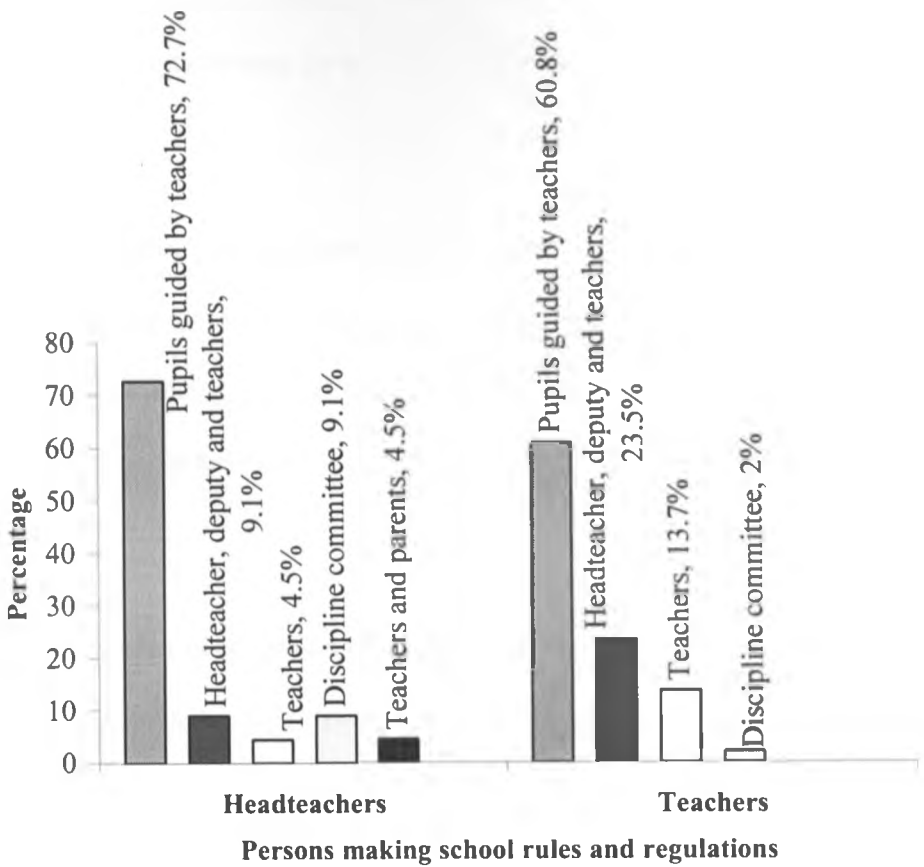
Both the headteachers and teachers were asked whether their schools had rules and regulations. 22 (100%) headteachers and 51 (100%) teachers indicated their schools had rules and regulations.

#### **4.5.5.2 Persons who make the school rules and regulation**

The respondents were also asked who makes the rules and regulations. The findings are summarized in figure.

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**Figure 7: Persons who makes the school rules and regulations**



Data from figure 7 shows that 16 (72.7%) headteachers and 31 (60.8%) teachers reported that rules and regulations in schools are made by pupils guided by teachers. 2 (9.1%) headteachers and 12 (23.5%) teachers indicated headteacher, deputy and teachers. 1 (4.5%) headteacher and 2 (3.9%) teachers reported that rules and regulations are made by teachers. 2 (9.1%) headteachers and 1 (2%) teachers reported that school rules and regulations are made by the discipline committee. 1 (4.5%) headteachers indicated that school rules and regulations are made by teachers and parents. From the findings it is evident that in majority of the school, pupils, with the guidance of their teachers, make

the school rules and regulations. This implies that pupils fully accept and own the school rules and regulations. This would make the implementation of the rules and regulations easy for both the headteachers and the teachers.

**4.5.6.1 Presence of prefecture body in schools**

Both the headteachers and teachers were asked whether they have a prefecture body in their school. 22 (100%) headteachers and 51 (100%) teachers reported that their schools have a prefecture body.

**4.5.6.2 Election of the prefecture body**

This item sought to establish how the prefecture body is elected. Table 13 summarizes the findings.

**Table 13: Persons who elect the prefecture body**

Election of the prefecture body	Headteachers		Teachers	
	F	%	F	%
Pupils guided by teacher	11	50	27	52.9
Teachers	7	31.8	13	25.5
Headteacher, deputy and teachers	2	9.1	5	9.8
Class teachers	1	4.5	4	7.8
Pupils	1	4.5	2	3.9
<b>Total</b>	<b>22</b>	<b>100</b>	<b>51</b>	<b>100</b>

From the table 13, 11 (50%) headteachers and 27(52.9%) teachers said that the prefecture body is elected by pupils guided by teachers. 7 (31.8%) headteachers and 13 (25.5%) teachers indicated that they are elected by the teachers. 2 (9.1%) headteachers and 5 (9.8%) teachers reported that the prefecture body is elected by headteacher, deputy and teachers. 1 (4.5%) headteachers and 4 (7.8%) teachers reported they are elected by class teachers while 1 (4.5%) headteachers and 2 (3.9%) teachers responded that the prefecture body is elected by pupils. Majority of the prefects in schools are therefore elected by pupils under the guidance of the teachers as reported by 50 %headteachers and 52.9% teachers. The findings imply that pupils are involved in making rules and regulations and therefore they understand what is expected of them in terms of discipline.

#### **4.5.6.3 Reasons for the method of election of the prefecture body**

Both the headteachers and teachers were asked to provide reasons why their schools adopted the identified method of electing the prefecture body. Table 14 summarizes the findings.

**Table 14: Reasons for the method of election of prefecture body**

Reasons for the method of electing the prefecture body	Headteachers		Teachers	
	F	%	F	%
To involve very body in decision making	11	50	19	37.3
To ensure they are highly disciplined	7	31.8	27	52.9
To ensure that pupils own them and respect them	4	18.2	5	9.8
<b>Total</b>	<b>22</b>	<b>100</b>	<b>51</b>	<b>100</b>

