# SCHOOL BASED FACTORS AND THEIR EFFECTS ON DISCIPLINE OF SECONDARY SCHOOL STUDENTS IN KIAMBU EAST DISTRICT, KENYA

**Muratha Margaret Muthoni**

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# DEDICATION

This project is dedicated to my supervisors Dr. Ursula Okoth and Edward Kanori and all the members of the Department of Educational Administration and Planning, University of Nairobi. These are the people who spent a lot of their time and energy in teaching, guiding and directing me throughout the study.

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**ABSTRACT**

The purpose of the study was to examine the school based factors and their influence on discipline of secondary school students in Kiambu East District, Kenya. Discipline is an important component of the teaching learning process and therefore an important aspect of the school system. It is because of this reason that the stake holders in education including the parents, educationists, and the government has been committing resources towards enhancing discipline in secondary schools. The government has particularly been committing a lot of material, technical and expert personnel towards establishing discipline in secondary schools and other institutions of learning. Thus it is important to examine the causes and effects of indiscipline among students with a view minimizing or even eradicating the problem.

The objectives of the study were to identify the types of indiscipline that are common in secondary schools in Kiambu East District, to examine the effects of the teachers backgrounds characteristics on discipline in secondary schools in Kiambu East District and to determine the effect of availability of teaching-learning resources on discipline in Kiambu East District. Another objective also included to determine ways in which the availability of physical facilities influence secondary school discipline in Kiambu East District and to suggest possible strategies of curbing indiscipline in secondary schools.

The study adopted a descriptive research design. This research design was found suitable because it is favourable to a natural setting like a classroom as compared to a laboratory. It also makes use of flexible and interactive data

collection methods like a questionnaire method. A set of three questionnaires method were used as the main data collecting instruments. There was a questionnaire for the headteachers, one for the teachers and one for the students. The data was analysed using through the software package for social sciences (SPSS) Frequencies distribution tables and percentages were used.

The research findings indicate that school based factors, (Teachers demographic characteristics, teaching-learning materials and physical facilities) have an effect on discipline in secondary schools, the finding generated following conclusions. That indiscipline is a common problem in secondary schools and that it takes one form or the other. However the common types of indiscipline differ from school to school. This depends on whether it is a boys boarding school, a girls boarding school or a mixed day secondary school. According to the research findings the most common forms of indiscipline in boys boarding secondary schools are noise making, rudeness and vernacular speaking. In girls boarding secondary schools the research found the following forms of indiscipline to be most common, noise making, rudeness, vernacular speaking and work avoidance. According to the study findings the most common forms of indiscipline in mixed day secondary schools are, noise making, absenteeism, vernacular speaking and work avoidance.

The research study found that teachers demographic characteristics have an effect on students discipline in secondary schools. According to the findings

qualified and experienced teachers are likely to enhance discipline than unqualified and inexperienced teachers. The research also found that older teachers are likely to have positive impact on students discipline this could be because of their experience in dealing with discipline issues.

The research findings showed that teaching-learning materials have an influence on discipline; the study suggests that adequate provision of teaching-learning materials could help to enhance discipline in secondary schools. The study showed that physical facilities have an impact on discipline. According to the research findings availability of physical could assist to improve on discipline. For example availability of library, laboratory have an effect on students discipline, therefore recommends adequate provision of these facilities.

Generally the study recommends that there is need to enhance students discipline in secondary schools in order to facilitate a conducive learning and teaching atmosphere. The study suggests that the untrained teachers could attend in-service training in order to acquire knowledge and skills on discipline issues. This would assist the teachers in their duties since they play a major role in maintenance of discipline in secondary schools. Trained teachers could also attend short refresher courses on handling discipline.

The study recommends that schools be encouraged to replenish the Teaching-learning materials as this can encourage the teaching and learning to take place with little or no interruption, this can reduce chances of indiscipline among the

students. On the other hand this could reduce time wastage and idleness and encourage good academic results which on the other hand could encourage good discipline. Finally the study suggests that another study be carried out on effects of indiscipline on school management.

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# LIST OF ABBREVIATIONS AND ACRONYMS

MoEST       Ministry of Education Science and Technology

TSC         Teachers Service Commission

KCSE        Kenya Certificate of Secondary Education

EFA          Education For All

BB           Boys Boarding

GB           Girls Boarding

MD            Mixed Day

SPSS          Software Package for Social Sciences

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Education can be defined as the entire process through which people are prepared to live effectively in their environment (Sifuna, 1992). Educationists also defined education as the whole process involved in developing of human abilities, potential and behaviours. It is also seen as organized and sustained information whose purpose is to transmit a variety of knowledge, skills, understanding and attitudes necessary for the day-to-day activities of life. It is growth in a selected and controlled institutionalized environment (Sifuna, 2006).

Discipline refers to good behavior and acceptable moral and social conduct. Any other action or behavior that does not conform to these accepted norms constitutes indiscipline (GoK, 1991). According to the Oxford Advanced Learners Dictionary (2000) discipline is the practice of training people so as to obey rules and orders and then punishing them if they do not. Discipline is also seen as the controlled behavior that results when those trained to obey rules and orders do the same. Indiscipline on the other hand is lack of control in the behavior of a group of people (Oxford Dictionary, 2000). There are two types of discipline which are self discipline and imposed discipline. Self discipline is also called internal discipline while imposed discipline is also known as external discipline. Self discipline involves self control and self

restraint. Imposed discipline is implored upon a person by other people (Griffins, 1996).

According to Shiundu and Omulando (1992), the formal education takes place in institutionalized schools in which knowledge is passed to the younger generation of the society.  This cannot take place without proper discipline being maintained in secondary schools.  Okech and Asiachi (1992) hold that the main purpose of education is to socialize the individual whether it takes place inside or outside the school.

In the 1960s, education was seen as the major factor that would bring about social, economic and political development to the new independent developing countries (Wanjala, 2002).  This shows the importance accorded to education in developing countries like Kenya and need of discipline in secondary schools in order to achieve educational objectives. The Kenya government aims at developing sector policies and implementation strategies that will facilitate the provision of relevant and quality education and training to the Kenyan people.  In doing this the Government is acting in line with the Millennium Development Goals (MDGs) and Education for All (EFA) goals (TSC, 2009). However it is important to note that education for all may not be achieved if valuable time and resources are wasted when students become indisciplined and either drop out of school or stay at school without concentrating on their studies.

Owing to the importance of secondary school education the government suggests various interventions that are meant to solve problems within this

sector of education.    Such measures include promoting skills in problem solving, strengthening capacity in guidance and counseling teachers and campaigning against drugs (GoK, 2003)

In its endeavour to provide quality education the Kenya government is facing a lot of challenges (MOEST, 2007).  One of these challenges is high drop out rate (MOEST, 2003).  Partly this is due to indiscipline and unrest (MOEST, 1991; MOEST, 2001). Some of the causes of indiscipline among secondary schools students are lack of seriousness on the part of the students, poor family background, peer pressure as well as lack of guidance and counseling (Nyamwamu, 2007).  Other causes include personal problems and negative attitude towards education (Njoroge, 2006).    School based factors can affect discipline in many ways.  For example too much work can make students to be stressed thus leading to unrest and indiscipline in secondary schools. School based factors such as the demographic characteristics of teachers, the teaching-learning materials and the school infrastructure can affect discipline in many ways.

Discipline in a school serves several purposes.  According to Blandford (1998) discipline and management are a central factor in ensuring effective schools. Discipline helps to mould students to become better citizens (Njura, 2004 and Munyao, 2004).  Discipline helps to create an orderly environment (Njeru, 2006).  Such an environment encourages teaching and learning to take place (Griffins, 1993). Many countries are affected by the problem of indiscipline in schools. According to Smith, Morita, Junger-Tas, Olweus,  Catalano and Slee

(1990), bullying which is an aspect of indiscipline made many students to despise and even fail to attend school in countries like Norway, Sweden and Finland. This led to country-wide campaigns against bully/victim problems. Studies carried out on Scottish Teachers' Perceptions of Indiscipline in 1990 and 1996 found that the most common forms of indiscipline included talking when it was another student's turn to talk and eating in class (Pamela, Munn, Johnstone and Sharp (1996). In their study on Managing and Handling Indiscipline In Portuguese Schools, Freire and Amado (2009), found that some of the causes of student indiscipline include those related to his social or family context, personality and professionality of organization.(http://www.academicjournals.org.ERR)

Nakipodia (2010), carried out a study titled Teachers' Disciplinary Approaches to Students Discipline in Nigerian Secondary Schools. He found that indiscipline is a growing problem in Nigerian secondary schools. The teacher is viewed by students as having superior knowledge and skills. He should be a master of his subject and art as this enhances willful obedience by students (http://www.academicjournals.org/JEAPS). According to a study by Maphosa and Shumba (2010), cases of learner indiscipline in South Africa are on the increase (http://www.bing.com). Indiscipline by the students has led to suspensions and expulsion where students have been involved in substance abuse, theft and watching pornography (http://www.bing.com). In Uganda drug abuse is seen as one of the signs of growing indiscipline in schools. For teachers to be able to maintain discipline they should act professionally (http://www.sunrise.ug./education). Dawo and Simatwa (2010) carried out a

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study tittled Challenges Facing Headteachers of Mixed Day Secondary Schools in Promoting Girl-Child Education in Kenya. The study found that some of the limitations in promoting girl-child education were indiscipline, inadequate facilities and personnel (http://www.academicjournals.org/ERR). In Kenya cases of secondary school indiscipline and unrests have been recorded over the years. The national distribution of cases of indiscipline in 2008 were as follows, Central (52), Eastern (75),Rift Valley (59), Nairobi (37), Nyanza (35), Western (13), North Eastern (0), and Coast(19), (MoEST,2008).

Kiambu East District experienced its own share of unrest and indiscipline in 2008 whereby the students failed to attend classes, walked out of the compound and even held demonstrations. For example the students of Githiga Secondary school went on strike boycotted classes and became noisy because they did not want to sit for the mock exams .In 2010 Komothai Boys went on strike and threatened to walk out of the school compound for allegedly being given too march work by their teachers (DEO's reports).At Mbuguti Secondary School in Central Province property worth millions of shillings was destroyed. This included a burnt dormitory, four classrooms, a home science laboratory, computer room and administration block (MoEST, 2009). A Kirimari boys secondary school a dormitory was burnt down by students who had been suspended from school. (GoK, 2008). This Study intendd to investigate the common discipline problems experienced in secondary schools. It also sought to establish whether the teachers' demographic characteristics such as gender, age, professional qualifications, in-service training and

experience have an impact on discipline in the secondary school set up. The study further seeks to investigate whether the teaching-learning materials (textbooks, chalk, dusters, stationery, and laboratory chemicals), as well as the school infrastructure (physical facilities like classrooms, library, kitchen, dining hall and laboratory have any influence on discipline. The study will also seek possible strategies to the problems of discipline among secondary school students.

The teachers have a role to play in improving school discipline (Ndaita, 2007). Frequent workshops, refresher courses and in-service training assists teachers to maintain discipline. ( Ng'ang'a, 2003; Munyao, 2004).   The in-service training help the teachers in the field to become more effective (Chetalam, 2004). Inadequate teaching–learning materials and lack of essential services to students can lead to indiscipline (GoK, 1991).   Provision of curriculum support materials is considered important in the delivery of education (MOEST, 2006).  The government acknowledges that physical facilities and instructional materials are essential for teaching and learning to take place (GoK, 2003).This can enhance discipline.

## 1.2 Statement of the problem

Secondary schools in Kenya have experienced unrest and indiscipline, over the years since independence in 1963 (GoK, 2001). Initially, the strikes were relatively calm and involved such things as sit-ins and peaceful demonstrations. However, the recent cases have been marked by violence and

destruction of property (GoK, 2001; GoK, 2008).Several studies have been carried out on secondary school discipline. Examples of such studies include those based on bullying (Njeru,2006), methods used to manage students discipline (Mugo, 2006) and challenges faced by secondary school principals in maintaining discipline (Munyao, 2004). Little has been done on school based factors and their effects on secondary school discipline. Although the government has put a lot of effort in trying to solve the problems that face secondary schools as pertains to discipline, still much more needs to be done in order to establish the causes and effects of unrest and indiscipline in secondary schools. Hence this study which sought to examine the school based factors and their effects on secondary school students discipline.

1.3 **Purpose of the study**

The purpose of the study was to investigate the school based factors and their effects on secondary school discipline in Kiambu East District, Kenya.

**1.4  Objectives of the study**

The study sought to achieve the following objectives.

  i.   To identify the types of indiscipline that are common in secondary schools in Kiambu East District.

  ii.   To examine the  teachers demographic characteristics and their influence on students discipline in secondary schools in Kiambu East District.

iii. To determine the influence of availability of teaching / learning resources on discipline in Kiambu East District

iv. To determine ways in which the availability of physical facilities influence secondary school discipline in Kiambu East District.

v. To suggest the possible strategies of curbing indiscipline in secondary schools

## 1.5 Research questions

To achieve the above objectives the following objectives the following research questions were formulated;

i. What are the types of indiscipline that are common in public secondary schools in Kiambu East District?

ii. In what ways do the teachers' background characteristics affect discipline in public secondary schools?

iii. In what ways does availability of teaching / learning resources affect discipline in public secondary schools in Kiambu East District?

iv. In what ways does the school infrastructure (physical facilities) affect discipline in Secondary schools?

v. What are the possible strategies for curbing indiscipline in secondary schools?

## 1.6 Significance of the study

This research study intended to come up with data on school based factors and their effects on discipline in public secondary schools in Kiambu East District, Kenya. It also suggested possible strategies to discipline problems in

secondary schools. The results of this study will be useful to the Ministry of Education when dealing with issues on discipline in secondary schools. The study may also be used by the headteachers who are the overall custodians of the secondary school discipline (Griffins, 1994).The findings form a new body of knowledge that may be used in the teacher training colleges.

