

**SCHOOL BASED FACTORS INFLUENCING PUPILS'
DISCIPLINE IN COMPLIMENTARY PRIMARY SCHOOLS IN
MAKADARA SUB-COUNTY, KENYA**

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**A Research Project Submitted for Examination in Partial Fulfillment
of the Requirement for the Award of the Degree of Master of
Education in Educational Administration.**

UNIVERSITY OF NAIROBI

2015

DECLARATION

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

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DEDICATION

I dedicate this work to my husband Jackson Muthama, our son James Maingi and daughter Yvonne Mutheu. I also dedicate this to my father Joseph Mwangi and Mother Mary Gathoni.

ACKNOWLEDGEMENTS

I acknowledge God for the overwhelming grace which is sufficient and the good healthy mind and body that have enabled me get this far.

I thank my supervisors Dr. Ursulla Okoth and Mr. Mbeche Ferdinand for their concern, guidance and tolerance throughout the study. Many thanks to all my lecturers in the Department of Educational Administration and Planning, who through their commitment, wisdom took me through my course work.

I acknowledge my father Joseph Mwangi and mother Mary Gathoni who were supportive of my academic study and very supportive in prayer and deeds. I also like to specially thank my husband Jackson Muthama for his financial support and understanding.

I will also thank specially my friends Rosalia Karande and Rahab Kihara, and all my class mates, who inspired and motivated me to work hard.

Special thanks to all complimentary primary schools principals, teachers and pupils in Makadara Sub-County for their support and valuable information during data collection.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer
EFA	Education for All
KCPE	Kenya Certificate of Primary Education
SWL	Social and Emotional Learning
SWPBS	School Wide Positive Behavioral Supports
USA	United States of America

ABSTRACT

The purpose of this study was to investigate school based factors influencing pupils' discipline in complimentary primary schools in Makadara Sub-County, Kenya. The objectives of the study included how to establish the extent to which head teacher discipline management skills influences pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya, to determine how teachers training affects pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya, to establish how peer pressure influence pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya, and to establish the extent to which drug abuse impacts pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya. This study adopted the descriptive survey design where the target population for this study was 17 complimentary primary schools head teachers and 270 teachers, 204 primary school pupils' leaders and one DQASO. On sampling seven head teachers were purposively sampled while a total of 42 teachers and 28 pupil leaders were sampled from the same schools. To collect data, a set of semi-structured questionnaires were used and an interview guide were used. Before the actual data collection, piloting of questionnaires and the interview guide were done on two secondary schools in Makadara Sub-County. To establish the reliability of the instrument, the researcher used the test-retest where the second test administration was done one week after the first one. From the study it can be concluded that concluded that head teachers don't organize for pupils counselling seminars/ training on discipline - on areas of peer pressure, drug abuse. Teachers were unable to cope with the high level of absenteeism in class which affected the classes at a great extent, there is also a high disruptive behaviour in classes. In addition most teachers have never attended an in service training / class room management training workshops and seminars. Peer pressure had a great impact on school discipline and that friends in the same group broke the school rules to a great extent. The study indicated that that drug abuse had an enormous effect on complimentary school discipline in the Sub-County, drug abuse had a significant effect on the pupils' physical health in school hence affecting their ability to learn. The researcher therefore recommends that the head teacher need to hold seminars in schools especially on guidance and counselling, - peer pressure on a regular basis. The head teacher need to actively involve parents and other stake holders in the discipline management. He should also involve the discipline committee in monitoring the surroundings and the compound so as to control illegal drug abuse activities. The teachers need to attend seminars and workshops to be trained on discipline and classroom management. The pupils need to be counselled and peer education provided so as to enable them concentrate in class and manage peer pressure. The researcher suggests the following areas for further study, given the scope and limitations of this study that the study should be carried again in some other sub counties for comparative purpose.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Discipline is the assertion of over more base desires, and is usually understood to be synonymous with self - control. Self-discipline is to some extent a substitute for Motivation, except that it isn't. When one uses reason to determine the best course of action that opposes one's desires, which is the opposite of Fun. Virtuous behavior can be described as when one's are aligned with one's aims: to do what one knows is best and to do it gladly. Continent behavior, on the other hand, is when one does what one knows is best, but must do it by opposing one's motivations (Fowers, Blaine J. 2008). According to this definition, discipline is intended to suppress, control and redirect indiscipline, that is, discipline that is aggressive, immoral or disruptive to learning in the classroom or school.