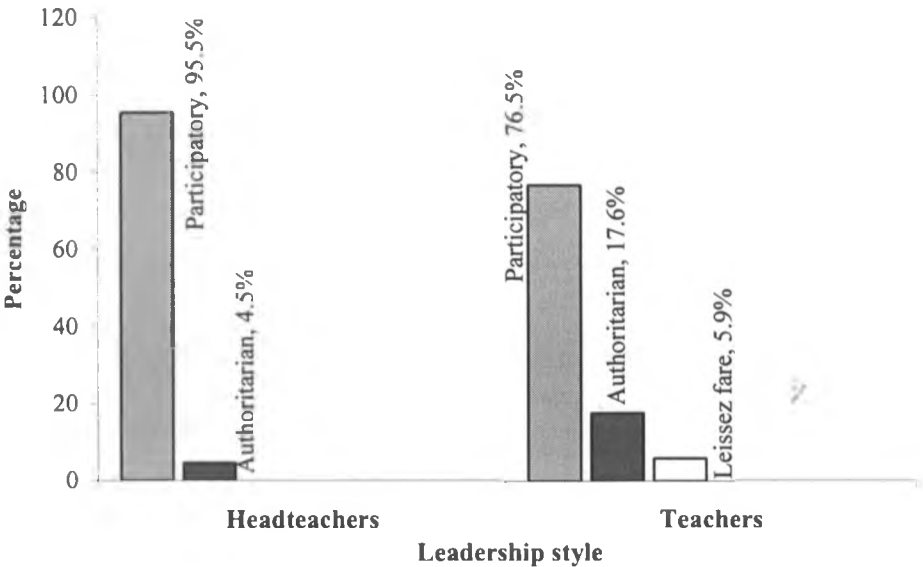
Data from table 14 revealed that 11 (50%) headteachers and 19 (37.3%) teachers adopted the identified method so as to involve everybody in decision making. 7 (31.8%) headteachers and 27 (52.9%) teachers adopted the identified method in order to ensure that the prefecture body is highly disciplined. 4 (18.2%) headteachers and 5 (9.8%) teachers reported they chose their method of selecting the prefecture body in order to ensure that pupils own and respect them. Majority of the headteachers and teachers adopted the various methods of electing the prefects so as to involve everybody in decision making as reported by 50% headteachers and 37.3% teachers. A significant number of the respondents; 31.8% headteachers and 52.9% teachers adopted their preferred method in order to ensure that the prefecture body is highly disciplined.



### 4.5.7 Leadership style that headteachers adopt in matters concerning discipline

The headteachers were asked to identify the leadership style that they adopt in matters concerning discipline in their schools. To ascertain the headteachers responses, teachers were also asked to identify the leadership style adopted by their headteachers in matters concerning discipline. The findings are summarized in figure 8.

**Figure 8: Headteachers leadership style in matters concerning discipline**



Data from figure 8 revealed that 21 (95.5%) headteachers adopted participatory style of leadership while 1(4.5%) headteachers adopted autocratic leadership style in matters concerning discipline at school. 38 (74.5%) teachers reported that their headteachers adopted participatory leadership style on matters concerning discipline. 10 (19.6%) teachers indicated authoritarian leadership

style while 3 (5.9%) teachers reported that headteachers adopted laissez faire leadership style on matters concerning discipline. Majority of the headteachers (95.5%) therefore adopted participatory leadership style in matters concerning discipline at school. This was evident from the high number of teachers (74.5%) who reported that headteachers adopted participatory leadership style in discipline issues.

#### 4.5.7.1 Reasons for headteachers' preferred style of leadership

The headteachers were also asked to provide reasons for their preferred leadership style while dealing with discipline issues. The findings are summarized in table 15.

**Table 15: Reasons for headteachers preferred style of leadership**

Reasons for headteachers preferred style while dealing with indiscipline at school	Headteachers	
	F	%
To involve everybody on discipline issues at school	11	50
For stakeholders to own up the decisions they make	9	41
To ensure that pupils are highly discipline	1	4.5
To control all school activities	1	4.5
<b>Total</b>	<b>22</b>	<b>100</b>

Data from table 15 revealed that 11 (50%) headteachers adopted their preferred leadership style in order to involve everybody on discipline issues at school. 9 (41%) headteachers adopted their preferred leadership style in order for stakeholders to own the decisions they made. 1 (4.5%) headteachers adopted their preferred leadership style in order to ensure that pupils are highly disciplined while 1(4.5%) aimed at ensuring that they control all activities at school. Majority of the headteachers (50%) therefore adopted their preferred leadership style so as to involve everybody in decision making. A significant percent of the headteachers (41%) adopted their preferred leadership style in order for stakeholders to own the decisions they made.

According to Purkey & Smith (1985) in Owens (1998) the participatory leadership style provides a climate of a sense of unity in pursuit of set goals. Findings on headteachers leadership style revealed that majority of the headteachers adopted participatory leadership style in dealing with discipline issues in schools; this was evident in headteachers' involvement of teachers in decision making, support for teachers in discipline cases, existence of disciplinary committees in majority of the school, presence of prefecture bodies in schools. Despite the involvement of teachers and pupils, initial findings indicated that 100% schools experience discipline problems. This implies that there are other underlying factors to pupils discipline beyond headteachers' leadership style.

#### **4.6 Role of drugs and substance abuse on discipline**

Questions were posed in order to establish whether actually there was drug abuse in the schools, the types of drugs and substances abused, drug and substances sources, and measures put in place to curb drug abuse.

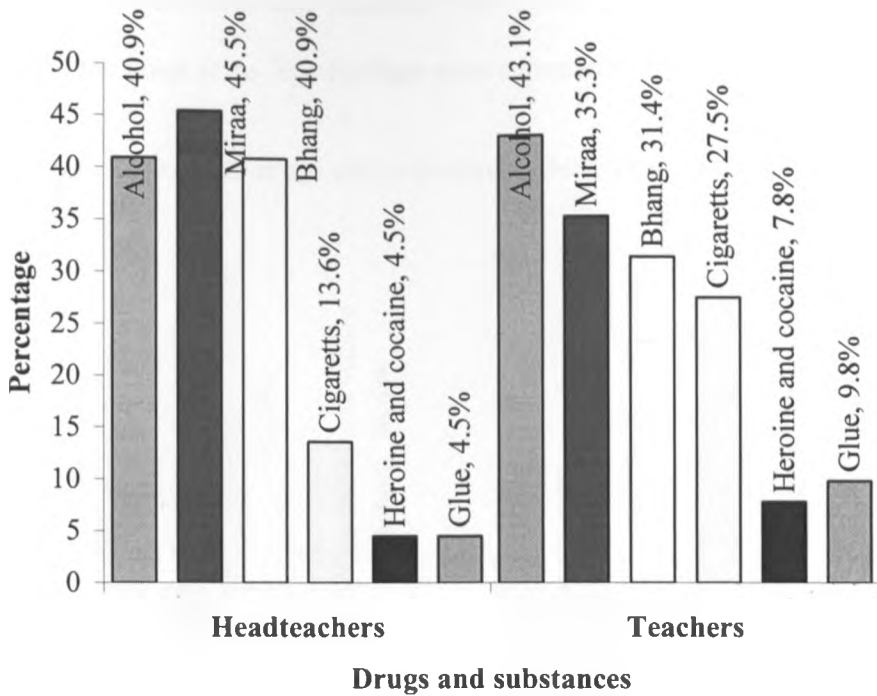
##### **4.6.1 Evidence of drug and substance abuse in schools**

To establish if there was any drug and substance abuse in the schools, headteachers and teachers were asked if there is any evidence of drug and substance abuse in their schools. 15 (68.2%) headteachers and 27 (52.9%) teachers indicated there was evidence of drug and substance abuse in their schools. 7 (31.8%) headteachers and 24 (47.1%) teachers indicated there was no evidence of drug and substance abuse in their schools. The findings revealed that there was drug abuse in primary schools as reported by majority of headteachers (68.2%) and teachers (52.9%). These findings concur with Nacada (Daily Nation, 2005) which revealed that 22.7% of primary schools pupils abuse drugs.