## 1.7    Delimitations of the study

This study was carried out in public secondary schools in Kiambu East District, of Central Province. This means that secondary schools in other districts were not studied. Private secondary schools were also left out. A sample was selected from the 49 public secondary schools in Kiambu East District. The study was focused on school based factors and their influence on secondary school discipline.

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## 1.8    The Limitation of the study

The study focused on school based factors and their influence on secondary school discipline.  However there were are other factors outside the school domain that affect discipline at secondary school level like adolescence which were studied due to inadequate time and finances. Some respondents were slow and thus were not able to complete the questionnaires within the given time, prompting the researcher to give them some extra time.

## 1.9    Assumptions of the study

This study had the following assumptions:-

i.    That all secondary schools experience cases of indiscipline at a given time.

ii.    School based factors can result to indiscipline.

iii.    That the information given by respondents will be accurate.

iv.    That indiscipline in public secondary schools can be solved.


## 1.10    Definition of significant terms

**Discipline** refers to self control, self-restraint and maintenance of order.

Indiscipline refers to failure to maintain order.

**School based factors** refers to factors within the school which affect secondary school discipline, for example teachers demographic characteristics, teaching/ learning materials and physical facilities.

**Student** refers to a person who is under instruction at a secondary school.

**Public secondary school** refers to a school that offers the four years education and it is run using public (Government) funds.


## 1.11    Organization of the study

The study was organized into five chapters.  Chapter one  includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations and assumptions of the study. Chapter two deals with literature review.  It is sub-divided into the following sub-headings, types of discipline common in secondary schools, teachers' demographic characteristics, teaching-learning materials, the school infrastructure and possible strategies to

secondary school indiscipline.  It also  includes a summary of literature review, theoretical framework and conceptual framework. Chapter three is concerned with research methodology.  It includes the research design, target population, sample and sampling procedure, research instrument, validity, reliability, data collection procedure and data analysis techniques. Chapter four is sub-divided under the following titles, data collection, data organization, data analysis and data presentation. Chapter five includes summary of the main findings, conclusions and recommendations.

**CHAPTER TWO**

**LITERATURE REVIEW**

2.1     **Introduction**

This chapter deals with review of literature that is related to school-based factors and their effects on discipline in secondary schools. The literature is reviewed under the following sub-headings:- types of indiscipline that are common in secondary schools, the teachers demographic characteristics, the school infrastructure and the influence of teaching / learning resources on discipline in secondary schools, possible strategies to indiscipline in secondary schools.

2.2.     **Types of indiscipline that are common in secondary schools**

Indiscipline occurs in all schools (Soet, 2005). This is confirmed by (Njoroge, 2008) when he states that every school experience cases of deviant behaviour. Indiscipline problems take one form or another, for example go-slows, sit-ins and boycotting classes (GoK, 1991; MOEST, 2001). According to GoK (2008) the cases of indiscipline that affect secondary schools are common. However, although there are common types of discipline problems experienced in secondary schools, the preference of particular forms of indiscipline depends on several factors like the type of school; whether girls school, boys school or mixed school and whether found in the urban area or rural area. As a result, different studies have 'come up' with different

indiscipline problems that are termed common. For example, Onyoni (1999) identified sneaking out of school and cheating in examinations as the most common forms of indiscipline experienced in secondary schools (commonly found in boarding schools). According to this study the second indiscipline problem is smoking and taking drugs (mostly found in mixed secondary schools). The third most common form of indiscipline is bullying of form ones (found in both girls and boys schools). Other forms of indiscipline include failure to do assignments, abusing other people, fighting and going to school late.

Mugo (2002) identified insubordination or rudeness as the most common problem experienced in secondary schools. The study explains that this results from lack of a positive climate in the schools. Njoroge (2008) notes that types of deviant behaviour in secondary schools include theft, negative attitude, lateness, drug and substance abuse and noise-making. Njeru (2004) gives the most common problems found in boarding secondary schools as stealing, disobedience to teachers and fighting respectively. Mugo (2006) identified a more comprehensive list of problems commonly experienced in public secondary schools. These include vernacular speaking, being rude to teachers, being late to go to school, and also to go to classes, drug abuse, use of abusive language, not doing homework, stealing from fellow students and fighting.

## 2.3 The teachers demographic characteristics and their influence on discipline

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A teacher is a person who is registered by the government to provide services of curriculum delivery in a school (Education Act, 1980).Such a teacher should be qualified and thus able to maintain discipline. According to Shiundu and Omulando (1992), a teacher is a professionally trained and qualified person capable of handling a specialized body of skills, knowledge and attitudes. Wanjala (2002) explains that educational planning which is a part of training of teachers at the university enables the teacher to prepare for tasks such as teaching and managing educational resources. This implies that teachers need to be qualified in order to carry out their duties appropriately. This on the other hand can help to avert strikes in schools.

Itegi (2003) states that professional standards in a secondary school should be maintained to avoid cases of bullying. Teachers should be encouraged to attend seminars, in- service courses as well as workshops on effective school management since they play a vital role in school management and maintenance of discipline (Mugo, 2002). He explains that skills in behaviour management are not necessarily inborn and so the teacher needs to learn them from an external source. Maintaining discipline calls for specialized knowledge and skills (Owiso, 2007). Teachers therefore need to keep on updating their skills on teaching and learning as well as on maintenance of discipline.

The most important part of human resource involved in the process of curriculum implementation is the teacher. The teacher is charged with the

responsibility of organizing the learning experiences and managing the learning environment to provide maximum benefits to the learners (Shiundu and Omulando, 1992). This enhances discipline. Since the teachers are central to the maintenance of discipline in secondary schools there is need to make sure that they are equipped with the necessary skills to enable them to prevent indiscipline cases (MOEST, 2001, GOK, 2008).

## 2.4 Teaching-learning resources and their influence on discipline

Onyoni (1999) states that according to headteachers and teachers, lack of textbooks can result to indiscipline. Anyango (2005) explains that some of the factors that contributes to low performance in KCPE and which is a recipe for indiscipline are inadequate learning facilities, lack of teachers in key subjects, lack of school fees and lack of textbooks. This on the other hand can lead to indiscipline in secondary schools because when the students' efforts to achieve academic goals are frustrated this create stress (Nzuve, 1991). This may find release in unrests and strikes in secondary schools. The Government strategies for improving the quality of education, which is a contributing factor to discipline includes provision o books and instructional.

## 2.5 The school infrastructure and their influence on discipline

The school plant, the school infrastructure like water, recreational facilities and telephone are important factors to be considered when choosing a site for a school (Wanjala 2002). The Government acknowledges that adequate physical facilities and instructional materials are vital for the teaching and

learning process. As a result the Government has dug boreholes in arid and semi-arid areas and also provided generators, water pumps and water tanks to schools (MOEST 2003). According to UNNESCO (2000), physical facilities and instructional materials in schools are inadequate. Eshiwani (1993) states that inadequate resources manifested in the form of class size, library and text books can lead to poor performance .This can further lead to indiscipline.

Itegi (2003) found that supervision of students should be considered right at the architectural design and that a good architectural design comprises of well lit corridors, mirror glass type doors and plenty of window space. This would ensure that the protection of a student is taken into consideration and this helps to enhance discipline. Munyao (2004) explains that physical facilities in most secondary schools interfere with the all round development of students. For example lack of classrooms and laboratories interfere with the academic performance and this can finally lead to indiscipline.

According to Chumba (2006) most schools lack a master plan and there is also wastage of time when moving from one building to another. This creates a ground for indiscipline. Watiri (2003) found that students hold strikes due inadequate physical facilities. One of the factors that should be considered when locating a school is the availability of land which the school will occupy (Wanjala, 2002). This is important because for example some schools are established on small pieces of land that do not cater for co-curricular activities like games and athletics as well as the overall school curriculum. This on the

other hand encourages the students to be idle. This creates room for indiscipline to occur.

**2.6 Strategies to improve on discipline.** The Kenya Government has come up with some educational reforms that are meant to improve the teaching learning environment (MOEST, 2007). Organizations employ different groups of people that need to be co-ordinated in the best way possible so as to achieve the personal as well as organizational goals (Nzuve, 1999). This means that there is need to run the schools professionally so as to take into account the personal needs, interests and aspirations of the students and the teachers and also to give preference to the organizational goals of the school (MOEST, 2001).

2.7 **Summary of literature review**

The reviewed literature shows that the problem of indiscipline is common in secondary schools. It shows that there are some forms of indiscipline that there are common among the secondary school students. They include harassing form one students, fighting, stealing, go-slow, sit-ins boycotting classes, unrest and strikes. Literature review also reveals that school-based factors contribute to indiscipline in secondary schools. For example when the teachers give too much work to students, this can cause the students stress leading to indiscipline. Failure to complete the syllabus can also make the students result to indiscipline due to anxiety. The teachers' demographic characteristics have some effects on the discipline of student in secondary school. Teachers who are professionally qualified and have some experience

in dealing with students are more likely to maintain discipline than those who are not. Lack of learning facilities like textbooks, library and adequate classrooms can lead to indiscipline. However, it is possible to seek solutions to indiscipline that affects the secondary schools.

## 2.8 Theoretical framework

The study is based on the hierarchy of needs theory which was advanced by Abraham Maslow. The theory states that human beings have a hierarchy of needs. It states that the human needs are achieved in a hierarchy starting with the physiological needs like food, clothing and shelter. This is then followed by safety, social, esteem and self actualization needs. This shows that the school has a responsibility to meet the various needs of students in order to create a conducive environment for self discipline and self actualization. When the students needs are met in their immediate learning environment, the school, they are more likely to concentrate on their studies thus leaving little time for idleness and indiscipline.

## 2.9 A conceptual framework

A conceptual framework helps to explain graphically in a narrative form the variables that are to be studied as well as the relationship between them (Mutai, 2000). This study was concerned with schoool based factors and their influence on discipline in public secondary school in Kiambu East District. The study was guided by the conceptual framework below;-

Figure 2.1:

Relationship between school based factors and students discipline. .

| School-based factors<br>• Teachers demographic characteristics; gender, age<br><br>• Teaching – learning materials; textbooks, chalk<br><br>• School infrastructure; classrooms, Library | → learning process | → Students discipline |
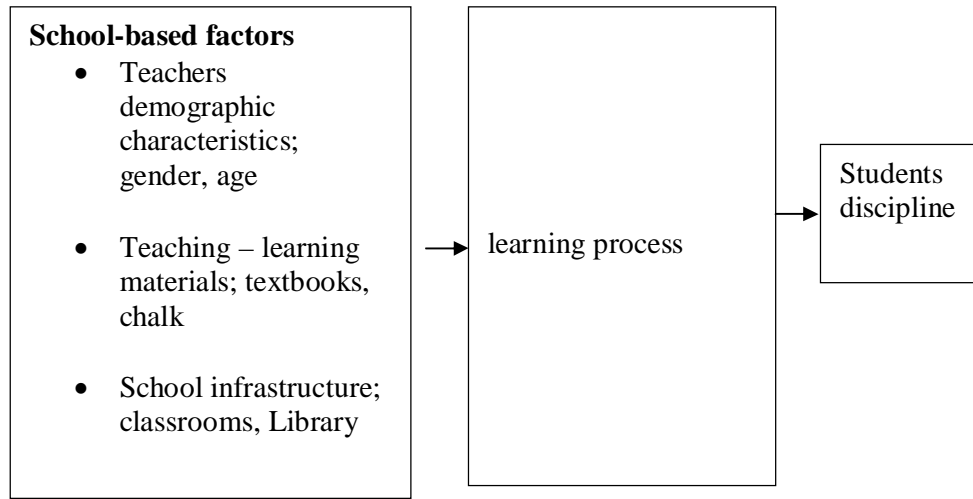
The school based factors such as teachers' demographic characteristics like qualifications, gender, age and experience can affect a teacher's skills of disciplining students. Teaching-learning materials like text books, chalk, dusters and stationary can enhance teaching and learning. Physical facilities like classrooms, library and kitchen enhances school environment and thus discipline. These factors relate to Abraham Maslow's theory in the sense that they can form a basis on which proper student discipline can be nurtured.

## CHAPTER THREE

## RESEACH METHODOLOGY

### 3.1  Introduction

This chapter indicates the methods and procedures that were used by the researcher to collect, analyse and present the data

### 3.2 Research design

Descriptive research design was used for the study. The qualitative technique involves description (Kombo and Tromp, 2006) and it was used for the study. This design was found suitable because it makes use of a natural setting like a classroom as compared to a laboratory. It also makes use of research methods which are flexible and interactive like the questionnaire. The respondents were in school which is a natural set up an the researcher distributed the questionnaires to the respondents to fill.

### 3.3 Target population

The target population comprised of 49 secondary schools in Kiambu East District. It included,(8) boys boarding secondary schools, (9]girls boarding secondary schools, (32) mixed day secondary schools. It also included 49 headteachers, 1043 teachers, and 22834  students.

### 3.4 Sampling size and sampling procedure

Sample size of 20% of the population was selected for the study since according to (Mutai, 2000) a sample of 10% is adequate. These were 10 secondary schools out of the 49 public secondary schools in Kiambu East District. The sample included 2 boys boarding secondary schools, 2 girls boarding secondary schools, 6 mixed day secondary schools. Stratified sampling was used to divide the schools into homogenous sub-groups which are boys boarding secondary schools, girls boarding secondary schools, and mixed day secondary schools. Then simple random sampling was used to select two boys' secondary schools, 2 girls boarding secondary schools, and 6 mixed day schools. The names of the 8 boys boarding schools were written on a piece of paper which were then put in a carbon box and shaken thoroughly. The researcher then picked 1 piece of the paper from the box at a time until 2 schools were selected, this gave each school an equal chance of being selected. Two boys boarding schools were selected.