Complimentary schools are alternative providers of basic education. They are established under private-public partnerships for the provision of basic education or vocal training for children and youth who due to difficult circumstances are unable to access public or private schools in informal settlements and other hard to reach areas. These institutions compliment the government efforts to provide education and training for all (Akyeampong, 2004). Discipline in schools is an ongoing topic of discussion -both within schools and in the broader community. The effectiveness of a school may often be judged on how discipline is maintained among pupils. However, school discipline is a complex issue. It is not merely a matter of control and ensuring an orderly environment. Discipline is at the core of the education process itself.

Without discipline -particularly self-discipline -there is little learning (John Carr, 2002).

Ballentine and Spade (2007) in the USA argue that schools serve as social instruments for inculcating discipline and therefore are mediums through which students socialise and realize academic and other related goals. Therefore, effective teaching therefore partly depends upon students upholding discipline and discourages any factors that work against learning. In addition Bomstein, and Vandell, (2010) in USA argue that in exploring anti-normative behaviours during adolescence, studies have reported that over control by parents and restrictive interactions between parent and child have been associated with the following behaviour in adolescents: suicide, drug abuse, and male aggression.

Garagae (2007) asserts that violence and misbehavior exist in schools in Botswana. He states that this indiscipline manifests itself in vandalism, bullying, alcohol and drug and substance abuse, truancy and unwillingness to do homework. Since the process of going through appropriate channels in order to take discipline action is long, this gives leeway to students misconduct (Garagae, 2007). Studies carried out by Matsoga (2003) and Moswela (2005), in Botswana schools show that indiscipline such as violence, bullying, vandalism, alcohol and substance abuse, truancy or unwillingness to do homework interferes with teaching and learning process. The end result is poor performance in examinations (Moswela, 2004).

According to Sushila (2004) the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head teacher

should be involved in making most of the decisions of the school. It is therefore important that the head teacher is a leader, a thinker and a decision maker. A discreet head teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies.

Effective supervision of instruction can improve the quality of teaching and learning in the classroom absenteeism and lateness to school by pupils are reported as most assuredly related to poor performance in school (GoK, 2008).

According to Republic of Kenya (2008), indiscipline in schools can take the following forms, lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to school rules and regulations, drug abuse, destruction of property, bullying fellow students, boycotts and assaults, indecent behaviors like rape and arson. Indiscipline affects performance negatively.

In Makadara District, pupils in schools located next to major slums have a challenge of indiscipline. Absenteeism, truancy and temporary drop out are common discipline issues. Most pupils absent themselves in order to participate in earning a living. This has greatly affected the discipline of the pupils' hence poor performance in KCPE in Madaraka District. The DEO Makadara is particularly worried by the mean scores posted in KCPE examinations due to indiscipline case (Makadara District Education sector Strategic Plan, 2012 – 2017). Okumu (2014) indentified major indiscipline cases in Makadara sub-county as use of slang language, stealing, lateness to school, absenteeism and possession of mobile phones, Not doing assignments, Not observing school dress code among others. It is therefore implies that effective holistic preparation

of pupils in public primary schools make the pupils appreciate themselves and others and be able to fit well in the society. On the basis of this background; this study sought to investigate school based factors that influence levels of discipline of the pupils in public complimentary primary schools in Makadara District.