##### **4.6.2 Drugs and substances commonly abused by pupils**

Both the headteachers and teachers were asked to list the drugs and substances abused by the pupils. These findings are summarized in figure 9.

**Figure 9: Drugs and substances commonly abused by pupils**

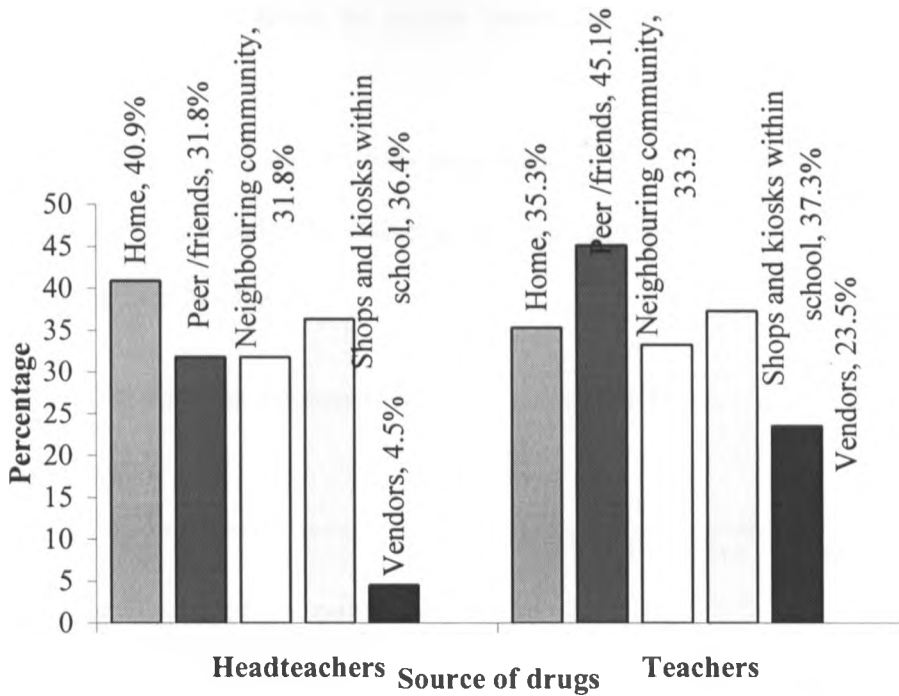


Data from figure 9 indicates that 9 (40.9%) headteachers and 22 (43.1%) teachers identified alcohol. 10 (45.5%) headteachers and 18 (35.3%) teachers identified miraa (khat). 9 (40.9%) headteachers and 16 (31.4%) teachers listed bhang. 3 (13.6%) headteachers and 14 (27.5%) teachers reported cigarettes. 1 (4.5%) headteacher and 4 (7.8%) teachers indicated cocaine and heroine. 1 (4.5%) headteacher and 5 (9.8%) listed glue. Majority of the respondents therefore identified alcohol (40% headteachers and 43.1% teachers) and miraa (45.5% headteachers and 35.3% teachers). These findings concur with Nacada (Daily Nation, 2005) which revealed that alcohol and miraa were favorites among pupils.

### 4.6.3 Sources of drugs abused by pupils

Both the headteachers and teachers were asked to state where the pupils obtained the drugs from. The findings were summarized in figure 10.

**Figure 10: Sources of drugs and substances abused by pupils**



Data from figure 10 revealed that 9 (40.9%) headteachers and 18(35.3%) headteachers identified home as a source of the drugs and substances abused by the pupils. 7 (31.8%) headteachers and 23(45.1%) listed peers and friends as a source. 7 (31.8%) and 17 (33.3%) teachers identified the neighboring community.8 (36.4%) headteachers and 19 (37.3%) teachers identified shops and kiosks around the schools.1 (4.5%) headteachers and 12 (23.5) teachers listed drug vendors as a source of drugs and substances abused at school.

The findings suggest that most of the drugs commonly abused by pupils have their origin from home, peers and friends, the school neighboring community and kiosks around the school.

**4.6.4 Behaviors exhibited by pupils under the influence of drugs and substances**

Both the headteachers and teachers were asked to list the behaviors displayed by pupils who are under the influence of drugs and substances. The findings are summarized in table 16.

**Table 16: Behaviors exhibited by pupils under the influence of drugs and substances**

Behavior displayed by pupils under the influence of drugs and substances	Headteachers		Teachers	
	F	%	F	%
Violence	12	54.5	19	37.3
Truancy	7	31.8	17	33.3
Sleeping in class	5	22.7	19	37.3
Disrespectful to authority	5	22.7	17	33.3
Lack of concentration in class work	7	31.8	13	25.5
Disruptive in class	6	27.3	10	19.6
Restlessness	5	27.2	8	15.7
Laziness	4	8.2	9	17.6
Cheating	1	4.5	6	11.8
Withdrawal from class and school activities	1	4.5	3	5.9

Table 16 shows that pupils under the influence of drugs and substances display violent behaviors as reported by 12 (54.5%) headteachers and 19(37.3%) teachers. The pupils also play truant as reported by 7 (31.8%) headteachers and 17(33.3%) teachers. 5 (22.7%) headteachers and 19 (37.3%) teachers reported that the pupils sleep in class while 5(22.7%) and 17(33.3%) indicated that pupils under the influence of alcohol are disrespectful to the authority. 7 (31.8%) headteachers and 13 (25.5%) teachers indicated that pupils under the influence of alcohol do not concentrate in class work. Pupils under the influence of drugs and substances are also disruptive in class as reported by 6(23.7%) headteachers and 10 (19.6%) teachers. 5 (27.2%) headteachers and 8(15.7%) teachers said that the pupils under the influence of drugs and substances are restless while 4 (8.2%) headteachers and 9 (17.6%) teachers reported that the pupils are usually lazy. 1(4.5%) headteachers and 6 (11.8%) indicated that the affected pupils usually cheat. 1 (4.5%) headteachers and 3(5.9%) teachers said that pupils under the influence of drugs and substances usually withdraw from class and school activities.