The same procedure was repeated for the nine girls boarding secondary schools which resulted in the selection of two girls boarding schools. This same procedure was used to select the six mixed day schools. A total of 460 respondents were targeted for the study, they included 10 head teachers, (1 in each school), 50 teachers 5 in each school) and 400 students (forty per school, 10 per stream). A total of 9 respondents responded to the headteachers questionnaires. Seven  headteachers responded to the questionnaires and in two instances where the headteachers were out on official duties the deputy headteachers were asked to fill them since they too are administrators.

**3.5 Research instruments**

Questionnaires were used as the tools for gathering data. They were chosen because they less expensive and save on time and money. particularly in a school situation where the respondents are gathered together. This made it easy to distribute the questionnaires to the respondents and to also collect them after filling. There were three questionnaires, one for the headteachers, one for the teachers and one for the students .The questionnaire for the head teacher had two parts, part one was used to collect data on demographic characteristics ( age, gender, experience, qualification).Part two was used to collect data on common forms of indiscipline, teaching-leaning materials, physical facilities and strategies for curbing indiscipline. The questionnaire for the teachers had two parts. Part one was used to collect data on demographic characteristics (age, gender, experience, qualification).Part two was used to collect data on common forms of in disciplines, teaching-leaning materials, physical facilities and strategies for curbing indiscipline. The questionnaire for the students had two parts. Part one was used to collect data on general characteristics of the respondent. Part two was used to collect data on common forms of indiscipline, teaching-leaning materials, physical facilities and strategies for curbing indiscipline.

**3.6 Instruments validity**

Instrument validity is meant to find out whether an instrument measures what it intends to measure, Chara-Frankform Nachmias and David Nachmias, 1996).The instruments were pretested in a pilot study using a selected sample similar to the target population. The respondents were encouraged to make comments and give suggestions on spelling, wording, numbering and clarity of the instrument. The supervisors and the researchers in the department of Educational Administration were also consulted in order to offer their expertise on the ways to improve the quality of the instruments. Four public schools in Kiambu West district were selected for the pilot study. Stratified sampling was used to select one boys boarding secondary school, one girls boarding secondary school, two mixed day schools.

The selected schools were, Muguga Boys Secondary School, Kamandura girls Secondary School, Rironi Mixed Day School an. A total of eighty eight respondents were studied, they included four head teachers, twenty teachers, sixty four students.

### 3.7 Reliability of the instrument

Reliability measures how consistent the results from the test are(Zulueta and Constales, 2004).The test retest method was used to measure reliability of the instruments. The questionnaires were administered to the sample population selected for the pilot study. The instruments were administered again to the same sample population after week, the results of the two tests were used to calculate the co-efficient of reliability, Pearson product-moment correlation

co-efficient was used to calculate reliability. The instruments were found to have 0.85 reliability.

## 3.8  Data collection procedure

Permit to carry out the study was requested for in writing from the National Council of Science and Technology (Ministry of Higher Education) and also from the principals of the respective secondary schools. The questionnaires were administered by the researcher to the participating headteachers, teachers and students. Where the headteachers were not available because of official duties, the deputy headteachers were asked to fill the questionnaires since they are also administrators. The respondents who were not able to finish filling in the questionnaires were give an extra one week after which the researcher went back to collect the filled questionnaires. Those who had lost the questionnaires were given others and offered one more week to complete them. After this week the researcher collected the questionnaires.

## 3.9 Data Analysis Techniques

Data collected was analyzed using descriptive statistics, frequency distribution tables and percentages. The researcher first sorted the data manually in order to remove the unfilled and spoiled ones, the answers were then put into themes and coded with the assistance of a computer SPSS Specialist, the data was then arranged and put into frequency distribution tables and their percentages calculated. They were then studied and conclusions made. A descriptive report

was written, and possible strategies to indiscipline problems were also suggested.

# CHAPTER FOUR

**DATA ANALYSIS, PRESENTATION AND INTRPRETATION**

**4.1 Introduction**

This chapter shows how data was presented and interpreted using descriptive statistics, frequency distribution tables and percentages. The study was based on school based factors and their influence on discipline of secondary school students in Kiambu District Kenya.

**4.2 Questionnaires return rate.**

There were 460 questionnaires that were administered to headteachers, teachers and students from 10 public secondary schools in Kiambu East district. Out of the 10 questionnaires for the headteachers, nine were returned. Out of 50 questionnaires for the teachers, 43 were retuned and out of 400 questionnaires for the students, 400 were returned but 14 of them were spoilt. The questionnaire return rate was therefore 438 questionnaires out of 460.This is shown by the table below:

**Table 4.1**

 **Questionnaire return rate.**

| *Respondents* | *Sample* | *Returned* | **Percentage** |
| --- | --- | --- | --- |

| | | | |
|---|---|---|---|
| Hadteachers | 10 | 9 | 90% |
| Teachers | 50 | 43 | 86% |
| Students | 400 | 346 | 97% |

Out of the 10 questionnaires for the headteachers 9 (90 %) were returned. Out of the 50 questionnaires issued to the teachers 43 (86 %) were returned and out of the 400 student questionnaires 346 (97 %) were returned. A total of 438 out of 460 questionnaires were returned. The average questionnaire return rate was therefore 95.22%.The students had the highest questionnaire return rate of 346 (97%), followed by the principles 9 (90%) and then the teachers 43 (86%).Therefore generally the questionnaire return rate was high, with an overall return rate of 438 (97%) of the total 460 questionnaires. This can serve as an indicator of the importance that the stakeholders, the principals, the teachers and the students attach to issues pertaining to discipline in schools

### 4.3 Headteachers gender

Headteachers were asked about their gender. Results were as shown in table 4.2

**Table 4.2**

**Headteachers gender**

| Gender | Frequency | Percentage |
|---|---|---|
| Males | 5 | 55.6% |
| Females | 4 | 44.4% |
| **Total** | 9 | 100% |

The results showed that 5 (55.6%) and 4 (44.4%) of the respondents to the Head-teachers questionnaires were males and females respectively. This means that the number of male and female respondents to the headteachers questionnaire was almost equal, with that one of the male principals being slightly higher.

## 4.4 Headteachers age

Headteachers were asked to indicate their age groups. Results were as shown in table 4.3

**Table 4.3**

**Headteachers age**

| Age group | Frequency | percentage |
|-----------|-----------|------------|
| 25 – 29 | 0 | 0 |
| 30 – 34 | 0 | 0 |
| 35 – 39 | 2 | 22.2% |
| 40 – 44 | 4 | 44.4% |
| 45 – 49 | 2 | 22.2% |
| 50 – 54 | 1 | 11.1% |
| 55 and above | 0 | 0 |
| **Total** | 9 | 100% |

The result findings showed that there were no headteachers in the age bracket of 25-29yrs and 30-34yrs .Those in the of 35-39yrs were 2 (22.2%),40-44yrs were 4(44.4%) 45-49yrs were 2(22.2%) and in the age bracket of 50-54yrs there was 1(11,1%).There were no headteachers in the age bracket of 55 and

above yrs. Most of the headteachers therefore were in their middle age as opposed to being straight from college and therefore they are in a good Position to maintain student discipline.

## 4.5 Teachers gender

Teachers were asked about their gender. The results were as shown in table 4.4

**Table 4.4**

**Teachers gender**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Males | 25 | 58.1% |
| Females | 18 | 41.9% |
| Total | 43 | 100% |

According to the results out of 43 teachers who answered the questionnaires 25 (58.1%) were males and 18 (41.9%) were females. This shows that more male teachers volunteered to participate in the study as compared to the female teachers. This may be attributed to the human male's natural instinct to handle challenges. Such an attribute may assist them in handling discipline matters better than their female counter parts.

## 4.6 Teachers Age

The teachers were asked about their age group and the results were as shown

in table 4.5

**Table 4.5**

**Teachers age**

| *Age group* | *Frequency* | *Percentage* |
|---|---|---|
| 25-29 yrs | 3 | 7% |
| 30-34 yrs | 7 | 16.3% |
| 35-39 yrs | 14 | 32.6% |
| 40-44yrs | 13 | 30.2% |
| 45-49yrs | 4 | 9.3% |
| 50-54yrs | 1 | 2.3% |
| 55 and above | 1 | 2.3% |
| Total | 43 | 100% |

According to the result findings 3 (7.0%) of the teachers were in the age group

of 25-29yrs, 7 (16.3%) in the age group of 30-34 yrs, 14 (32.6%) between 35-

39 yrs, 13 (30.2%) between 40-44 yrs, 4 (9.3%) between 45-49 yrs, 1(2.3%)

between 50-54 yrs, 1 (2.3%) 55 years and above. Majority of the teachers

therefore were in the age group of 35-39 yrs with,14 (32,6%) followed by

those in the age group of 40-44 yrs with 13(30.2%).Thus most of the teachers could be said to be in their middle age and therefore in a better position to maintain discipline owing to their experience in handling discipline issues.

### 4.7 Teachers teaching experience

The teachers were asked about their teaching experience and the results were as shown on table 4.6

**Table 4.6**

**Teachers teaching experience**

| Teaching Experience | Frequency | Percentage |
|---|---|---|
| Below I yr | 3 | 7.0% |
| 1-5 yrs | 4 | 9.3% |
| 6-10yrs | 8 | 18.6% |
| 11-15 yrs | 18 | 41.9% |
| 16-20yrs | 4 | 9.3% |
| 21-24 yrs | 5 | 11.6% |
| 25-30yrs | 1 | 2.3% |
| Above 30 yrs | 0 | 0 |
| Total | 43 | 100% |

The study results showed that 3 (7.0%) of the teachers had a teaching experience of 1 yr and below, 4 (9.3%) had and experience of 1-5 yrs, 8(18.6%) had an experience of, 6-10yrs, 18 (41.9%) had an experience of 16-

20 yrs, 5 (11.6%) had an experience of, 21-24 yrs, 1 (2.3%) had an experience of 25-30 yrs. Most of the teachers, 18 (41.9%) had a long teaching experience of 16-20 yrs and this means they are in a better position to maintain discipline as opposed to the 3teachers ( 7%)  who had a teaching experience of below one yr and the 4 (9.3%) who had an experience of 1-5 yrs.

### 4.8 Teachers academic qualifications

The teachers were asked about their academic qualifications and the results were as shown in table 4.7

**Table 4.7**

**Teachers academic qualifications**

| *Qualification* | *Frequency* | *Percentage* |
|---|---|---|
| Diploma/S1 | 7 | 16.3% |
| B. Ed | 21 | 48.8% |
| B.A with P.G.D.E | 2 | 4.7% |
| B.Sc with P.G.D.E | 6 | 14.0% |
| M. Ed | 4 | 9.3% |
| Any other | 3 | 6.9% |
| Total | 43 | 100% |

The findings showed that 7 (16.3%) of the teachers had Diploma/SI, 21(48.8%) had B. Ed, 2 (4.7%) had B.A with P.G.D.E, 6 (14.0%) had B.SC with P.G.D.E, 4 (9.3%) had M. Ed and 3 (6.9%) had any qualification. Most of the teachers were qualified, having acquired a diploma or a degree in teaching

and therefore should be able to handle discipline matters as compared to the3 (6.9%) who were not trained.

**4.9 Rating of teachers demographic characteristics on discipline**

| RATING | SA | % | A | % | D | % | SD | % | NO | % | TOTAL | TOTAL % |
|--------|-----|------|-----|------|-----|------|-----|------|-----|-----|-------|---------|
| Male teacher are more effective in maintaining discipline than female teacher | 92 | 20.9 | 163 | 37.2 | 122 | 27.9 | 31 | 7.0 | 31 | 7.0 | 438 | 100 |
| The age of a teacher has an impact on student discipline | 50 | 11.6 | 214 | 48.8 | 123 | 28 | 41 | 9.3 | 10 | 2.3 | 438 | 100 |
| Older teachers are more likely to maintain discipline as compared to young teachers | 92 | 21 | 204 | 46.5 | 92 | 21 | 20 | 4.7 | 31 | 7.0 | 438 | 100 |
| Trained teachers are more likely to maintain discipline than unqualified ones | 102 | 23.3 | 193 | 44 | 61 | 14 | 52 | 12 | 31 | 7.0 | 438 | 100 |
| Teachers with a long teaching experience | 82 | 18.6 | 235 | 53.5 | 40 | 9.3 | 51 | 11.6 | 31 | 7.0 | 438 | 100 |

**4.10 Types of indiscipline in boys boarding schools, the headteachers responses**

The Headteachers of boys boarding schools were asked to give their opinions on the most common forms of indiscipline in their schools and the results were as shown in table 4.9

**Table 4.9**

**Types of indiscipline in boys boarding schools, the headteachers responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 2 | 2 | 100% |
| Sneaking out of school | 1 | 2 | 50% |
| Rudeness | 2 | 2 | 100% |
| Absenteeism | 1 | 2 | 50% |
| Work avoidance | 1 | 2 | 100% |
| Vernacular speaking | 1 | 2 | 100% |

The results show 2 (100%) of the head teachers stated that noise making is a common form of indiscipline in boys boarding. Also 2(100%) sited rudeness and 2(100%) vernacular speaking as the most common forms of indiscipline. These were followed by sneaking out of school 1 (50%), 1(50%) absenteeism and work avoidance 1(50%).

**4.11 Types of indiscipline in boys boarding schools, the teachers responses**

 The Teachers in boys boarding schools were asked to give their opinions on the most common forms of indiscipline in their school and the results were as shown in table 4.10

**Table 4.10**

**Types of indiscipline in boys boarding schools, the teachers responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 9 | 9 | 100% |
| Sneaking out of school | 3 | 9 | 33.3% |
| Rudeness | 8 | 9 | 88% |
| Absenteeism | 4 | 9 | 44% |
| Work avoidance | 7 | 9 | 78% |
| Vernacular speaking | 6 | 9 | 60% |

According to the findings the most common form of indiscipline in boys boarding, teachers responses is noise making 9(100%) followed by rudeness 8(80%), work avoidance 7(78%), vernacular speaking 6 (67%), absenteeism 4(45%) and sneaking out of school 3(33%).