1.2 Statement of the problem

Complimentary or community based schools have been promoted as an alternative means to increase access to schooling within the context of Education for All (EFA) (World Education Forum, 2000). The majority of these studies look primarily at the managerial and financial aspects, and issues such as access rates and learning achievement. However indiscipline in these schools contributes to how well they excel in their academic life, it also contributes to early school children drop outs who later engage in drugs and crime as they have no other skills to utilize.

Indiscipline is rife in Makadara Sub-County as evidenced from the studies from Okemwa (2007), Kamau (2008) and Ikambili (2003). Okumu (2014) found out that indiscipline was rife in makadara district among public school learners. This is an indicator of indiscipline among learners in makadara. So far, there has been limited research on factors influencing indiscipline in complimentary primary schools in Makadara Sub-County. Among the available studies on indiscipline in Makadara Sub-County, few, if any, have focused on the broad and varied factors that may influence indiscipline in public day secondary schools.

School indiscipline is a complex social and psychological problem. Schools in informal settlement have been reported in the media of being involved in frequent cases of unrest. Various factors have been cited as major cause of such unrests.

Therefore the researcher intends to investigate the factors influencing Pupils' discipline in complementary primary schools in Makadara Sub-County Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate school based factors influencing pupils' discipline in complimentary primary schools in Makadara sub-county, Kenya.

1.4 Objectives of the study

- i. To establish the extent to which head teacher discipline management skills influences pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya.
- ii. To determine how teachers training affects pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya.
- iii. To establish how peer pressure influence pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya.
- iv. To establish the extent to which drug abuse impacts on pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya.

1.5 Research questions

The research addressed the following questions:

- i. What extent does head teacher management skills have on pupils' discipline in complementary primary schools in Makadara Sub-County Kenya?
- ii. What effect does teachers training have on pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya?

- iii. How does peer pressure influence pupils' discipline in complementary primary schools in Makadara Sub-County Kenya?
- iv. What impact does drug abuse have on pupils' discipline in complementary primary schools in Makadara Sub-County Kenya?

1.6 Significance of the study

The study may increase the growing literature of school management and hence help educationists and policy makers improve on the existing policy guidelines on the role of head teachers. This may improve the school management and consequently lead to the achievement of the school objectives. By focusing on a small area, the study may give an in-depth insight into discipline matters.

The study may benefit all the stake holders in the education sectors to ascertain the factors that influence discipline of pupils in primary schools. It may help the future researchers to review the literature and find the existing areas for further research. It may also help the community to understand the problem and find possible solution to the discipline of pupils.

The study's findings may provide the Ministry of Education planners, teachers, learners, the public and other stakeholders with a better understanding of the importance of discipline of pupils in the district. This may help the Ministry of Education decide where to increase their investment in childcare's early years as they set the stage for discipline of pupils.

It may also enable them to identify education sector's institutional needs for improvement and ensure that quality teaching is offered in our primary institutions.

The findings may enable the District Education Officers to reevaluate their activities and apply the recommendations made by the study to improve discipline of pupils through government efforts such as mentoring.

1.7 Limitations of the study

According to Mugenda and Mugenda (2003), limitation is an aspect of research that may influence the results negatively, but over which the researcher has no control. In the study, it was not possible to control the attitudes of the respondents' members and respondents may have given socially acceptable answers to please the researcher and, this may have affected the validity of the study. Respondents were assured of confidentiality on their identities.

1.8 Delimitation of the study

The study was conducted in primary complementary schools in Makadara District, Nairobi County which is an urban setting. The study was limited to primary complementary schools within Makadara District. The study investigated factors affecting discipline.

1.9 Assumptions of the study

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

- i. All respondents were cooperative and provided reliable responses on factors affecting discipline in primary complementary schools in Makadara District.

- ii. All primary complimentary schools in Makadara District have had indiscipline issues at one time.
- iii. That the population in the schools targeted for the study are heterogeneous.