These findings concur with Buch wa Buchere (2008) who noted that pupils under the influence of drugs are difficult to deal with; are disruptive; do not pay attention in class; display poor academic performance; engage in risky sexual behaviour and become delinquent according to an observation of a headteacher of a school located in a slum.



#### 4.6.5 Respondents' opinion on whether drug and substance abuse is a threat to discipline in schools

The headteachers and teachers were also whether drug and substance abuse was a threat to discipline in their schools. The findings are summarized in table 17.

**Table 17: Respondents' opinion on whether drug and substance abuse is a threat to discipline in schools**

Statement	Headteachers		Teachers	
	F	%	F	%
No	5	22.7	13	25.5
Quite	6	27.3	14	27.5
Not quite	11	50	24	47
<b>Total</b>	<b>22</b>	<b>100</b>	<b>51</b>	<b>100</b>

The findings in table 17 revealed that 11 (50%) headteachers and 24 (47%) teachers indicated that drug and substance abuse was not quite a threat to school discipline. 6 (27.3%) headteachers and 14 (27.5%) teachers said that drug and substance abuse was quite a threat to discipline in schools. 5 (22.7%) headteachers and 13(25.5%) reported that drug and substance abuse was not a threat to discipline in their schools. The findings suggest that drug abuse was quite a threat to school discipline as reported by majority headteachers (27.3%) and teachers (27.5%). This implies that drug and substance abuse is among the major factors influencing discipline in schools.

#### 4.6.6 Measures adopted by schools to curb drug and substance abuse

Both the headteachers and teachers were asked to list the measures they have put in place in schools to deal with drug and substance abuse. The findings are summarized in table 18.

**Table 18: Measures adopted by schools to curb drug and substance abuse**

Measures put in place	Headteachers		Teachers	
	F	%	F	%
Guidance and counseling	15	68.2	31	60.8
Teaching on effects of drug and substance abuse	12	54.2	25	49
Life skill and health clubs	7	31.8	14	27.5
Inviting guest speakers on drug and substance abuse	7	31.8	11	21.6
Enforcing school rules and regulations	6	27.3	15	29.4
Involving parents on suspected cases	4	18.2	19	37.3
Strict measures on suspected pupils	5	22.7	2	9.8
Involving the local community in fight against drugs and substance abuse	1	4.5	2	9.8

The findings in table 18 revealed that schools had put in place strategies to deal with drug and substance abuse. 15 (68.2%) headteachers and 31 (60.8%) teachers reported the use of guidance and counseling in their schools. 12 (54.2%) headteachers and 25 (49%) teachers indicated they teach more on

effects of drug and substance abuse. 7 (31.8%) and 14 (27.5%) teachers have life skills and health clubs in their schools while 6 (27.3%) headteachers and 15 (29.4%) teachers said they invite guest speakers on drug and substance abuse. 6 (27.3%) headteachers and 15 (29.4%) teachers reported enforcing school rules and regulations as a strategy. 4 (18.2%) headteachers and 19 (37.3%) teachers involve parents of the suspected pupils while 5 (22.7%) headteachers and 2 (9.8%) said they apply strict rules and regulations on suspected pupils. 1 (4.5%) headteacher and 2 (9.8%) teachers reported that they involve the local community in fight against drugs and substance abuse. From the findings, guidance and counseling, teaching pupils about the effects of drug and substance abuse, and life skills and health clubs were the dominant measures adopted by the schools.

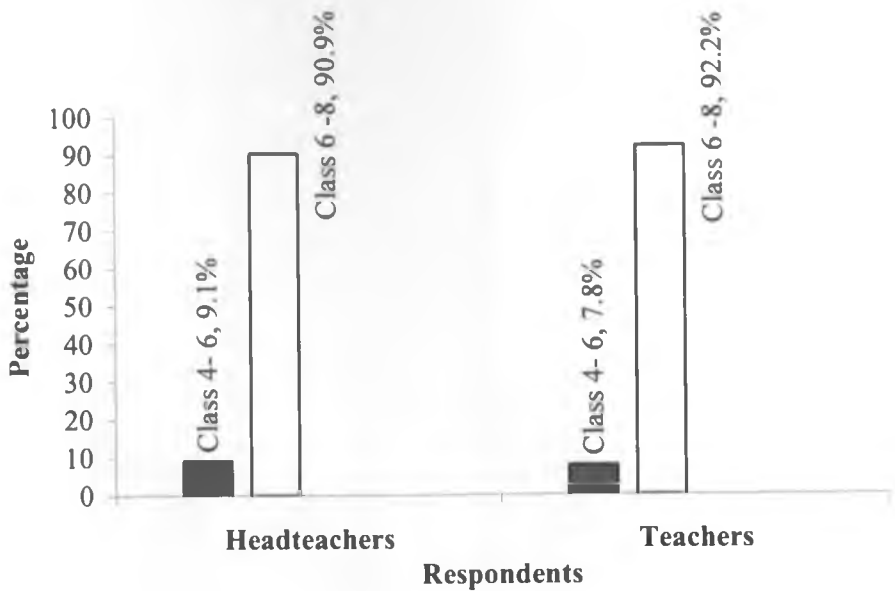
#### **4.7 Role of peer pressure on discipline in schools**

Question was posed to both the headteachers and teachers on whether peer pressure affects discipline in their schools. 21 (95.5%) headteachers and 50 (98%) teachers indicated 'yes'. 1 (4.5%) headteachers and 1 (2.0%) teachers indicated 'no'.

##### **4.7.1 Classes most affected by peer pressure**

The respondents were also asked to indicate the classes most affected by peer pressure. The findings are as summarized in figure 11.