### 4.12 Types of indiscipline in boys boarding schools, the students responses

The Students in boys boarding schools were asked to give their opinions on the most common types of indiscipline in their schools and the results are as shown in table 4.11

**Table 4.11**

**Types of indiscipline in boys boarding schools, the students responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 45 | 80 | 56.25% |
| Sneaking out of school | 8 | 80 | 10.00% |
| Rudeness | 43 | 80 | 53.75% |
| Absenteeism | 12 | 80 | 15% |
| Work avoidance | 37 | 80 | 46.25% |
| Vernacular speaking | 41 | 80 | 51.25% |

According to the students responses, the most common form of indiscipline in boys boarding is noise making 45(56%) followed by rudeness 43(54%), vernacular speaking 41(51%), absenteeism 12(15%) and sneaking out of school 8(10%).

**4.13 Types of indiscipline in girls boarding schools, the Headteachers responses**

The Headteachers of girls boarding schools were asked to give their opinions on the most common forms of indiscipline in their schools and the results were as shown in table 4.12

**Table 4.12**

**Types of indiscipline in girls boarding schools, the Headteachers responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 2 | 2 | 100% |
| Sneaking out of school | 1 | 2 | 50% |
| Rudeness | 1 | 2 | 50% |
| Absenteeism | 1 | 2 | 50% |
| Work avoidance | 2 | 2 | 100% |
| Vernacular speaking | 2 | 2 | 100% |

The results show that according to the headteachers responses the most common forms of indiscipline in girls boarding schools are 2 (100%) Noise making 2 (100%) work avoidance and 2 (100%) vernacular speaking. These

are followed by 1 (50%) sneaking out of school 1(50%) rudeness and 1(50%) absenteeism.

**4.14 Types of indiscipline in girls boarding schools, teachers responses**

The Teachers in girls boarding schools were asked to give their opinions on the most common types of indiscipline in their schools and the results were shown in table 4.13

**Table 4.13**

**Types of indiscipline in girls boarding schools, teachers responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 10 | 10 | 100% |
| Sneaking out of school | 20 | 10 | 20% |
| Rudeness | 6 | 10 | 60% |
| Absenteeism | 4 | 10 | 40% |
| Work avoidance | 9 | 10 | 90% |
| Vernacular speaking | 5 | 10 | 50% |

The findings flew that according to the teachers responses the most common form of indiscipline in girls boarding is 10 (100%) noise making followed by work avoidance 9 (90%) rudeness 6 (60%) vernacular speaking 5 (50%), absenteeism 4 (40%) and sneaking out of school 2 (20%).

**4.15 Types of indiscipline in girls boarding schools, students responses**

The students in girls boarding schools were asked to give their opinions on the most common forms of indiscipline in their schools and the results were as shown in   response in table 4.14

**Table 4,14**

**Types of indiscipline in girls boarding schools, students responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 46 | 80 | 57.5% |
| Sneaking out of school | 10 | 80 | 12.5% |
| Rudeness | 43 | | 53.75% |
| Absenteeism | 9 | 80 | 11.25% |
| Work avoidance | 40 | 80 | 50.00% |
| Vernacular speaking | 40 | 80 | 50.00% |

According to the results 46(57.5%) of the students in girls boarding schools stated that noise making is the most common form of indiscipline followed by rudeness 43(53.7%) work avoidance 40(50%), vernacular speaking 40 (50%), sneaking out of school 10(12.5)and absenteeism of (11.25%).

**4.16 Types of indiscipline in mixed day secondary schools, Headteachers responses**

The Headteachers of mixed day secondary schools were asked to give their opinions on the most common types of indiscipline in their schools and the results were as shown in table 4.15

**Table 4.15**

**Types of indiscipline in mixed day secondary schools, Headteachers responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 5 | 5 | 100% |
| Sneaking out of school | 4 | 5 | 80% |
| Rudeness | 3 | 5 | 60% |
| Absenteeism | 3 | 5 | 60% |
| Work avoidance | 4 | 5 | 80% |
| Vernacular speaking | 3 | 5 | 60% |

The findings show that according to the headteachers responses the most common form of indiscipline is noise making 5(100%) sneaking out of school 4 (80%) work avoidance 4 (80%), rudeness 3 (60%) absenteeism 3 (60%) and vernacular speaking 3 (60%).

**4.17 Types of indiscipline in mixed day secondary schools, teachers responses**

The teachers in mixed day secondary schools were asked to give their opinions on the most common forms f indiscipline in their schools and the results were as shown in table 4.16

**Table 4.16**

**Types of indiscipline in mixed day secondary schools, teachers responses**

| Form of indiscipline | Frequency | Total | Percentage |
| --- | --- | --- | --- |
| Noise making | 22 | 24 | 91.66% |
| Sneaking out of school | 16 | 24 | 66.66% |
| Rudeness | 18 | 24 | 75% |
| Absenteeism | 14 | 24 | 58.33% |
| Work avoidance | 18 | 24 | 75% |
| Vernacular speaking | 16 | 24 | 66.66% |

According to the study findings 22 (91.7%) of the teachers cited noise making as the most common form of indiscipline in mixed day secondary schools, work avoidance 18 (75%) rudeness 18(66.7%), vernacular speaking 16 (66.7%) and absenteeism 58 .33%.

**4.17 Types of indiscipline in mixed day secondary schools, teachers responses**

The teachers in mixed day secondary schools were asked to give their opinions on the most common forms f indiscipline in their schools and the results were as shown in table 4.16

**Table 4.16**

**Types of indiscipline in mixed day secondary schools, teachers responses**

| Form of indiscipline | Frequency | Total | Percentage |
|---|---|---|---|
| Noise making | 22 | 24 | 91.66% |
| Sneaking out of school | 16 | 24 | 66.66% |
| Rudeness | 18 | 24 | 75% |
| Absenteeism | 14 | 24 | 58.33% |
| Work avoidance | 18 | 24 | 75% |
| Vernacular speaking | 16 | 24 | 66.66% |

According to the study findings 22 (91.7%) of the teachers cited noise making as the most common form of indiscipline in mixed day secondary schools, work avoidance 18 (75%) rudeness 18(66.7%), vernacular speaking 16 (66.7%) and absenteeism 58 .33%.

**4.19 Availability of the resources and their influence on discipline, boys boarding, headteachers responses**

The Headteachers of boys boarding secondary schools were to asked to rate how the availability of the items listed below could enhance students discipline. The results were as shown in table 4.18

**Table 4.18**

**18 Availability of the resources and their influence on discipline, boys boarding, headteachers responses**

| Rating | Sa | % | A | % | D | % | D | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Textbooks | 2 | 100 | - | - | - | - | - | | - | - | 2 |
| Chalk | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |
| Duster | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |
| stationery | 2 | 100 | - | - | - | - | - | | - | - | 2 |
| Lab chemicals | 2 | 100 | - | - | - | - | - | - | - | - | 2 |

According to the result findings 2 (100%) of the headteachers in the boys boarding schools strongly agreed that availability of the text books can promote students discipline. Also 2(100%) strongly agreed that availability of chalk can contributed to discipline and 1 (50%) agreed, none (0%), disagreed none (0%), strongly disagreed and nobody (0%) gave no response.

Again 1(50%) strongly agreed that availability of duster can contribute to discipline and 1(50%) agreed, none (0%) disagreed none (0%) gave no response.

The result stated that availability of textbooks, stationery and laboratory chemicals were of paramount importance in supporting student discipline.

### 4.20 Availability of the resources and their influence on discipline, boys boarding, teachers responses

The teachers in boys boarding secondary schools were asked to rate how the availability of the items listed below could enhance students discipline. The results were as shown in table 4.19

**Table 4.19**

**Availability of the resources and their influence on discipline, boys boarding, teachers responses**

| Rating | Sa | % | A | % | D | % | 5d | % | No | % | Total |
|--------|----|----|----|----|----|----|----|----|----|----|-------|
| Textbooks | 6 | 66.6 | 3 | 33.33 | - | - | - | | - | - | 9 |
| Chalk | 6 | 66.6 | 2 | 22.22 | 1 | 11.11 | - | - | - | - | 9 |
| Duster | 5 | 55.55 | 2 | 22.22 | 1 | 11.11 | - | - | - | - | 9 |
| stationery | 6 | 66.6 | 3 | 33.33 | - | - | - | | - | - | 9 |
| Lab chemicals | 5 | 55.55 | 2 | 22.22 | 1 | 11.11 | - | - | - | - | 9 |

According to results the teachers responses in boys boarding schools showed that 6(66%) strongly agreed that availability of text books can enhance students discipline, 3(33.3%) agreed none (0%) disagreed none (0%) strongly disagreed and no one (0%) gave a no response. Also 6(66.7%) strongly agreed that availability of stationary can assist in maintaining student discipline 3(33.3%) agreed none (0%) disagreed, none strongly disagreed and nobody gave a no response, out of the 9 teachers 6(66.7%) strongly agreed that availability of chalk can contribute to discipline (2(22.2%) agreed, 1 (11.1) disagreed, none (0%) strongly disagreed and no one gave a no response.

The responses showed that 5(55.6%) strongly agreed that availability of duster can enhance student discipline 2(22.2%) agreed, 1 (1.11%) disagreed and 1(1.11%) strongly disagreed, non(0%) gave a no response.

Therefore according to the responses of teachers in boys boarding schools, availability of textbooks and stationery are important aspects in enhancing students discipline, followed by chalk and duster and laboratory chemicals.

## 4.21 Availability of the resources and their influence on discipline, boys boarding secondary schools, students responses

The students of boys boarding schools were asked to rate how availability of the items listed below could enhance students discipline. The results were as shown in table 4.20

**Table 4.20**

**Availability of the resources and their influence on discipline, boys boarding secondary schools, students responses**

| Rating | Sa | % | A | % | D | % | 5d | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Textbooks | 11 | 13.8 | 36 | 45 | 20 | 25 | 11 | 13.8 | 2 | 2.5 | 80 |
| Chalk | 8 | 10 | 35 | 43.8 | 12 | 15 | 24 | 30 | 2 | 2.5 | 80 |
| Duster | 6 | 7.5 | 38 | 47.5 | 20 | 25 | 8 | 10 | 8 | 10 | 80 |
| stationery | 16 | 20 | 40 | 50 | 15 | 18.8 | 8 | 10 | 8 | 10 | 80 |
| Lab chemicals | 13 | 16.3 | 43 | 53.8 | 20 | 25 | 3 | 3.8 | - | - | 80 |

The results findings showed that according to the stud3nts response in boys boarding 13(63.3%) strongly agreed that availability of laboratory chemicals can enhance discipline among students, 43(53.8%) agreed, 20 (25%) disagreed and 3(3.8%) strongly disagreed, none (0%) gave a no response. Again 16(20%) strongly agreed that availability of stationery can assist in maintaining students discipline, 40(50%) agreed, 15(18.8%) disagreed, 8 (10%) strongly disagreed and 8 (10%) say no response. Then 6(7.5%) strongly agreed that availability of duster on enhance students discipline 38(47.5) agreed 20(25) disagreed 8(10%) gave no response.

Majority of the student responses 5.56(70%) showed that availability of laboratory chemicals and stationery 56(70%) would equally enhance students discipline followed by availability of text books 47(58.8%) duster 44(55%) and chalk 43(53.8) respectively.

**4:22 Availability of resources and their influence on discipline, girls boarding, Headteachers responses**

The Headteachers in girls boarding schools were asked to rate how the availability of the items listed could enhance students discipline. The results were as shown in table 4.21

**Table 4.21**

**Availability of resources and their influence on discipline, girls boarding, Headteachers responses**

| Rating | Sa | % | A | % | D | % | 5d | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Text books | 2 | 100 | - | - | - | - | - | - | - | - | 2 |
| Chalk | 2 | 100 | | - | - | - | - | - | - | | 2 |
| Duster | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |
| Stationery | 2 | 100 | - | - | - | - | - | - | - | -- | 2 |
| Lab chemicals | 2 | 100 | - | - | - | - | - | - | - | - | 2 |

According to the response of the headteachers in girls boarding schools, 2(100%) strongly agreed that availability of textbooks could contribute to students discipline chalk(100%)  stationery 2(100%), laboratory chemicals 2(100%) out of the two headteachers 1(50%) strongly that availability of dusters can enhance discipliner in a school and 1(50%) agreed, none disagreed, none strongly disagreed an nobody gave a no response.

Therefore according to the responses of the headteachers in girls boarding schools availability of textbooks, chalk, stationary and laboratory chemicals could go along way in assisting to maintain student discipline.


**4.23 Availability of resources and their influence on discipline, girls boarding, teachers responses.**

The teachers were asked to rate how the items listed could enhance students discipline. The results were as shown in table 4.22

**Table 4.22**

**Availability of resources and their influence on discipline, girls boarding, teachers responses.**

| Rating | Sa | % | A | % | D | % | 5d | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Text books | 7 | 70 | 1 | 10 | 1 | 10 | 1 | 10 | - | - | 10 |
| Chalk | 7 | 70 | 1 | 10 | 1 | 10 | - | - | 1 | 10 | 10 |
| Duster | 6 | 60 | 1 | 10 | 1 | 10 | - | - | 1 | 10 | 10 |
| Stationery | 6 | 60 | 2 | 20 | 2 | 20 | - | - | - | -- | 10 |
| Lab chemicals | 7 | 70 | - | - | 1 | 10 | 1 | 10 | 1 | 10 | 10 |

The results of the showed that according to the teachers responses in girls boarding schools, availability of resources can boast students discipline in secondary schools. According to the study findings 7(70%) of the teachers strongly agreed that availability of textbooks can contribute to discipline, 1(10%) agreed 1(10%) disagreed, 1(10%) strongly disagreed and no one gave no response. Again 7(70%) strongly agreed that availability of chalk can contribute to student discipline, 1(10%) agreed 1(10%) disagreed, none 1(0%) strongly disagreed and 1(10%) gave no response from the teachers responses, 6(60%) strongly agreed an contribute to student discipline 2(20%) agreed and

2(20%) disagreed, no one (0%) strongly disagreed and nobody gave no response.