1.10 Definition of significant terms

Complimentary schools are alternative providers of basic education. They are established under private-public partnerships for the provision of basic education.

Discipline refers to training of mind of an individual to produce good and acceptable behaviour, self-control and respect of authority.

Indiscipline refers to lack of observation of the laid down rules and regulations or misbehavior.

Involvement refers to frequency of contribution of students to various decisions made in the school.

Management refers to the involvement of prefects in the enforcement of school rules and their participation in decision making in ensuring that students conduct themselves in an orderly and appropriate fashion.

Punishment refers to the deliberate infliction of pain, shame or unpleasantness on students as a consequence of what teachers may consider to be misbehaviour.

Role refers to the duties of prefects in relation to school management.

School administration refers to formalized system which is intended to control, supervise, plan and make decisions about various activities of the school.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of background of the study, statement of the problem, objectives of the study, questions guiding the study, the purpose of the study, delimitation of the study and organization of the study. Chapter two discusses the literature review and consist of;- introduction, concept of discipline, head teacher discipline management skills, teachers training and school discipline, peer pressure and school discipline, drug abuse and school discipline, in addition the chapter discusses the summary of literature theoretic framework and the conceptual framework. Chapter three discusses the research methodology and it consist of; - introduction, research design, target population, sample size and sampling procedure, research instrument, validity of instrument, reliability of instrument, data collection procedures and data analysis techniques. Chapter four discusses findings and data analysis and chapter five comprises of summary of research findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives an evaluative report of information found in the literature related to the area of study. It discusses the concept of discipline, influence of head teacher discipline management skills and school discipline, influence of drug abuse and schools discipline, influence of teachers training and school discipline, influence of peer pressure and school discipline, summary of literature, theoretical framework and conceptual framework.

2.2 Concept of discipline

Frankha (2005) defines indiscipline as the state of being negative and unwilling to conform to the expected standards of behaviour necessary for the achievement of the set objectives. In every situation where a group of people is engaged for a common purpose, discipline is considered an essential element for the attainment of the intended goals. Discipline also gives rise to an organized way of doing things so as to realize desired goals without interference. In the school set up, discipline counts among the top factors that have to be considered by a school administration that has the objective to achieve excellence in human resource development.

According to Guyer (2004) the role of discipline is merely to correct faults, to prevent bad habits, to restrain unruliness, to free the will from the despotism of desires, to keep man's animosity from interfering with his humanity. Modern day educationists see discipline as a means of putting one's emotions and actions under control for

desirable behaviour in order to achieve set objectives. Discipline leads individuals and groups towards achieving self-control, self-respect, self-guidance and security (Hanson, 1995)

2.3 Head teacher discipline management skills and school discipline

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

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

2.4 Teachers training and schools discipline

Teachers training as a means to alleviate student behavior problems has received less visibility in recent literature. Clarke, Dunlup & stichter (2002) noted that a decline in teacher –agent behavior intervention in research articles. The researchers believed that the decline in data can be attributed to the challenge of indentifying meaningful interventions. Teachers are taught on conscious discipline approach developed by Bailey in 1994, this training program goal is to provide systematic changes in schools by developing the emotional intelligence of teachers first and children second. On the measurable outcomes is the improved behavior of a difficult child in that teacher’s classroom (Hoffman, Hutchinson & Reiss, 2005).

Teachers learn to be agents for change through directed activities lectures discussions and role playing. The classroom management principles are presented by incorporating specific structures and activities into daily routine and existing curriculum offered by a teacher in the classroom. The conscious discipline progema teaches adults how to perceive daily conflict as an opportunity for children to learn social and emotional skills as opposed to viewing children as a disruption to the education process. Conscious discipline educates teachers in how to transform resistance into cooperation through the use of seven basic skills (Bailey 2001). Teachers training sessions imparts knowledge and skills related to self-control, discipline and creating the school family. The lessons about self-control consist of principles and perceptions adults can use to maintain emotional triggers, reframe a situation and monitor their thoughts. When teachers learn these lessons themselves they can impact skills to their pupils (Hoffman, Hutchinson & Reiss, 2005).