**Figure 11: Classes most affected by peer pressure**

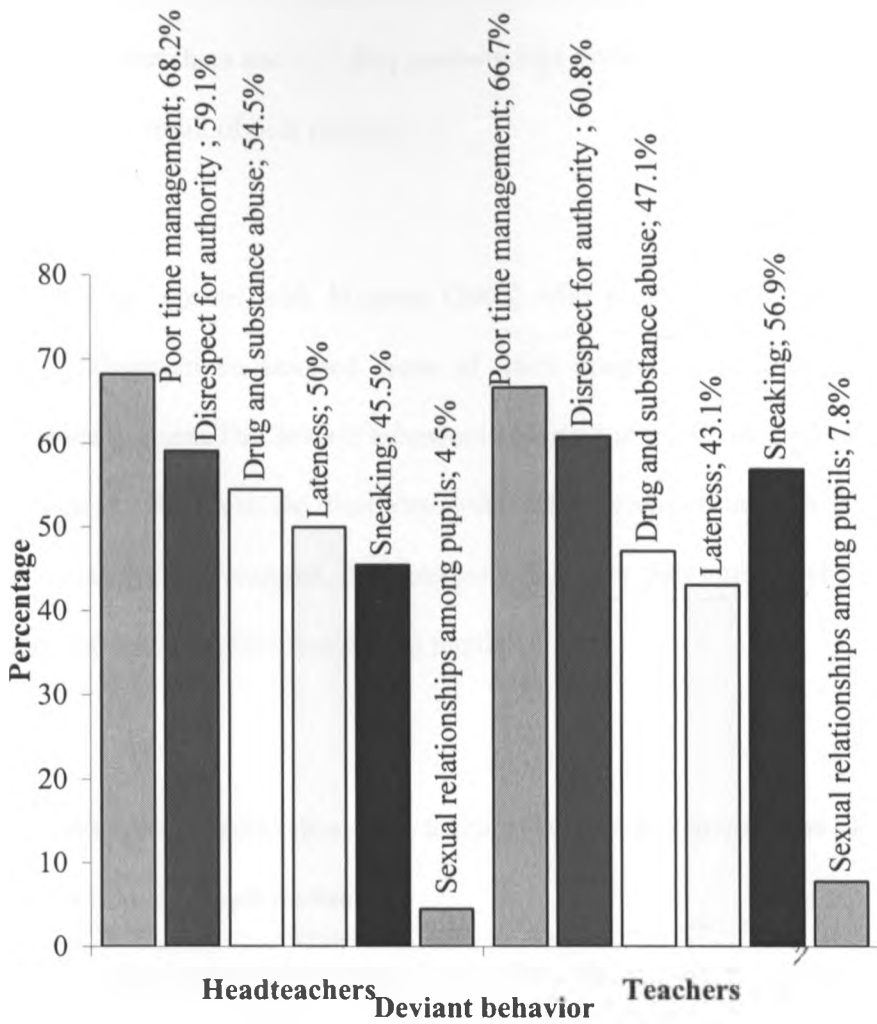


According to figure 11, majority of the respondents: 20 (90.9%) headteachers and 47(92.2%) teachers indicated that peer pressure mostly affects classes 6 - 8. 2 (9.1%) headteachers and 4 (7.8%) teachers reported that peer pressure usually affects classes 4 – 5.

#### **4.7.2 Deviant behaviors observed in pupils as a result of peer pressure**

A question was posed to both the headteachers and the teachers on deviant behaviors observed amongst the pupils as a result of peer pressure. The findings are summarized in figure 12.

**Figure 12: Behaviors observed in pupils as a result of peer pressure**



Data from figure 12 revealed that a variety of behaviors were observed in pupils as a result of peer pressure. 15(68.2%) headteachers and 34 (66.7%) teachers identified poor time management.13 (59.1%) headteachers and 31 (60.8%) teachers reported disrespect for authority while 12 (54.5%) headteachers and 24 (47.1%) teachers indicated drug and substance abuse. Sneaking from school as a result of peer pressure was reported by 10 (45.5%)

headteachers and 29(56.9%) teachers. 11 (50%) headteachers and 22 (43.1%) teachers indicated that lateness was usually a consequence of peer pressure. 1 (4.5%) headteachers and 4 (7.8%) teachers said sexual relationships among the pupils was a result of peer pressure.

The findings concur with Mazeras (2008) who observes that school going youth indulge in an assorted menu of illicit drugs and liquor through the influence of peers. The deviant behaviors observed in pupils as a result of peer pressure are similar to the discipline problems experienced in most schools as the initial findings suggest. This suggests that peer pressure in school has a major influence in discipline among pupils.

#### **4.7.3 Whether headteachers and teachers advice parents on the choice of friends that the pupil makes**

The respondents were also asked whether they advice parents about the choice of friends their children make. 22 (100%) headteachers and 45(88.2%) teachers indicated 'yes'. Only 6(11.8%) teachers who indicated they did not. Majority of the headteachers (100%) and teachers (88.2%) advised parents on the choice of friends that the pupil made.

#### 4.7.4 Teachers perception of consequences of peer pressure

The teachers were also asked to state the consequences of peer pressure that have been felt at school. 33(64.7%) teachers listed indiscipline among the pupils while 26 (51%) indicated poor academic performance. Majority of the teachers (64.8%) were of the opinion that peer pressure largely contributes to indiscipline in schools.

#### 4.7.5 Measures put in place in schools to curb peer pressure influences that may lead to deviant behavior

This section attempts to highlight the measures put in place in schools to curb the impact of peer pressure on deviant behavior at school. Both the headteachers and teachers were requested to highlight the measures put in place in their schools. The findings are summarized in table 19.

**Table 19: Measures put in place in schools to curb peer pressure influences that may lead to deviant behavior**

Measures put in place	Headteachers		Teachers	
	F	%	F	%
Guidance and counseling	17	77.3	40	70.8
Life skill and health clubs	2	9.1	11	21.6
Co – curricular activities at school	2	9.1	10	19.6
Separating/ isolating them	1	4.5	4	7.8
Spiritual empowerment	1	4.5	3	5.9

Findings in table 19 revealed that guidance and counseling was a measure commonly used in schools to curb the influences of peer pressure as reported by 17(77.3%) headteachers and 40 (70.8%) teachers. 2 (9.1%) headteachers and 11(21.6%) teachers said life skills and health clubs are used curb peer pressure that can result to deviant behavior while 2 (9.1%) headteachers and 10 (19.6%) teachers reported the use of co – curricular activities at school. 1(4.5%) headteachers and 4 (7.8%) teachers said they usually separate members of the peer groups. 1 (4.5%) headteachers and 3 (5.9%) teachers empower the pupils spiritually in an effort to minimize the effects of peer pressure.

#### **4.8 Measures that can be incorporated in schools in order to minimize the factors that influence discipline**

This section attempts to highlight the measures that can be put in place in schools to minimize the factors that influence discipline. Both the headteachers and teachers were requested to highlight the measures that can be put in place in schools. The findings are summarized in table 20.



**Table 20: Measures that can be put in place to minimize indiscipline in school**

Measures that can be put in place to minimize indiscipline in schools	Headteachers		Teachers	
	F	%	F	%
Strengthen guidance and counseling	22	100	48	94.1
Involve parents fully in their children discipline	17	77.3	42	82.4
Work closely with the local community	19	86.4	36	70.6
Headteachers to review their management styles	20	90.9	34	66.7
In-service training for teachers on discipline management	3	13.6	5	9.8
Motivate teachers and pupils	1	4.5	3	5.9
Reintroduce corporal punishment	1	4.5	2	3.9

Findings in table 20 revealed that majority of the respondents, 22 (100%) headteachers and 48 (94.1%) teachers were of the opinion that guidance and counseling should be strengthened in schools. 17 (77.3%) headteachers and 42 (82.4%) teachers suggested that schools should involve parents fully in their children discipline while 19 (86.4%) headteachers and 36 (70.6%) teachers recommended that schools should work closely with the local community. 20 (90.9%) headteachers and 34 (66.7%) teachers indicated that headteachers

should review their management styles. In-service training for teachers on discipline management was suggested by 3 (13.6%) headteachers and 5 (9.8%) teachers. 1 (4.5%) headteachers and 3 (5.9%) teachers were of the opinion that both teachers and pupils should be motivated and a sense of belonging encouraged. 1 (4.5%) headteachers and 1 (2.0%) teachers were of the opinion that corporal punishment should be re-introduced.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the study and presents conclusions, recommendations and the suggestions for further research.