The results showed that 6(6-%) of the teachers responses strongly agreed that availability of duster can contribute to student discipline, 1(10%) agreed, 1(10%) disagreed, None (0%) strongly disagreed and 1(10%) gave no response; concerning the laboratory chemicals 7(70%) strongly agreed that their availability can be of help in maintaining student discipline non agrees(0%), 1(10%) disagreed, 1(10%) strongly disagreed and 1(10%) gave no response.

Therefore majority of the teachers responses in girls boarding schools were of view availability of textbooks 8(80%) chalk8(80%) stationery 8(80%) would equally enhance students discipline followed by duster 7(70%) and laboratory chemicals 7(70%).

## 4.24 Availability of resources and their influence on discipline, girls boarding, students responses.

The students of girls boarding schools were asked to rate how the items listed blow could enhance students discipline. The results were as shown in table 4.23

**Table 4.23**

**Availability of resources and their influence on discipline, girls boarding, students responses.**

| Rating | Sa | % | A | % | D | % | 5d | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Text books | 14 | 17.5 | 40 | 50 | 18 | 22.5 | 6 | 7.51 | 2 | 2.5 | 80 |
| Chalk | 10 | 12.5 | 35 | 46.3 | 20 | 25 | 13 | 16.3 | 1 | 1.3 | 80 |
| Duster | 7 | 8.8 | 37 | 46.3 | 22 | 27.5 | 6 | 7.5 | 8 | 10 | 80 |
| Stationery | 12 | 15 | 4.8 | 58.8 | 13 | 16.3 | 3 | 2.4 | 6 | 7.5 | 80 |
| Lab chemicals | 12 | 15 | 40 | 50 | 15 | 18.8 | 7 | 8.8 | 6 | 7.5 | 80 |

According to the research findings 12(15%) of the students strongly agreed that availability of stationary and assist to maintain student discipline 47(58.8%) agreed 13(16.3) disagreed 3(2.4%) strongly disagreed and 6(7.5%) gave no response. Concerning textbooks 14(17.5%) strongly agreed that availability of textbooks can help to maintain discipline in schools 40(50%) agreed 18(22.5%) disagreed 6(7.5%) strongly disagreed and 2(2.5%) gave no responses. The responses showed that 12(15%) of the students strongly agree that availability of laboratory chemicals is of help in maintaining student discipline 40(50%) agreed, 15(18.8%) disagreed, 7(8.8%) strongly disagreed and 6(7.5%) gave no opinion.

The results showed that 10(12.5%) strongly agreed that availability of chalk can assist strengthening discipline in a school, 35(43.8%) agreed 20(25%) disagreed, 13(16.3%) strongly disagreed and 1(1.3%) gave no opinion. Then 7(8.8%) strongly agreed that availability of duster can enhance student discipline 37(46.3%) agreed, 22(27.5%) disagreed, 6(7.5%) strongly disagreed and 8(10%) gave no opinion.

Therefore according to the students responses in girls boarding schools, availability of resources can enhance students discipline, stationary 62(73.8%) textbooks 54(67.5%) laboratory chemicals 62(65%) chalk 45(56.5%) and duster 44(55.1%)

## 4.25 Availability of resources and their influence on discipline, mixed day secondary schools, headteacher responses.

The Headteachers of mixed day secondary schools were asked to rate how availability of the items listed below could enhance discipline. The results were as recorded in table 4.24

**Table 4.24**

**Availability of resources and their influence on discipline, mixed day secondary schools, headteacher responses.**

| Rating | Sa | % | A | % | D | % | D | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Text books | 4 | 80 | - | - | 1 | 20 | - | - | - | - | 5 |
| Chalk | 3 | 60 | 1 | 20 | - | - | - | - | 1 | 20 | 5 |
| Duster | 3 | 60 | - | - | 1 | 20 | - | - | 1 | 20 | 5 |
| Stationery | 3 | 60 | 1 | 20 | 1 | 20 | - | - | - | - | 5 |
| Lab chemicals | 3 | 60 | 1 | 20 | 1 | 20 | - | - | - | - | 5 |

The study findings showed that according to the headteachers responses in mixed day secondary schools, 4(80%) strongly agreed that availability of text books can be of signification maintaining students discipline none agreed (0%) 1(20%) disagreed, none strongly disagreed and no one gave no response. Then 3(60%) strongly agreed that availability of chalk could enhance student discipline 1(20%) agreed none disagreed, none strongly disagreed and one gave no response. Again 3(60%) strongly agreed that availability of stationary can help to maintain discipline in schools 1(20%) agreed, 1(20%) disagreed, none strongly disagreed and none gave no responses.

Concerning laboratory chemicals 3(60%) strongly agreed that their availability could boost student discipline 1(20%) agreed and 1(20%) disagreed, none strongly disagreed and none gave no response.

Therefore according to headteacher responses in mixed day secondary schools 4(80%) were of the opinion that availability of textbooks can boost student discipline chalk 4(80%) stationery 4(80%), laboratory chemicals 4(80%) and duster 6(60%).

**4.26 Availability of resources and their influence on discipline, mixed day secondary schools, teachers responses**

The teachers of mixed day secondary schools were asked to rate how the items listed below could enhance student discipline. The results were as shown in table 4.25

**Table 4.25**

**Availability of resources and their influence on discipline, mixed day secondary schools, teachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Text books | 20 | 83 | 1 | 4 | 2 | 8 | - | - | 1 | 4 | 24 |
| Chalk | 18 | 75 | 1 | 4 | 2 | 8 | 1 | 4 | 1 | 4 | 24 |
| Duster | 15 | 62.5 | 2 | 8 | 3 | 12 | 2 | 8 | 2 | 8 | 24 |
| Stationery | 17 | 71 | 3 | 125 | 2 | 8 | 1 | 4 | 1 | 4 | 24 |
| Lab chemicals | 17 | 71 | 2 | 8 | 2 | 8 | 1 | 4 | 1 | 4 | 24 |

The research findings showed that 20(83%) of the teachers responses in mixed day secondary schools strongly agreed that availability of textbooks can play a significant role in enhancing student discipline 1(4%) agreed 2(8%) disagreed none strongly disagreed and 1(4%) gave no response. Then 17(71%) strongly agreed that availability of stationery could enhance students discipline 3(12.5%) agreed 2(8%) of disagreed1(4%) strongly disagreed 18(75%) strongly agreed that availability of chalk can assist in maintaining discipline in secondary schools, 1(4%) agreed, 2(8%) disagreed 2(8%) strongly disagreed and 1(4%) gave no opinion. 17(71%) strongly agreed that availability of laboratory chemicals can enhance students discipline 2(8%) agreed, 2(8%) disagreed, 1(4%) strongly disagreed, and 1(4%) gave no

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opinion. The responses showed that 15(62.5%) of the teachers responses strongly agreed that availability of duster can be of help in maintaining students discipline 2(8%) agreed 3(12%) disagreed 2(8%) strongly disagreed and 2(8%) gave no opinion.

Therefore according to the responses 21(87%) of the teachers in mixed day secondary school were of the view that availability of textbooks would assist to maintain discipline followed by stationery 20(83.5%), chalk 19(79%) laboratory chemicals 19(79%) and duster 17(70.5%).

**4.27 Availability of resources and their influence on discipline, mixed day secondary school, students responses** The students of mixed day secondary schools were asked to rate how the items listed below could enhance student discipline. The results were as shown in table 4.26

**Table 4.26**

**Availability of resources and their influence on discipline, mixed day secondary school, students responses.**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Text books | 46 | 20 | 82 | 36 | 60 | 27 | 22 | 10 | 16 | 7 | 226 |
| Chalk | 16 | 7 | 108 | 47.8 | 66 | 29.2 | 31 | 13.7 | 5 | 2.2 | 226 |
| Duster | 20 | 8.8 | 105 | 46.6 | 4.6 | 20.4 | 14 | 6.2 | 4.1 | 18.1 | 226 |
| Stationery | 46 | 20.4 | 80 | 35.4 | 56 | 24.8 | 7 | 3.1 | 29 | 12.8 | 226 |
| Lab chemicals | 13 | 16.3 | 4.3 | 53.8 | 20 | 25 | 3 | 3.8 | - | - | 226 |

According to the student responses in mixed day schools 17(16.3%) strongly agreed that availability of laboratory chemical can enhance student discipline 43(53.8%) agreed 20 (25%) disagreed 3(3.5%) strongly disagreed, 3(1.1%) gave no response, 20 (8.8%) of the responses showed that students in mixed day schools strongly agreed that availability of discipline 105(46.5) agreed 46(20.4%) disagreed, 14(6.2%) strongly disagreed and 41(18.1%) gave no opinion.

Thus according to the responses majority of the students 158(70.1%) were of the view that availability of laboratory chemicals could assist in student discipline, duster 125(66.5%) textbooks.

**4.28 Availability of physical facilities and their influence on discipline, boys boarding, headteachers responses**

The Headteachers of boys boarding secondary schools were asked to rate **how** the availability of the physical facilities listed below could enhance student discipline. The results were as shown in table 4.27

**Table 4.27**

**Availability of physical facilities and their influence on discipline, boys boarding, headteachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/size | 2 | 100 | - | - | - | - | - | - | - | - | 2 |
| Well equip library | 2 | 100 | - | - | - | - | - | - | - | - | 2 |
| Kitchen | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |
| Dining hall | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |

According to the research findings 2(100%) of the headteachers responses in boys boarding schools strongly agreed that availability of adequate classroom size can enhance student discipline none agreed, non disagreed, none strongly disagreed and no one gave no response. Again 2(100%) strongly agreed that availability of a well equipped library can support student discipline. Then 1(50%) strongly agreed that availability of a kitchen can enhance student

discipline, 1(50%) agreed , none disagreed, non strongly agreed that availability of a dining hall can be of help in maintaining secondary school discipline none disagreed, none strongly disagreed and no one gave no response.

According to the responses of headteachers in boys boarding schools, adequate classroom size 2(100%) have well equipped library would equally support student discipline followed by availability of kitchen and dining hall.

### 4.29 Availability of physical facilities and their influence on discipline, boys boarding, teachers responses

The teachers in boys boarding secondary schools were asked to rate how availability of the physical facilities listed below could enhance student discipline. The results were as shown in table 4.28

**Table 4.28**

**Availability of physical facilities and their influence on discipline, boys boarding, teachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/room size | 7 | 7.77 | 1 | 11.1 | 1 | 11.1 | - | - | - | - | 9 |
| Well equip library | 6 | 66.66 | 2 | 22.2 | 1 | 11.1 | - | - | - | - | 9 |
| Kitchen | 7 | 77.77 | 2 | 22.2 | - | - | - | - | - | - | 9 |
| Dining hall | 7 | 77.77 | 1 | 11.1 | 1 | 11.1 | - | - | - | - | 9 |

The study findings showed that 7(77.8%) of the teachers responses in boys boarding schools strongly agreed that availability of adequate classroom size could assist to improve students discipline 1(11.1%) agreed 1(11.1%) of disagreed none strongly disagreed and no one gave no response. Out of the 9 teachers responses 7(77.8%) strongly agreed that availability of a kitchen could assist to enhance discipline 2(22.2%) agreed none disagreed none strongly disagreed and no one gave no response. Out of the 9 teachers responses 7(77.8%) strongly agreed that availability of a dining hall enhances student discipline 1(11.1%) agreed and 1(11.1%) disagreed and no one gave no response. The responses showed that 6(66.4%) strongly agreed that availability of a well equipped library can be of help in maintaining discipline, 2(22.2%) agreed 1(11.1%) disagreed, none strongly disagreed and nobody gave no response.

## 4.30 Availability of physical facilities and their influence on discipline, boys boarding, students responses

The students of boys boarding schools were asked to rate how the physical facilities listed below could enhance student discipline. The results were as shown in table 4.29

**Table 4.29**

**Availability of physical facilities and their influence on discipline, boys boarding, students responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/size | 17 | 21.3 | 50 | 62.5 | 11 | 13.4 | 2 | 2.5 | | | 80 |
| Well equip library | 16 | 20 | 50 | 62.5 | 4 | 5 | 4 | 5 | 6 | 7.5 | 80 |
| Kitchen | 11 | 13.8 | 48 | 60 | 4 | 5 | 10 | 12.5 | 7 | 8 | 80 |
| Dining hall | 11 | 13.8 | 40 | 50 | 3 | 3.8 | 15 | 18.8 | 11 | 13.8 | 80 |

According to the student responses 17(21.3%) strongly agreed that availability of adequate classroom size could enhance discipline 50(62.5%) agreed 11(13.4%) disagreed and 2(2.5%) strongly disagreed no one gave no response. Then 16(20%) strongly agreed that availability of well equipped library of well equipped library can enhance discipline 50(62.5%) agreed 4(5%) disagreed (5%) strongly disagreed, and 6(7.5%) gave no response. The responded showed that 11(13.8%) strongly agreed that availability of kitchen can help to improve student discipline 48(60%) agreed 4(5%) disagreed 10(12.5%) strongly disagreed and 7(8.8%) gave no response.. again 11(13.8%) strongly agreed that availability could be of help in maintaining student discipline, 40(50%) greed 3(3.8%) disagreed, 15(18.8%) strongly disagreed and 11(13.8%) gave no response.

Therefore according to the student responses 67(83.5%) were of the view that availability of adequate classroom size could be of significance in improving student discipline well equipped library 66(82.5%) kitchen 59(73.8%) and dining hall 51(63.8%).