2.5 Peer pressure and schools discipline

Peer pressure is a big problem among pupils, it can make some teenagers act, think, or look a certain way, just to be accepted by other teenagers. But let it be realistic; peer pressure is so easy giving in to, because no one wants to be alone, and everyone want to feel accepted, and sometimes teenagers believe that the easiest way to be accepted, is to be like the rest, even though that means that you have to change who you are. Hence, it can be safely concluded that peer pressure has both negative and positive impacts on the child of middle school (Jensen, 2005). Even worse cases could be if a group of boys want to commit a robbery or break into a store for example. One of the boys in the group doesn't really want to do these things, maybe because he knows better than the rest of the group.

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

2.6 Drug abuse and schools discipline

Drug abuse in schools is a problem that many schools and educational facilities experience. Because of the danger of many drugs and how they can affect individuals in the school, drug abuse can take a toll on the students as well as the teachers that must try to help the kids in any way that they can. Students who suffer from drug abuse tend to care less and less about the matters of education. Drugs alter the brain's natural functions, making it more and more difficult to keep focus on something for long periods of time. This being the case, their grades will fall drastically and some students even stop coming to classes altogether. This affects not only the student suffering from drug abuse, but the students who are friends with the affected students and the teacher who worries about her students (Abudu, 2008).

Drugs also cause the brain to stop functioning correctly in terms of temper and judgment. When this is the case, a student will become aggressive, easily agitated and violent against other students. The more a student's mind has been or is being altered by drugs, the greater that student's risk of violent outburst is. Physical violence often results in expulsion from schools, despite drug intervention, so drugs could potentially destroy a student's life before he even gets a diploma. This can also affect other students in the school, putting them in danger whenever they converse with the drug-using student (Chesang, 2013).

When a student becomes addicted and begins to abuse drugs, that student's physical stature takes a massive hit. The student will find that he is less and less able to compete in physical education courses and tends to get hungry or thirsty at ravenous levels during certain times of the day, causing many problems for teachers and

students alike. Students who are frail in physical stature tend to be the target of bullying or abuse, which often leads to additional drug use (Korir, 2013).

2.7 Summary of the literature review

The literature review has discussed the concept of discipline by Guyer (2004) who stated that the role of discipline is merely to correct faults, to prevent bad habits, to restrain unruliness, to free the will from the despotism of desires, to keep man's animosity from interfering with his humanity. The literature has also discussed school based factors that affect discipline including headteacher where Mbiti, (2007) stated the main function of the head teacher is to direct, guide and integrates human efforts with specific education goals. The head teacher is directly involved in establishing the rules of behavior, the penalties to be applied as well as the processes to be used. Drug abuse is a phenomenon in Kenyan primary schools, Chesang 2013 states that physical violence often results in expulsion from schools, despite drug intervention, drugs could potentially destroy a student's life before he even gets a diploma. This can also affect other students in the school, putting them in danger whenever they converse with the drug-using student.

These influence can be positive or negative depending on whether the aims of the groups are social or anti-social. Lastly the literature discusses Teachers training where (Hoffman et al, 2005) elaborates teachers training imparts knowledge and skills related to self-control, discipline and creating the school family. The lessons about self-control consist of principles and perceptions adults can use to maintain emotional triggers, reframe a situation and monitor their thoughts.

2.8 Theoretical framework

This study was guided by the social learning theory. The development of this theory can be traced back to the work of Robert Burgess and Ronald Akers in 1966. Albert Bandura is considered as one of the leading proponents of this theory, (Ormrod, 1999). Social learning theory places emphasis on the consequences of observing the example of others whose behavior is then copied. Social learning argues that learning occurs within social situations and contexts. It also considers how people learn from each other and includes related concepts such as observational, imitation and behavior modeling, (Ormrod, 1999). From just observing others, one can form an idea of how new behaviors are performed on later occasions. This coded information therefore, serves as a guide, (HLWIKI International, 2013). Key aspects of social learning are observing, retaining, motivation and imitation.