#### 5.1 Summary

The purpose of this study was to investigate the factors that influence discipline among pupils in public primary schools in Starehe Division, Nairobi Province. The findings of the study were presented in accordance with the research questions. Research questions formulated were:

- i) What home-based environmental factors influence discipline in public primary schools in Starehe Division?
- ii) In what ways can the headteachers' leadership styles influence discipline in public primary schools in Starehe Division?
- iii) What is the influence of drug and substance abuse on discipline in public primary schools in Starehe Division?
- iv) What is the influence of peer pressure in public primary schools in Starehe Division?
- v) What measures can be incorporated in public primary schools in order to minimize the factors influencing discipline in public primary schools in Starehe Division?

The study adopted a descriptive survey research design. The researcher used Krejcie & Morgan table in determining the sample size and came up with 28 schools out of the thirty public primary schools in the division. Two schools were piloted. Data were collected by the researcher using self-administered open and close ended questionnaires because all the respondents were literate. The researcher used headteachers' questionnaires and teachers' questionnaires.

The headteachers' questionnaire had 13 items while the teachers' questionnaire had 10 items. To arrive at the instruments reliability, the test retest method was used and the values computed using Pearson Product – Moment Correlation formula. The reliability of the instruments was found to be 0.82. This was considered a reliable measure of consistence.

It was found out that the majority of the headteachers (40.9%) are over 50 years old. Majority of the teachers (27.5%) are between 46 - 50 years. This was taken to mean both the headteachers and teachers were well versed with discipline issues in schools. Most headteachers (31.8%) are university graduates with a B. Ed degree. Majority of the teachers (41.2%) are P1 holders with a significant number (29.4%) having a B.Ed degree. In terms of teaching experience majority of headteachers (68.2%) and teachers (52.9%) have a teaching experience above 20 years. Academic qualifications of the headteachers and teachers are considered adequate for them to have a grasp of

factors affecting discipline in schools and how to identify and deal with indiscipline cases.

The study established that all the schools experience indiscipline problems. Among the discipline problems experienced in schools include, absenteeism, use of abusive language, sneaking from school, and disrespect for authority. The study also found out that majority of the headteachers used participatory leadership style when dealing with discipline issues at school. Majority of the headteachers (72.7%) and teachers (70.6%) usually invite parents to school to discuss identified discipline cases. Most of the headteachers (90.9%) also involve teachers in decision making and always support teachers when dealing with discipline cases as reported by 58.8% teachers. The findings of the study also revealed that among the major home based environmental factors include irresponsible parents, unstable families, immediate home environment and poverty.

The study established that majority of headteachers used participatory leadership style when dealing with discipline issues in schools. Despite that parents are not always involved in discipline issues affecting pupils; there is a notable effort to sometimes involve them. The study also found out that majority of the schools have structures to identify and deal with discipline issues. Majority of the schools have disciplinary committees elected by teachers and composed of the headteacher, deputy headteacher and other

teachers. The headteachers are also supportive of their teachers when the teachers are dealing with discipline issues amongst the pupils. Pupils are also involved in decision making especially in making rules and regulations and electing the prefecture body under the guidance of the teachers. The findings suggest that beyond headteachers leadership styles in matters concerning discipline, there are other underlying factors that influence discipline.

Majority of the schools experience drug and substance abuse among the pupils. 60.8% headteachers and 52.9% teachers noted that there was evidence of drug and substance abuse in their schools. Among the key drugs and substances abused include alcohol and miraa. Most of the drugs originated from the homes of the pupils, friends and peers, the neighboring school community and shops and kiosks around the schools. The study also found out that pupils under the influence of drugs and substances are violent, keep away from school, and are disrespectful to authority. Majority of the respondents (27.3% headteachers and 27.5% teachers) noted that drug and substance abuse was quite a threat to discipline in schools.

Findings from the study revealed that peer pressure affects discipline in schools. Majority of the headteachers (90.9%) and teachers (92.2%) indicated that peer pressure commonly affects classes 6 to 8. Among the deviant behaviors identified in pupils as a result of peer pressure include poor time management, lack respect for the authority and drug and substance abuse.

Majority of the teachers (64.8%) were of the opinion that peer pressure contributes to indiscipline in schools. The findings seem to suggest that drug and substance abuse is among the key factors that affect pupils discipline in schools.

Among the measures that should be put in place to minimize indiscipline in schools include strengthening guidance and counseling, full involvement of the parents in pupils' discipline, headteachers reviewing their management styles and empowering the pupils to make appropriate choices through life skills and health clubs.

## **5.2 Conclusion**

After studying the factors that influence discipline among pupils in public primary schools in Starehe Division, Nairobi Province, it has been concluded that the major factors influencing discipline in schools include home based environmental factors such as irresponsible parents, unstable families, immediate home environment and poverty.

School leadership also plays a significant role. However, findings from the study revealed that despite the participatory approach adopted by headteachers in dealing with discipline cases at school, indiscipline cases are still reported.

Drug and substance abuse and peer pressure also contribute largely to indiscipline in schools as majority of the deviant behaviors observed as a result of drug and substance abuse and peer pressure are among the key discipline problems identified in schools.

The family unit is captured as having significant input in pupils' discipline. Home was noted as a major source of drugs and substances abused by pupils. While friends and peers are also noted as a source of the drugs, the friends and peers could have obtained the drugs from their homes.

The study also concludes that among the strategies that should be put in place to counter the factors identified as influencing pupils discipline include strengthening guidance and counseling in schools, constant involvement of parents in matters concerning pupils' discipline and involvement of the local community in discipline issues in schools and empowering pupils to make appropriate discipline choices through life skills and health clubs.

### **5.3 Recommendations**

From the findings and conclusions of the study, the following recommendations were made:



- a) Headteachers and teachers should be trained on strategies to deal with emerging discipline problems in context of changing times such as broken families, working families and technology upsurge.
- b) Pupils should be empowered to make appropriate choices concerning individual and collective discipline. This will serve to minimize the consequences of negative peer pressure and attendant effects such as drug and substance abuse.
- c) More avenues should be created so as to involve teachers fully in childrens discipline. While the pupil's diary was mentioned in the research as a way of communicating to parents on matters concerning pupil's discipline, it should be adopted widescale as one of the strategies to constantly keep in touch with parents.
- d) The ministry should re - organize curriculum by making drug and substance abuse compulsory and examinable and strengthen supervision and monitoring procedures.
- e) The government should develop a programme for ensuring that all primary school teachers are trained in guidance and counseling. While paid leaves exist for teachers pursuing post graduate studies in education psychology, the government should lift ban on study leave for teachers pursuing graduate studies in guidance and counseling.