**4.31 Availability of physical facilities and their influence on discipline, girls boarding, headteachers responses**

The Headteachers of girls boarding seconday schools were asked to rate how availability of the physical facilities listed below could enhance student discipline. The results were as shown in table 4.30

**Table 4.30**

**Availability of physical facilities and their influence on discipline, girls boarding, headteachers responses**

| Rating | SA | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/size | 2 | 100 | - | - | - | - | - | -- | - | - | 2 |
| Well equip library | 2 | 100 | - | - | - | - | - | - | - | - | 2 |
| Kitchen | 1 | 50 | - | - | - | - | - | - | - | - | 2 |
| Dining hall | 1 | **50** | - | - | - | - | - | - | - | - | 2 |

The research findings showed that 2(100%) of the headteachers responses in girls boarding schools strongly agreed that adequate classroom size help to uphold student discipline, none agreed, none disagreed, none strongly disagreed and no one gave no response. Again 2(100%) strongly agreed that availability of well equipped library could enhance student discipline 1(50%) strongly agreed that its availability of a kitchen could enhance discipline 1(50%) agreed none disagreed none strongly disagreed and no one gave no response.

Concerning the dining hall 1(50%) strongly agreed that its availability can contribute to student discipline 1(50%) agreed, none disagreed, no strongly disagreed and no one gave no response given showed that 2(100%) of the opinions held the view that availability of adequate classroom size could assist to improve discipline in schools well equipped library 2(100%), followed by kitchen and dining hall.

## 4.32 Availability of physical facilities and their influence on discipline, girls boarding, teachers responses

The teachers in girls boarding secondary schools were asked to rate how the physical facilities listed below could enhance student discipline. The results were as shown in table 4.31

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**Table 4.31**

**Availability of physical facilities and their influence on discipline, girls boarding, teachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/room size | 7 | 70 | 2 | 20 | 1 | 10 | - | - | - | - | 10 |
| Well equip library | 7 | 70 | 3 | 36 | - | - | - | - | - | - | 10 |
| Kitchen | 8 | 80 | 1 | 10 | 1 | 10 | - | - | - | - | 10 |
| Dining hall | 8 | 80 | 2 | 20 | - | - | - | - | - | - | 10 |

The results of the study showed that 7(77.8%) of the teachers responses in girls boarding schools strongly agreed that availability of well equipped library could enhance student discipline 3(33.3%) agreed none disagreed, none strongly disagreed and none gave no response. Also 7(77.8%) strongly agreed that availability of adequate classroom size can contribute to discipline 1(11.1%) agreed and 1(11.1%) disagreed none strongly disagreed and none gave no response.

Concerning the kitchen 7(77.8%) strongly agreed that its availability could assist in student discipline none agreed 1(11.1%) disagreed, 1(11.1%) strongly disagreed and no one gave no response. Also 7(77.8%) strongly agreed that

availability of a dining hall could be an important tool in maintaining student discipline, none agreed 1(11.1%) disagreed and 1(11.1%) strongly disagreed, none gave no response.

According to the responses 10(100%) of the teachers were of the opinion that availability of well equipped library could enhance discipline in schools adequate classroom size 8(88.8%) kitchen 7(77.8%) and dining hall 7(77%).

**4.33 Availability of physical facilities and their influence on discipline, girls boarding, students responses**

The students of girls boarding secondary schools were asked to rate how availability of the physical facilities listed below could enhance student discipline. The results were as shown in table 4.31

**Table 4.32**

**Availability of physical facilities and their influence on discipline, girls boarding, students responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/size | 16 | 20 | 50 | 62.5 | 8 | 10 | 3 | 3.8 | 3 | 3.8 | 80 |
| Well equip library | 15 | 18.8 | 48 | 60 | 8 | 10 | 6 | 7.5 | 2 | 2.5 | 80 |
| Kitchen | 1.0 | 12.5 | 47 | 58.8 | 19 | 23.8 | 2 | 2.8 | 2 | 2.5 | 80 |
| Dining hall | 10 | 12.5 | 37 | 46.3 | 22 | 27.5 | 13 | 16.3 | 3 | 3.8 | 80 |

According to the research findings the students responses in girls boarding schools showed  that 16(20%) strongly agreed that availability of adequate classroom size   could enhance student discipline 50(62.5%)agreed 8(10%) disagreed 3(3.8%) strongly disagreed, 3(3.8%) gave no response. 15(18.8%) strongly agreed that availability of well equipped library can be of help in maintaining discipline 48(60%) agreed 8(10%) disagreed 6(7.5%) strongly disagreed and 2(2.5%) gave no response 10(12.5%) strongly agreed that availability of a kitchen could contribute to discipline in schools 47(58%)

agreed 19(23.8%) disagreed 2(2.5%) strongly disagreed and 2(2.5%) gave no response. Concerning the dining hall 10(12.5%) strongly agreed that its availability can enhance student discipline 37(46.3%) agreed 22(27.5%) disagreed, 13(16.3%) strongly disagreed and 3(3.8%) gave response.

The results showed that majority of the students 66(82.5%) held the view that availability of a adequate classroom size can help to facilitate student discipline, well equipped 57(71.3%) and library 47(58.8%)

### 4.34 Availability of physical facilities and their influence on discipline, mixed day secondary school, headteachers responses

The Headteachers of secondary schools were asked to rate how availability of physical facilities could enhance student discipline. The results were as shown in table 4.33

**Table 4.33**

**Availability of physical facilities and their influence on discipline, mixed day secondary school, headteachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/room size | 4 | 80 | 1 | 10 | - | - | - | - | - | - | 5 |
| Well equip library | 4 | 80 | - | - | 1 | 10 | - | - | - | - | 5 |
| Kitchen | 4 | 80 | 1 | 10- | - | - | - | - | - | - | 5 |
| Dining hall | 4 | - | - | - | 1 | 10 | - | - | - | - | 5 |

According to the results of the study 4(80%) of the headteachers responses in mixed day schools strongly agreed that availability of a kitchen can boost student discipline 1(20%) agreed, none disagreed, none  strongly disagreed and no one gave no response. Then 4(80%) strongly agreed that availability of a dining hall could contribute discipline in secondary schools none agreed 1(20%) disagreed, none strongly disagreed and none gave no response. Concerning adequate classroom size 3(60%) strongly agreed that its availability  can support discipline among  students 1(20%) agreed 1(20%) disagreed, none strongly disagreed and none gave no response. 3(60%) strongly agreed that availability of a well equipped library could assist in uplifting student discipline none agreed, 1(20%) disagreed and 1(20%) strongly disagreed, none gave no response.

## 4.35 Availability of physical facilities and their influence on discipline mixed day secondary schools, teachers responses

The teachers in mixed day secondary schools were asked to rate how availability of the physical facilities listed below could enhance student discipline. The results were as shown in table 4.34

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**Table 4.34**

**Availability of physical facilities and their influence on discipline mixed day secondary schools, teachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/room size | 20 | 83.33 | 2 | 8.3 | 1 | 4.2 | 1 | 4.2 | - | - | 24 |
| Well equip library | 19 | 79.2 | 2 | 8.3 | 2 | 8.3 | 1 | 4.2 | 1 | 4.2 | 24 |
| Kitchen | 20 | 83.3 | 1 | 4.2 | 1 | 4.2 | 1 | 4.2 | 1 | 4.2 | 24 |
| Dining hall | 19 | 79.2 | 3 | 12.5 | 2 | 8.3 | - | - | - | - | 24 |

The results of the study showed that 20(88.3%) of the teachers responses strongly agreed availability of a kitchen could enhance student discipline in secondary schools 1(4.2%) agreed 1(4,2%) disagreed 1(4.2%) strongly disagreed and 1(4.2%) gave no response. Then 19(79.2%) strongly agreed that availability of a dining hall can be of use in enhancing student discipline 2(8.3%) agreed 2(8.3%) disagreed none strongly disagreed and 1(4.2%)gave no response. Out of the 24 teachers responses 20(88.3%) strongly agreed that availability of adequate classroom size could support student discipline none agreed 2(8.3%) disagreed 1(4.2%) strongly disagreed and 1(4.2%) gave no response 19(79.2%) strongly agreed that availability of well equipped library can be of help in supporting discipline among students 1(4.2%) agreed

2(8.3%) disagreed and 1(4.1%) strongly disagreed and 1(4.2%) gave no response.

Therefore according to the responses majority of the teachers in mixed day schools 21(87.5) held the view that availability of a kitchen in a school contributed to student discipline, dining hall 21(92.5%) adequate classroom size 20(82.3) and well equipped library (83.3%) 20(83.3%).

## 4.36 Availability of physical facilities and their influence on discipline, mixed secondary schools, students responses

The students of mixed day secondary schools were asked to rate how availability of the physical facilities listed below could enhance student discipline. The results were s shown in table 4.35

**Table 4.35**

**Availability of physical facilities and their influence on discipline, mixed secondary schools, students responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adequate c/size | 37 | 16.4 | 98 | 43.4 | 49 | 21.7 | 36 | 15.9 | 6 | 2.7 | 226 |
| Well equip library | 31 | 13.7 | 88 | 38.9 | 25 | 11.1 | 41 | 18.1 | 42 | 18.6 | 226 |
| Kitchen | 46 | 20 | 124 | 54.9 | 34 | 15 | 18 | 8 | 4 | 1.8 | 226 |
| Dining hall | 30 | 13.3 | 137 | 60.1 | 4.1 | 18.8 | 13 | 5.8 | 14 | 6.2 | 226 |

The study findings showed that 46(20%) of the students responses strongly agreed that availability of a kitchen could enhance student discipline 124(54.9%) agreed 34(15%) disagreed 18(5) strongly disagreed and 4(1.8%) gave no response. Then 30(13.3%) strongly agreed that availability of a dining hall can contribute to student discipline 37(60.1%) agreed 5.8%) strongly disagreed and 14(6.2%) gave no response 37(16.4%) strongly agreed that availability of adequate classroom size could enhance secondary school discipline 98 (43.4%) agreed 49(21.7%) disagreed 36(15.9%) strongly disagreed and 6(2.7%) gave no response. Concerning well equipped library 31(13.7%) strongly agreed that its availability could assist in student discipline 88(38.9%) agreed 42(18.6%) disagreed 41(18.1%) strongly disagreed and

25(11.1%) gave no response. Thus majority of the student 170(74.9%) held the view that availability of a kitchen could enhance student discipline in a school 167(73.4%) adequate classroom size 135(59.8%) and well equipped library 119(52.6%).

**4.37 Possible strategies for curbing  indisciplne in boys boarding secondary schools, headteachers responses**

The Headteachers of secondary schools were asked to rate how the items listed **indiscipline, boys boarding, headteachers responses** below could enhance student discipline. The results were s shown in table 4.3**6**

**Table 4.36**

**Possible strategies for curbing**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 2 | 100 | - | - | - | - | - | - | - | - | 2 |
| Teachers to attend short courses on handling discipline | 2 | 100 | - | - | - | - | - | - | - | - | 2 |
| Enhance supply of teaching learning materials | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |
| Improvement of existing school infrastructure | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |

The result showed that 2(100%) of the headteachers responses in boys boarding schools indicated that untrained teachers need to be encouraged to attend in-service training as a strategy for curbing indiscipline none agreed, none disagreed none strongly disagreed.

Again 2(100%) of the responses strongly that teachers need to attend short courses on handling discipline. ( 0%) none agreed ,none disagreed , none strongly agreed and none gave no response. 1(50%) of the responses strongly agreed that supply of teaching learning materials need to be enhanced as a way of curbing indiscipline 1(50%) agreed none disagreed, none strongly disagreed and none gave no response. Also 1(50%) cited improvement of existing school infrastructure was a way of curbing indiscipline 1(50%) agreed, none disagreed, none strongly disagreed and none gave no response.

**4.38 Possible strategies for curbing indiscipline, boys boarding, teachers responses**

The teachers of boys boarding were asked to rate how the items listed below could enhance students discipline. The results were as shown in table 4.37

**Table 4.37**

**Possible strategies for curbing indiscipline, boys boarding, teachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 7 | 77.7 | 1 | 11.1 | 1 | 11.1 | - | - | - | - | 9 |
| Teachers to attend short courses on handling discipline | 6 | 66.7 | 2 | 22.1 | 1 | 11.1 | - | - | - | - | 9 |
| Enhance supply of teaching learning materials | 6 | 66.7 | 1 | 11.1 | 1 | 11.1 | - | - | 1 | 11.1 | 9 |
| Improvement of existing school infrastructure | 7 | 77.7 | - | - | 1 | 11.1 | - | - | 1 | 11.1 | 9 |

According to the research findings the teachers responses in boys boarding schools indicate that 7(77.8%) strongly agreed that untrained teachers should be encouraged to attend in service training as a means of enhancing secondary school discipline 1(11.1%) agreed 1 (11.1%) disagreed and none strongly

disagreed, non strongly disagreed an no one gave no response. Concerning teachers training on short courses 6(66.7%) strongly agreed that teachers need short courses on handling discipline 2(22.2%) agreed 1(11.1%) disagreed, none strongly agreed and none gave no response. On existing school infrastructure 7(77.8%) strongly agreed that the existing school infrastructure need to be improved as a way of enhancing student discipline none agreed 1(11.1%) disagreed none strongly disagreed and 1(11.1%) gave no response. Concerning teaching learning materials 6(66.7%) strongly agreed that their supply could assist to encourage students discipline, 2(22.2%) agreed 1(11.1%) disagreed none strongly disagreed and none gave no response.

Therefore according to the responses 8(88.8%) were of the view that untrained teachers need to be encouraged to attend in service training as a way of curbing indiscipline. Also 8(88.8%) held the view that teachers need to attend short courses on handling discipline. On the other hand 7(77.8%) were of the opinion that there is need to improve existing school infrastructure as a way of enhancing student discipline. Also 7(77.8%) held to view that enhancing supply of teaching learning materials can contribute to discipline in secondary schools.