According to Docking (1980) anti-social or aggressive behavior can be learned by children who regularly witness such behavior among adults or between adults and children. Parents are urged to set good examples in front of their children for children blindly ape what they watch and hear, (www.indiaparenting.com). Bandura and Walters (1963) noted that imitation plays an important role in the acquisition of deviant as well as conforming behavior. They explained that new responses may be learned or the characteristics of existing responses changed as a result of observing the behavior of others. In some cases, the amount of learning shown by the observer can in fact be as great as that shown by the performer. On social learning and personality development, (Bandura and Walters, 1963:49) opines that other than real models, symbolic models may be presented through oral, written instructions,

pictorially or through a combination of verbal and pictorial devices. Pictorially presented models are provided in films, TV or other audio visual displays while those in books are portrayed as fiction characters.

Social learning theory is relevant in this study. The implication of this theory is that students who misbehave in schools are likely to have learnt that behavior from their homes and peers. One of the reasons a teenager may be sneaking out of school or destroying school property may be because others are doing it, since not to do the same is to be out of the peer group. The behavior of students change through modeling and observation of peers and adults. Indiscipline therefore, among students is mainly caused by copying or imitating certain bad behavior that have been observed and appreciated through their peers and the environment.

2.9 Conceptual framework

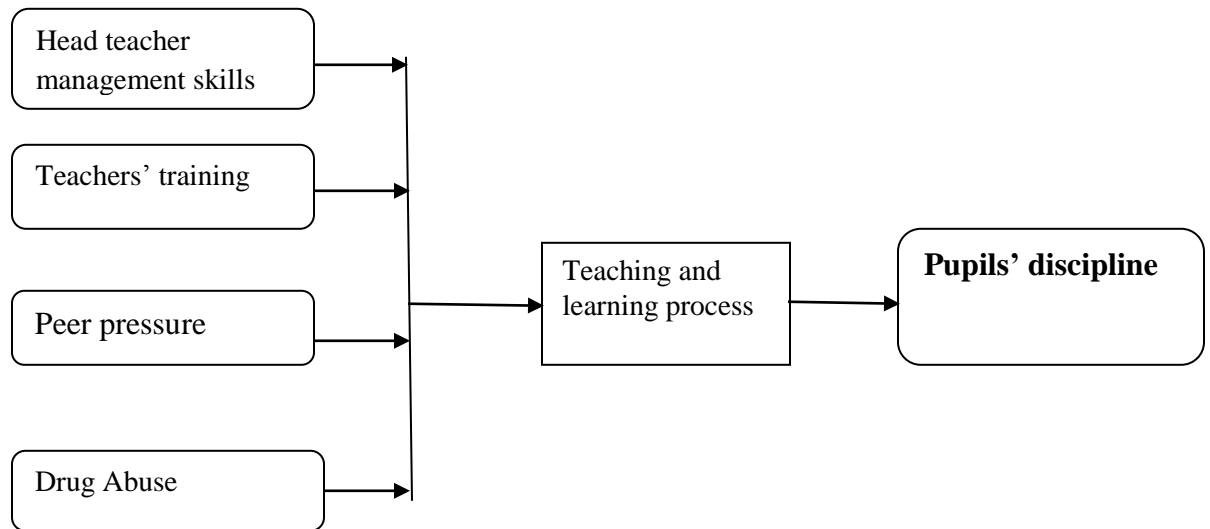


Figure 2. 1: Conceptual framework of variable relations

Teachers training is crucial to school and classroom discipline management. Their training helps them understand their pupils, learn discipline management skills that will help foster collaboration between pupils and teachers in the school environment. Peer pressure is a big problem among pupils, it can make some teenagers act, think, or look a certain way, just to be accepted by other teenagers. Peer pressure is so easy giving in to hence lead to indiscipline in schools. School administration decides on type of punishment. Depending on type of punishment, sometime it causes to rebellion of pupils thus leading to indiscipline. Good head teacher discipline management skills helps create conducive learning environment as discussions are encouraged and learners' views listened to. The head teacher works together with students on how to succeed in life and academically. Effective teaching therefore partly depends upon students upholding discipline and discourages any factors that work against learning. Drugs alter the brain's natural functions, making it more and more difficult to keep focus on something for long periods of time thus leading to absenteeism in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology that is used in the study. It discusses the research design, location of study, target population, sampling procedures, data collection instruments, validity and reliability of the instruments, and data collection procedures and analysis techniques.

3.2 Research design