#### **5.4 Suggestions for Further Research**

From the findings of the research, further research has been recommended in the areas below;

- a) Since this study was limited to one division, there is need for a replication of the study using a larger area to illicit more accurate national perspective on factors affecting pupils' discipline in both private and public schools.
- b) A study to investigate teacher preparedness to guide and counsel pupils should be conducted.
- c) A study to investigate pupils' perceptions of causes of indiscipline in primary schools should be conducted.
- d) A study to investigate influence of the post election chaos on discipline among primary school pupils should be conducted.

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## APPENDIX A

### LETTER OF INTRODUCTION TO RESPONDENTS

Aileen M. Magana,  
University of Nairobi,  
Department of Educational  
Administration and Planning,  
P.O. Box 92,  
Kikuyu.

Dear Respondents,

I am a postgraduate student pursuing Master of Education in University of Nairobi in the Department of Educational Administration and Planning. I am conducting research on the factors influencing discipline among public primary school pupils in Starehe Division in Nairobi, Kenya..

Kindly and honestly respond to all the items of the questionnaire. The questionnaire is basically for research purposes only and hence utmost confidentiality will be observed. **Please, do not put down your name and that of your current school anywhere on the questionnaire.**

Thank you for your co-operation.

Yours faithfully,

**AILEEN M. MAGANA**

## APPENDIX B

### QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information on the factors influencing discipline in the public primary schools of Starehe Division, Nairobi. Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only. All the information in this questionnaire is confidential. You are therefore requested not to write your name or the name of your school anywhere in questionnaire.

#### SECTION A

Kindly respond to each question by writing / ticking [ ✓ ] in the appropriate response.

1. What is your age bracket below?

25 – 30 years [ ]

31 – 35 years [ ]

36 – 40 years [ ]

41 – 45 years [ ]

46 – 50 years [ ]

51 years and above [ ]

2. What is your gender? Female [ ] Male [ ]

3. What is your academic qualification?

P1 [ ]

Diploma [ ]

PGDE [ ]

BED [ ]

Others

(Specify) \_\_\_\_\_

4. How many years have you been a teacher in a primary school?

\_\_\_\_\_

5. How many years have you been a headteacher?

---

6. How long have you served as a headteacher in the present school?

---

7. How many teachers do you have in your staff?

---

8. How many teachers fall under each of the professional qualification?

P1 [ ]

Diploma [ ]

PGDE [ ]

BED [ ]

Others

(Specify) \_\_\_\_\_



## SECTION B

9. (a) Does your school experience any discipline problems? Yes [ ] No [ ]

(b) If yes, what discipline problems mostly affect your school? (Please list)

- |       |      |
|-------|------|
| (i)   | (iv) |
| (ii)  | (v)  |
| (iii) | (vi) |

© In your opinion do you feel that the home environment of the children affect the discipline of pupils in your school? Yes [ ] No [ ]

(d) If yes, which of the following homebased environmental factors of the pupils most affect discipline in your school?

- |                                     |     |
|-------------------------------------|-----|
| (i) Poverty                         | [ ] |
| (ii) Poor housing                   | [ ] |
| (iii) Religious beliefs             | [ ] |
| (iv) Irresponsible parents          | [ ] |
| (v) Unstable families               | [ ] |
| (vi) The immediate home environment | [ ] |

Others (Specify)

---

(e) Are parents supportive in matters concerning the discipline of their children in your school?

Always [ ] sometimes [ ] never [ ]

(f) What do you do as a headteacher to ensure that you fully involve the parents in the discipline of their children?

---

10. (a) Do you involve your staff in decision making in matters concerning discipline?

Always [ ]      sometimes [ ]      never [ ]

(b) Do you fully support your staff in dealing with indiscipline cases?

Always [ ]      sometimes [ ]      never [ ]

© Do you have any disciplinary committee in your school? Yes [ ] No [ ]

i) If yes, who elects the committee?

---

ii) What is its membership?

---

(d) Does your school have rules and regulations? Yes [ ] No [ ]

i) If yes, who makes them?

---

(e) Does your school have a prefecture body that assists you in the running of the school?      Yes [ ]      No  [ ]

If yes, who elects them?

---

(f) In your opinion, which of the following leadership styles should a headteacher adopt in matters concerning discipline in school?

(i) Participatory (democratic) [ ]

(ii) Authoritarian (autocratic) [ ]

(iii) Laissez faire [ ]

Explain the reason for your choice please

---

(a) Is there evidence of drug and substance abuse in your school?

Yes [ ] No [ ]

(b) If yes, what type of drugs do the pupils abuse? List them

- |       |      |
|-------|------|
| (i)   | (iv) |
| (ii)  | (v)  |
| (iii) | (vi) |

© In your opinion where do these pupils get the drugs from?

- |       |       |      |       |
|-------|-------|------|-------|
| (i)   | _____ | (ii) | _____ |
| (iii) | _____ | (v)  | _____ |

(d) What kind of behaviours do pupils under the influence of drugs exhibit?

---

---

(e) In your view is drug and substance abuse a threat to discipline in your school?

Quite [ ] not quite [ ] No [ ]

(f) What measures have you taken to curb the menace in your school?

---

(a) Does peer pressure affect discipline in your school? Yes [ ] No [ ]

(b) Which classes is peer pressure strongly felt?

- |               |     |               |     |
|---------------|-----|---------------|-----|
| Classes 1 – 3 | [ ] | Classes 4 – 5 | [ ] |
| Classes 6 – 8 | [ ] |               |     |

(c) In your opinion what deviant behaviours in pupils are a result of peer pressure?

- (i) drug and substance abuse [ ]
- (ii) sneaking [ ]
- (iii) lateness [ ]
- (iv) disrespect for authority and elders [ ]
- (v) poor time management [ ]

Others (specify please)

---

(d) Do you advise parents about the choice of friends their children make?

Yes [ ] No [ ]

What measures have you put in place in school to curb peer pressure influence that may lead to deviant behavior

---

---

---

11. In your view, what measures can be incorporated in public primary schools in order minimize the factors that influence discipline?