**4.39 Possible strategies for curbing indiscipline, boys boarding, students responses**

The students of boys boarding were asked to rate how the items listed below could enhance student discipline. The results were as shown in table 4.38

**Table 4.38**

**Possible strategies for curbing indiscipline, boys boarding, students responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 11 | 13.8 | 42 | 52.5 | 5 | 6.3 | 7 | 8.8 | 14 | 17.5 | 80 |
| Teachers to attend short courses on handling discipline | 12 | 15 | 40 | 50 | 16 | 20 | 8 | 10 | 4 | 5 | 80 |
| Enhance supply of teaching learning materials | 14 | 17.5 | 38 | 47.5 | 10 | 12.5 | 8 | 10 | 10 | 12.5 | 80 |
| Improvement of existing school infrastructure | 8 | 10 | 36 | 45 | 20 | 25 | 10 | 12.5 | 6 | 7.5 | 80 |

The results of the study showed that 11(13.8%) of the student responses strongly agreed that untrained teachers need to be encouraged to attend in service training as a means of enhancing student discipline 42(52.3%) agreed 14(17.5%) disagreed 7(8.8%) strongly disagreed and 5(6.3%) gave no response. On teachers attending short courses 12(15%) strongly agreed that teachers need to attend short courses as a measure of enhancing student discipline 40(50%) agreed 16(20%) disagreed 8(10%) strongly disagreed and 4(5%) gave no opinion.

Thus 53(66.3%) of the teachers held the view that untrained teachers need to be encouraged to attend in service training, 52(65%) of the teachers indicated that teachers needed to attend short courses on how to handle discipline. Again 52(65%) held the view that supply of teaching learning materials can assist in ensuring student discipline on existing school infrastructure 44(55%) held the view that its improvement can help to boost student discipline.

## 4.40 Possible strategies for curbing indiscipline, girls boarding, headteachers responses

The Headteachers of girls boarding secondary schools were asked to rate how the items listed below could enhance student discipline. The results were s shown in table 4.39

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**Table 4.39**

**Possible strategies for curbing indiscipline, girls boarding, headteachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 2 | 100 | - | - | - | - | -- | - | - | - | 2 |
| Teachers to attend short courses on handling discipline | 2 | 100 | - | - | - | - | - | - | - | - | 2 |
| Enhance supply of teaching learning materials | 1 | 50 | 1 | 50 | - | - | - | - | - | - | 2 |
| Improvement of existing school infrastructure | 2 | 100 | - | - | - | - | - | - | - | - | 2 |

According to the results of the study 2(100%) of the headteachers responses in girls boarding schools strongly agreed that untrained teachers should be encouraged to attend in service training as a means of enhancing student discipline none agreed, none disagreed, none strongly disagreed and non gave

no response. Also 2(100%) strongly agreed that teachers need to attend short courses on handling discipline, none agreed, none disagreed, none strongly disagreed and none gave no opinion. On the other hand 1(50%) strongly agreed that enhancing the supply of teaching learning materials can help to boost student discipline 1(50%) agreed , none disagreed, none strongly disagreed and none gave no response.

The headteachers responses in girls boarding schools show 2(100%) re of the opinion that untrained teachers need to attends in service training, 2(100%) held the view that teachers on handling discipline 2(100%) stated that enhancement of supply of teaching learning materials can help to improved student discipline. Also the responses showed that 2(100%) had the opinion that improvement of existing school infrastructure can help to promote student discipline.

## 4.41 Possible strategies for curbing indiscipline, girls boarding, teachers responses

The teachers of girls boarding secondary schools were asked to rate how the items listed below could enhance student discipline. The results were as shown in table 4.40

**Table 4.40**

 **Possible strategies for curbing indiscipline, girls boarding, headteachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 7 | 70 | 2 | 20 | - | - | - | | 1 | 10 | 10 |
| Teachers to attend short courses on handling discipline | 7 | 70 | 2 | 20 | 1 | 10 | -- | - | - | - | 10 |
| Enhance supply of teaching learning materials | 7 | 70 | 1 | 10 | 1 | 10 | - | - | 1 | 10 | 10 |
| Improvement of existing school infrastructure | 8 | 80 | - | - | 1 | 10 | - | - | 1 | 10 | 10 |

The research findings showed that 7(70%) of the teachers responses in girls
boarding schools strongly agreed that untrained teaches need to be encouraged

to attend in service training as a measure of curbing indiscipline in schools, 2(20%) agreed , none disagreed, none strongly disagreed and 1(10%) gave no response. On teachers attending short courses  7(70%) strongly agreed that teachers need to attend short  courses on handling discipline 2(20%) agreed and 1(10%) disagreed, none strongly disagreed and none gave no responses. Then 7(70%) strongly agreed that enhancing the supply of teaching learning materials can assist to enhance student  discipline 1(10%)  agreed, 1(10%) disagreed, none strongly  disagreed and 1(10%) gave no response. On existing school infrastructure 7(70%) strongly agreed that its improvement can help to boost student discipline in secondary schools, none agreed 1(10%) disagreed, 1(10%) strongly disagreed and 1(10%) gave no response.

From the responses 9(90%) of the teachers in girls boarding schools stated that untrained teachers need to be encouraged to attend in service training as a measure of curbing indiscipline in schools. Also 9(90%) were of the opinion that teachers need to attend short courses on handling discipline 8(80%) of the responses indicated that enhancing the supply of teaching learning materials can help to uphold student discipline. The results show that 7(70%) of the teachers had to view that improvement of the existing school infrastructure can be a boost to student discipline.

**4.42 Possible strategies for curbing indiscipline, girls boarding, students responses.** The students of girls boarding secondary schools were asked to

rate how the items listed below could enhance student discipline. The results were as shown in table 4.41

**Table 4.41**

**Possible strategies for curbing indiscipline, girls boarding, students responses.**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 16 | 20 | 40 | 50 | 10 | 12.5 | 10 | 1.5 | 5 | 6.3 | 80 |
| Teachers to attend short courses on handling discipline | 12 | 15 | 44 | 55 | 12 | 15 | 7 | 8.8 | 5 | 6.3 | 80 |
| Enhance supply of teaching learning materials | 10 | 12.5 | 43 | 53.8 | 11 | 13.8 | 12 | 15 | 14 | 54 | 80 |
| Improvement of existing school infrastructure | 15 | 18.8 | 35 | 43.8 | 14 | 17.5 | 10 | 12.5 | 16 | 7.5 | 80 |

According to the results of the study16(20%) of the student responses in girls boarding schools strongly agreed that untrained teachers need to be

encouraged to attend in service training as a measure for curbing indiscipline 40(50%) agreed, 10 (12.5%) disagreed 9( ) strongly disagreed and , 5(6.3%) gave no response.

Therefore according to the findings 56(70%)of the respondents held the view that untrained teachers need to be encouraged to attend in service training in a bid to enhance discipline in schools. Also 56(70%) were of the opinion that teachers need to attend short courses on handling discipline., 53(66.3%) of the respondents stated that enhancing the supply of teaching learning material could assist to improve on student discipline. Concerning improvement of existing school infrastructure 40(62.6%) of the respondent were of the opinion that improvement of the existing school infrastructure can help to curb student indiscipline.

### 4.43 Possible strategies for curbing indiscipline, mixed day secondary school, headteachers responses

The Headtachers of mixed day secondary schools were asked to rate how the items listed below could enhance student disciplne. The results were as shown in table 4.42

**Table 4.42**

**Possible strategies for curbing indiscipline, mixed day secondary school, headteachers responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 4 | 80 | 1 | 20 | - | - | - | - | - | - | 5 |
| Teachers to attend short courses on handling discipline | 3 | 60 | 1 | 20 | 1 | 20 | -- | - | - | - | 5 |
| Enhance supply of teaching learning materials | 4 | 80 | - | - | 1 | 20 | - | - | - | - | 5 |
| Improvement of existing school infrastructure | 3 | 60 | 1 | 20 | 1 | 20 | - | - | - | - | 5 |

The research findings showed that 4(80%) of the headteachers responses in mixed day schools strongly agreed that improvement of existing school infrastructure can assist to improve student discipline 1(20%) agreed none disagreed none strongly disagreed and none gave no response. The results

showed that 4(80%) of the headteachers responses strongly agreed that untrained teachers should be encouraged to attend in service training none agreed 1920%) disagreed none strongly disagreed and none gave no response. Again 4(80%) strongly agreed that enhancing materials can boast student discipline, none agreed 1(20%) disagreed none strongly disagreed and none gave no response. Concerning teachers attending short courses 3(60%) strongly agreed that teachers need to attend short courses on handling discipline 1(20%) agreed and 1(20%) disagreed none strongly disagreed and none gave no response.

### 4.44 Possible strategies for curbing indiscipline, mixed day secondary school, teachers responses.

The teachers of mixed day secondary schools were asked to rate how the items listed below could enhance students discipline. The results were as shown in table 4.43

**Table 4.43**

**Possible strategies for curbing indiscipline, mixed day secondary school, teachers responses.**

| Rating | Sa | % | A | % | D | % | S d | % | No | % | Total |
|--------|-----|------|---|------|---|------|-----|------|----|------|-------|
| Untrained teachers be encouraged to attend in-service training | 17 | 70.8 | 5 | 20.8 | 1 | 4.17 | - | - | 1 | 4.17 | 24 |
| Teachers to attend short courses on handling discipline. | 17 | 70.8 | 4 | 16.7 | 1 | 4.17 | 1 | 4.17 | 1 | 4.17 | 24 |
| Enhance supply of teaching/learning materials | 16 | 66.7 | 4 | 16.7 | 2 | 8.33 | 1 | 4.17 | 1 | 4.17 | 24 |
| Improvement of existing school infrastructure | 17 | 70.8 | 5 | 20.8 | 2 | 8.33 | - | - | 1 | 4.17 | 24 |

The research findings showed that 17(70.8%) of the teachers responses in mixed day schools strongly agreed that untrained teachers need to be encouraged to attend in-service training as a means of curbing students discipline 5(20.8%) agreed 1(4.2%) disagreed none strongly disagreed and 1(4.2%) gave no response. Also 17(70.8%) strongly agreed that improvement of existing school infrastructure can assist in enhancing students discipline 5(20.8%) agreed 2(8.3%), disagreed, none strongly agreed and 1(4.17%) gave

no response. Out of the 24 teachers responses in mixed day secondary schools 17(70.8%) strongly agreed that teachers need to attend short courses on handling discipline 4(16.7%) agreed 1(1(4.17%) disagreed 1(4.17%) strongly disagreed and 1(4.17%) gave no response concerning enhancing the supply of teaching : learning materials 16(66.7%) strongly agreed that enhancing the supply of teaching learning materials could assist to curb student in discipline 4(16.7%) agreed 2(8.3%) disagreed 1(4.17%) strongly disagreed and 1(4.17%) gave no responses.

Therefore according to the findings 22(91.6%) of the respondents were of the view that untrained teacher. Need to be encouraged to attend in-service training. Also 22(91.6%) stated that improvement of existing school infrastructure could assist to curb student indiscipline. The results showed that 21(87.5%) were of the opinion that teachers need to attend that courses on handling discipline. Out of the 24 teachers 20(83.4%) stated that enhancing the supply of teaching learning materials can be of significance in ensuring a discipliner student body in schools.

## 4.45 Possible strategies for curbing indiscipline, mixed day secondary school, students responses

The students of mixed day secondary schools were asked to rate how the items listed below could enhance student discipline. The results were as shown in table 4.44

**Table 4.44**

**Possible strategies for curbing indiscipline, mixed day secondary school, students responses**

| Rating | Sa | % | A | % | D | % | Sd | % | No | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Untrained teachers be encouraged to attend in-service training | 34 | 15 | 114 | 50.4 | 30 | 13.3 | 28 | 12.4 | 20 | 8.8 | 226 |
| Teachers to attend short courses on handling discipline | 20 | 8.8 | 114 | 50.4 | 40 | 17.7 | 30 | 13.3 | 22 | 9.7 | 226 |
| Enhance supply of teaching learning materials | 23 | 10.2 | 140 | 61.9 | 23 | 10.2 | 20 | 8.8 | 20 | 8.8 | 226 |
| Improvement of existing school infrastructure | 34 | 15 | 125 | 55 | 33 | 14.6 | 23 | 10.2 | 11 | 4.9 | 226 |

According to the research findings 34(15%) of the standards response in mixed Day schools strongly agreed that untrained teachers need to be encouraged to attend in a service training 114 (56.4%) agreed, 30 (13.3%) disagreed disagreed, 28 (12.4%) strongly disagreed and 20(8.8%) gave no responses. 20 (8.8%) concerning teachers attending short courses 20 (8.8%) strongly agreed at that teachers should attend short course 114(50.4%) agreed 40(17.7%) disagreed 30(13.3%) and 22 (9.7%) gave no responses. 23 (10.2%) of the respondents strongly agreed that enhancing teaching learning's

materials could help to improve standards discipline 140(61.9%) agreed 23 (10.2) disagreed, 20 (8.8%) strongly disagreed and 20 (8.8%) gave no responses. The standards responses also shared that 34(15%) strongly agreed that improvement of the existing school infrastructure can serve as a measure for improving discipline 125(55%) agreed 33 (14.6%) disagreed and 11 (4.9%) gave no responses.

The results therefore should that 163 (72.1%) of the respondents were of the view that enhancement of the teaching learning resources could help to boost students discipline 159(70%) cited improvement of the existing school infrastructure as a way of curbing student indiscipline.148 (65.4%) of the respondents stated that encouraging untrained teachers to attend in service training would help to improve student discipline. 134(59.2%) of the respondents were of the  opinion that teachers need to attend short courses n handling discipline as a means of enhancing students discipline.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATION

## 5.1 Introduction

This chapter is made up of the following sub-headings, summary, findings, conclusions and recommendation for the study.

## 5.2 Summary of the study

The purpose of the study was to investigate school based factors and their effects on discipline of secondary school students in Kiambu East District, Kenya. The objectives of the study included, to identify the types of indiscipline that are common in secondary schools in Kiambu East District, to examine the teachers demographic characteristics and their influence on students discipline in secondary schools in Kiambu East District. They also included to determine the influence of availability of teaching / learning resources on discipline in Kiambu East District,to determine ways in which availability of physical facilities affect secondary school discipline in  Kiambu East District and to suggest possible strategies of curbing indiscipline in secondary schools.