(a) Strengthen guidance and counseling

[ ]

(b) Involve parents fully in their children's discipline

[ ]

(c) Work closely with the school community

[ ]

(d) Headteachers to review their management styles

[ ]

Others(specify \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THANK YOU FOR YOUR COOPERATION AND SUPPORT.**

”

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on the factors influencing discipline in the public primary schools of Starehe Division, Nairobi. Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only. All the information in this questionnaire is confidential.

#### SECTION A

Kindly respond to each question by writing / ticking [] the appropriate.

12. Which is your age bracket below?

Below 30 years                      []

31 – 35 years                        []

36 – 40 years                       []

41 – 45 years                       []

46 – 50 years                       []

51 years and above                []

13. What is your gender? Female      [] Male []

14. How many years have you been a teacher? \_\_\_\_\_

15. How many years have you taught in the present school?

\_\_\_\_\_

16. What is your professional qualification? Please show below.

P1  [ ]

Diploma  [ ]

PGDE  [ ]

BED  [ ]

Others

(Specify) \_\_\_\_\_

### SECTION B

17. (a) Does your school experience any discipline problems?

Yes  No

(b) If yes, which discipline problems mostly affect your school?

(i)  (iv)

(ii)  (v)

(iii)  (vi)

In your opinion do you feel that the home environments of the children

affect the discipline of pupils in your school? Yes  No

(c) If yes, which of the following home based environmental factors of the

pupils most affect their discipline in your school?

(i) Poverty  [ ]

(ii) Poor housing  [ ]

(iii) Religious beliefs  [ ]

- (iv) Irresponsible parents [ ]
- (v) Unstable families [ ]
- (vi) The immediate home environment [ ]

Others (specify) \_\_\_\_\_

(d) Are parents supportive in matters concerning the discipline of their children in your school? Always [ ] sometimes [ ]  
never [ ]

(e) What do you do as a teacher to ensure that you fully involve the parents in the discipline of their children?

18. (a) Does your headteacher involve you in decision making in matters concerning discipline?

Always [ ] sometimes [ ] never [ ]

(b) Does your headteacher fully support you when dealing with indiscipline cases?

Always [ ] sometimes [ ] never [ ]

(c) Do you have any disciplinary committee in your school?  
Yes [ ] No [ ]

(i) If yes, who elects the committee?

(ii) What is its membership?

(d) Does your school have any rules and regulations?

Yes [ ] No [ ]

(i) If yes, who makes them?



(e) Does your school have a prefecture body that assists you in the running of the school? Yes [ ] No [ ]

(i) If yes, who elects them?

---

(ii) What are the reasons for this?

---

(f) In your view, which among the following leadership styles does your headteacher adopt in matters concerning discipline in your school?

(i) Participatory (democratic)

(ii) Authoritarian (autocratic)

(iii) Laissez faire

19. (a) Does peer pressure affect discipline in your school?

Yes [ ] No [ ]

(b) Which classes is peer pressure strongly felt?

Classes 1 – 3 [ ] Classes 4 – 5 [ ] Classes 6 – 8 [ ]

(c) In your opinion, what deviant behaviors in pupils are a result of peer pressure?

Drug and substance abuse [ ]

Sneaking [ ]

Lateness [ ]

Disrespect for authority and elders [ ]

Poor time management [ ]

Others (specify)

---

(d) In your opinion what consequences of peer pressure influence have been felt in your school?

---

(e) Do you advise parents about the choice of friends their children make?

Yes [ ] No [ ]

What measures have you put in place in school to curb peer pressure influence that may lead to deviant behaviours?

---

---

20. (a) Is there evidence of drug and substance abuse in your school?

Yes [ ] No [ ]

(b) If yes, what types of drugs do the pupils abuse? List them

(i) (iv)

(ii) (v)

(iii) (vi)

(c) In your opinion, where do these pupils get the drugs from?

(i) (iv)

(ii) (v)

(iii) (vi)

(d) What kinds of behaviours do pupils under the influence of drugs exhibit?

- |       |      |
|-------|------|
| (i)   | (iv) |
| (ii)  | (v)  |
| (iii) | (vi) |

In your view is drug and substance abuse a threat to discipline in your school? Quite [ ] not quite [ ] no [ ]

(e) What measures has your school put in place to curb the drug and substance abuse menace?

---

21. In your view, what measures can be incorporated in public primary schools in order to minimize the factors that influence discipline?

(a) Strengthen guidance and counseling

[ ]

(b) Involve parents fully in their children's discipline

[ ]

(c) Work closely with the school community

[ ]

(d) Headteachers to review their management styles

[ ]

Others (specify)

---

THANK YOU FOR YOUR COOPERATION AND SUPPORT.



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi

Telephone: 254-020-241349, 2213102

254-020-310571, 2213123

Fax: 254-020-2213215, 318245, 318249

When replying please refer to **NCST/5/002/R/535/5**

P. O. Box 30623-00100

NAIROBI-KENYA

Website: [www.ncst.go.ke](http://www.ncst.go.ke) **1<sup>st</sup> July 2009**

Our Ref:

**Ms. Magana Aileen Maregi**  
**University of Nairobi**  
P. O. Box 30197  
**NAIROBI**

Date:

Dear Madam

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Factors influencing discipline among public primary school pupils in Starehe Division in Nairobi, Kenya"**, I am pleased to inform you that you have been authorized to undertake your research in Starehe Division in Nairobi for a period ending 30<sup>th</sup> August, 2009.

You are advised to report to the Provincial Director of Education Nairobi and the District Commissioner Nairobi North District and the Director City Education before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'S. A. Abdulrazak'.

**PROF. S. A. ABDULRAZAK Ph.D, MBS**  
**SECRETARY**

Copy to:

The Provincial Director of Education

Nairobi

The District Commissioner

Nairobi North District

The Director City Education

P. O. Box Nairobi

# CITY COUNCIL OF NAIROBI



TELEGRAM "SCHOOLING"  
TELEPHONE: 221166/224281  
EXT: 2426 /2590

CITY HALL ANNEXE  
P. O. BOX 30298 GPO  
NAIROBI

## CITY EDUCATION DEPARTMENT

GL/NC/141 VOL 111/85

10<sup>TH</sup> MAY, 2009

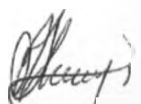
**THE HEADTEACHERS  
STAREHE DIVISION  
NAIROBI**

### **RE: RESEARCH AUTHORIZATION**

This is to certify that Aileen M. Magana has been cleared by the City Education Department to collect data for research purposes.

She is a student at Nairobi University undertaking a Masters of Education degree course. Her research title is on " **Factors Influencing Discipline Among Public Primary School Pupils in Starehe Division in Nairobi, Kenya**".

You are requested to accord her necessary assistance required for this important activity.

  
**JECINTA A. CHARLES**  
Ag. CHIEF ADVISOR TO SCHOOLS  
**FOR: DIRECTOR OF CITY EDUCATION**