 Literature was reviewed covering types of indiscipline that are common in secondary schools, teachers demographic characteristics, teaching-learning materials, the school infrastructure and possible strategies to improve on discipline. It also included summary of literature review, theoretical framework and conceptual framework.

The study adopted a descriptive research design. Questionnaires were used as the main data collecting instruments. The data was analysed using descriptive statistics, frequency distribution tables and percentages.

**5.3 Conclusions**

The research findings indicate that school based factors, (Teachers demographic characteristics characteristics, teaching-learning materials and physical facilities have an effect on discipline in secondary schools, the finding generated following conclusions. That indiscipline is a common problem in secondary schools and that it takes one form or the other. However the common types of indiscipline differ from school to school. This depends on whether it is a boys boarding school, a girls boarding school or a mixed day secondary school. According to the research findings the most common forms of indiscipline in boys boarding secondary schools are noise making, rudeness and vernacular speaking. In girls boarding secondary schools the research found the following forms of indiscipline to be most common, noise making, rudeness, vernacular speaking and work avoidance. According to the study findings the most common forms of indiscipline in mixed day secondary schools are, noise making, absenteeism, vernacular speaking and work avoidance.

The research study found that teachers demographic characteristics have an effect on students discipline in secondary schools. According to the findings

qualified and experienced teachers are likely to enhance discipline as compared to unqualified and inexperienced teachers. The research also found that older teachers are likely to have positive impact on students discipline this could be because of their experience in dealing with discipline issues.

The research findings showed that teaching-learning materials have an influence on discipline; the study suggests that adequate provision of teaching-learning materials could help to enhance discipline in secondary schools. The study showed that physical facilities have an impact on discipline. According to the research findings availability of physical could assist to improve on discipline. For example availability of library, laboratory have an effect on students discipline, therefore recommends adequate provision of these facilities.

According to the research findings some of the measures that could be taken to enhance discipline in secondary include encouraging untrained teachers to attend in-service training. Generally the study recommends that there is need to enhance students discipline in secondary schools in order to facilitate a conducive learning and teaching atmosphere. The study suggests that the untrained teachers could attend in-service training in order to acquire knowledge and skills on discipline issues. This would assist the teachers in their duties since they play a major role in maintenance of discipline in secondary schools. Trained teachers could also attend short refresher courses on handling discipline.

The study recommends that schools be encouraged to replenish the Teaching-learning materials as this can encourage the teaching and learning to take place with little or no interruption, this can reduce chances of indiscipline among the students. On the other hand this could reduce time wastage and idleness and encourage good academic results which on the other hand could encourage good discipline.

The research suggests an improvement of the existing physical facilities as this can help to create a good learning atmosphere. When the students are fully and willingly engaged in their studies in a condusive atmosphere they are less likely to become indisciplined since much of their time and energy are being tapped positively.

## 5.4 Recommendations

Generally the study recommends that there is need to enhance students discipline in secondary schools in order to facilitate a conducive learning and teaching atmosphere. The study suggests that teachers can attend in-service training in order to acquire knowledge and skills on discipline issues. This could assist the teachers in their duties since they play a major role in maintenance of discipline in secondary schools. Trained teachers can also attend short refresher courses on handling discipline.

Schools cant be encouraged to replenish the teaching-learning materials as this could encourage the teaching and learning to take place with little or no

interruption. This on the other hand could reduce chances of indiscipline among the students. This can also reduce time wastage and idleness thus encouraging good academic results which can encourage good discipline.

An improvement of the existing physical facilities could help to create a good learning atmosphere. When the students are fully and willingly engaged in their studies in a conducive atmosphere they are less likely to become indisciplined since much of their time and energy are being tapped positively.

## 5.5 Suggestions for further research

The research was meant to examine school based factors and there effects on students secondary school discipline, however there are other areas on students discipline that need to be studied.

1, Effects of indiscipline on school management.

2. The relationship between discipline and leadership styles.

3. The relationship between discipline and the school-neighbourhood environment.

4. The effects of discipline on the student-student relationship.

5The relationship between discipline and teacher-student relationships.

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# APPENDICES

## APPENDIX A

## LETTER OF INTRODUCTION

Margaret M. Muratha,

University of Nairobi,

P.O. Box 30197,

Nairobi

5-5-2011

The Headteacher

………… Secondary School.

Dear Sir/Madam,

**RE: REQUES TO CARRY OUT RESEARCH**.

I am a student currently undertaking studies in Masters in Educational Administration at the University of Nairobi, Department of Education Administration and Planning.  I intend to carry out a research on **School Based Factors and Their Effects on Discipline of Secondary School Students in Kiambu East District, Kenya**. The data collected will only be used for the purpose of this study therefore the respondents **ARE NOT REQUIRED** to write down their names or the names of their school.  Your assistance and corporation will be highly appreciated.

Yours Faithfully,


Margaret Muthoni M

**APPENDIX B**

**HEADTEACHERS QUESTIONNAIRE**

**Instructions**

This questionnaire is meant to gather general information on students' discipline. The information given will be used strictly for the purpose of this study. Your identity will be kept confidential. Therefore Please, DO NOT INDICATE YOUR NAME OR THE NAME OF YOUR SCHOOL. Answer the questions by ticking (√) the most appro**priate answer. Please be honest when answering.**

**Part one.** This section will collect data on demographics (gender, age, experience and qualifications)

1. Please your gender

   Males    ( )         Females ( )

2. Please indicate the age group to which you belong

   25-29 years ( )   30-34 years ( )   35-39 years ( )   40-44 years( )

   45- 49 years ( )   50-54 years ( )      55 and above ( )

3. Please indicate the total number of teaching years from the categories given.

   Below 1 year ( )  0-5year ( )      6-10 years ( )   11-15 years ( )

   20-60 years ( )   21-24 years ( )   25-30 years ( )  Above 30 years ( )

4. Please indicate your highest academic qualifications indicate.

   Diploma /S 1( )     B.Ed ( )       B.A with P.G.D.E ( )

B. Sc with P.G.D.E. (  )          M.Ed (  )      Any other (  )

**Part two.**

This section will collect data on common types of indiscipline, teaching-materials, physical facilities and strategies to curb indiscipline.

Please use the scale to give your opinion.

SA- Strongly Agree,  A – Agree,   D – Disagree,  SD - Strongly Disagree,

NO - No Opinion

5.  Please indicate (√) the forms of indiscipline that are common in your school

| Noise making | Sneaking out of school | Rudeness | Absenteeism | Work avoidance | Vernacular speaking |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

6 .Demographic characteristics

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Male teachers are more effective in maintaining discipline than female teachers |  |  |  |  |  |
| ii. | The age of a teacher has an impact on student discipline than young teachers. |  |  |  |  |  |
| iii. | Older teachers are more likely to maintain discipline as compared to young teachers |  |  |  |  |  |
| iv. | Trained teachers are more likely to maintain discipline than unqualified ones. |  |  |  |  |  |
| v. | Teachers with a long teaching experience maintain discipline better than newly employed. |  |  |  |  |  |

7. Availability of the items mentioned below enhances discipline in a school.

| | | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Textbooks | | | | | |
| ii. | Chalk | | | | | |
| iii. | Dusters | | | | | |
| iv. | Stationary | | | | | |
| v. | Laboratory chemicals | | | | | |

8. Availability of the following help to maintain students discipline

| | | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Adequate classroom size | | | | | |
| ii. | Well equipped library | | | | | |
| iii. | Kitchen | | | | | |
| iv. | Dining hall | | | | | |
| v. | Well equipped laboratory | | | | | |

9. Possible strategies for curbing indiscipline in school

| | | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Untrained –teachers be encouraged to attend in-service training | | | | | |
| ii. | Teachers to attend short courses on handling discipline | | | | | |
| iii. | Enhance supply of teaching- learning materials | | | | | |
| iv. | Improvement on existing school infrastructure | | | | | |

**TEACHERS QUESTIONNAIRE**

**Instructions**

This questionnaire is meant to gather general information on students' discipline. The information given will be used strictly for the purpose of this study. Your identity will be kept confidential. Therefore Please, DO NOT INDICATE YOUR NAME OR THE NAME OF YOUR SCHOOL. Answer the questions by ticking (√) the most appropriate answer. Please be honest when answering.

**Part one.** This section will collect data on demographics (gender, age, experience and qualifications.

1. Please your gender

   Males      ( )              Females ( )

2. Please indicate the age group to which you belong

   25-29 years ( )     30-34 years ( )        35-39 years ( ) 40-44years ( )

   45- 49 years ( )    50-54 years ( )        55 and above ( )

3. Please indicate the total number of teaching years from the categories given.

   Below 1 year ( )   0-5year ( )   6-10 years ( )    11-15years ( )

   16-20 (years)   21-24 years ( )     25-30 years (  )   Above 30years ( )

4. Please indicate your highest academic qualifications indicated.

   Diploma /S 1( )              B.Ed ( )        B.A with P.G.D.E ( )

   B. Sc with P.G.D.E. ( )              M.Ed ( )        Any other ( )

**Part two.** This section will collect data on common types of indiscipline, teaching-learning materials, physical facilities and strategies to curb indiscipline.

Please use the scale to give your opinion.

SA- Strongly Agree,   A – Agree,    D – Disagree,   SD - Strongly Disagree,

NO - No Opinion

5. Please indicate (√) the forms of indiscipline that are common in your school

| Noise making | Sneaking out of school | Rudeness | Absenteeism | Work avoidance | Vernacular speaking |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

6. Demographic characteristics

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i | Male teachers are more effective in maintaining discipline than female teachers |  |  |  |  |  |
| ii | The age of a teacher has an impact on student discipline than young teachers. |  |  |  |  |  |
| iii | Older teachers are more likely to maintain discipline as compared to young teachers |  |  |  |  |  |
| iv | Trained teachers are more likely to maintain discipline than unqualified ones. |  |  |  |  |  |
| ii. | Teachers with a long teaching experience maintain discipline better than newly employed. |  |  |  |  |  |

7. Availability of the items mentioned below enhances discipline in a school.

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Textbooks |  |  |  |  |  |
| ii. | Chalk |  |  |  |  |  |
| iii. | Dusters |  |  |  |  |  |
| iv. | Stationary |  |  |  |  |  |
| v. | Laboratory chemicals |  |  |  |  |  |

8. Availability of the following help to maintain students' discipline

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Adequate classroom size |  |  |  |  |  |
| ii. | Well equipped library |  |  |  |  |  |
| iii. | Kitchen |  |  |  |  |  |
| iv. | Dining hall |  |  |  |  |  |
| v. | Well equipped laboratory |  |  |  |  |  |

9. Possible strategies for curbing indiscipline in school

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Untrained –teachers be encouraged to attend in-service training |  |  |  |  |  |
| ii. | Teachers to attend short courses on handling discipline |  |  |  |  |  |
| iii. | Enhance supply of teaching- learning materials |  |  |  |  |  |
| iv. | Improvement on existing school infrastructure |  |  |  |  |  |

**STUDENTS QUESTIONNAIRE**


**Instructions**

This questionnaire is meant to gather general information on students' discipline. The information given will be used strictly for the purpose of this study. Your identity will be kept confidential. Therefore Please, DO NOT INDICATE YOUR NAME OR THE NAME OF YOUR SCHOOL. Answer the questions by ticking (√) the most appropriate answer. Please be honest when answering.

**Part one.** This section will collect data on the general information about the respondent.

1. Please your gender

   Males     ( )          Females ( )

2. Please indicate the age group to which you belong

   114-14    years ( )              15-17 years ( )       18    years    and

       above ( )

3. Indicate the form in which you belong

   Form 1 ( )  Form 2 ( )     Form 3 ( )     Form 4 ( )

**Part two.**

This section will collect data on common types of indiscipline, teaching-learning materials, physical, facilities and strategies to curb indiscipline.

 Please use the scale to give your opinion.

SA- Strongly Agree,   A – Agree,    D – Disagree,   SD - Strongly Disagree,

NO - No Opinion

4.  Please indicate (√)  the forms of indiscipline that are common in your school

| Noise making | Sneaking out of school | Rudeness | Absenteeism | Work avoidance | Vernacular speaking |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

5. Demographic characteristics

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i | Male teachers are more effective in maintaining discipline than female teachers |  |  |  |  |  |
| ii | The age of a teacher has an impact on student discipline than young teachers. |  |  |  |  |  |
| iii | Older teachers are more likely to maintain discipline as compared to young teachers |  |  |  |  |  |
| iv | Trained teachers are more likely to maintain discipline than unqualified ones. |  |  |  |  |  |
| iii. | Teachers with a long teaching experience maintain discipline better than newly employed. |  |  |  |  |  |

6. Availability of the items mentioned below enhances discipline in a school.

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Textbooks |  |  |  |  |  |
| ii. | Chalk |  |  |  |  |  |
| iii. | Dusters |  |  |  |  |  |
| iv. | Stationary |  |  |  |  |  |
| v. | Laboratory chemicals |  |  |  |  |  |

7. Availability of the following help to maintain students' discipline

|  |  | SA | A | D | SD | NO |
|---|---|---|---|---|---|---|
| i. | Adequate classroom size |  |  |  |  |  |
| ii. | Well equipped library |  |  |  |  |  |
| iii. | Kitchen |  |  |  |  |  |
| iv. | Dining hall |  |  |  |  |  |
| v. | Well equipped laboratory |  |  |  |  |  |

8 .Possible strategies for curbing indiscipline in school

|  | SA | A | D | SD | NO |
|---|---|---|---|---|---|
| Untrained –teachers be encouraged to attend in-service training |  |  |  |  |  |
| Teachers to attend short courses on handling discipline |  |  |  |  |  |
| Enhance supply of teaching- learning materials |  |  |  |  |  |
| Improvement on existing school infrastructure |  |  |  |  |  |