This study used the descriptive survey design. A descriptive survey research attempts to collect data from members of a population in order to determine the current status of that population in respect to one or more variables (Mugenda and Mugenda, 2003). Survey design is concerned with gathering of facts or obtaining pertinent and precise information concerning the current status. The design was considered appropriate for the study because according to Kothari, survey is concerned with describing, analyzing and reporting conditions as they exist. Descriptive survey research design is most appropriate when the purpose of the study is to create a detailed description of an issue (Mugenda & Mugenda, 2003). This kind of research design therefore enabled the researcher to obtain facts and opinions from the respondents.

3.3 Target population

According to Mugenda and Mugenda (2003), population is an entire group of individuals' events or objectives having common observation characteristic. The study

was conducted in public primary schools in Makadara Sub-County. All the 17 complimentary primary schools were targeted. The population included all 270 teachers, all head-teachers in the 17 complimentary primary schools, 204 primary school pupil leaders ie the head boys, head girls, governors, panel leaders and class monitors.

3.4 Sample size and sampling procedures

The schools were selected through stratified sampling because the idea is to achieve desired representation from the various schools, only 7 schools were purposively sampled. According to Cooper and Schindler (2003), a sample population of 10% or above is considered appropriate for the study. In this case, the researcher sampled at least 30% of the total targeted population. An effective population sample attempts to be as diverse as possible according to Kombo (2006). The sample should also be representative and accessible to the researcher. The sample included 7 schools, 7 head teachers, 42 teachers, 28 pupils' leaders. The researcher included all the head teachers in the randomly selected schools because they bear the responsibility of ensuring high quality and standards of all the areas in a school key among them the management of discipline. The head teachers were selected through purposive sampling. Teachers were selected using simple random sampling. Six teachers were selected from each school. Four pupils from each school were selected using simple random sampling so as to make sure both genders and streams are well represented. One District Quality Assurance Officer was selected through purposive sampling. The researcher decided to include a DQASO because the core function of quality assurance entails effective monitoring of curriculum delivery in schools which has a high correlation with the

level of discipline in a school. The DQASO provided data on cases of indiscipline and measures they take to enhance discipline.

3.5 Research instruments

The research instruments to be employed in this study were the questionnaires and interview guide. The questionnaires were used for data collection because as McLeod (2014) observes, it offers considerable advantages in the administration. Routledge, Taylor and Francis (2004) observe that questionnaire enables the person administering them to explain the purpose of the study and give meaning of the items which might not be clear. To ensure that there is standardization of respondent's responses, a structured questionnaire was used which have close ended questions and few open ended questions which are easy to administer and are inexpensive to analyze. There were three set of questionnaire and an interview guide, appendix II head teachers, appendix III teachers, and appendix IV pupils questionnaires. All questionnaires had two parts part A and part B. Part A of all questionnaires contained back ground information, part B of head teachers questionnaire has head teachers discipline management skills and drug abuse, part B of teachers questionnaire has teachers training, drug abuse and peer pressure while part B of pupils questionnaire has peer pressure and drug abuse. Interview schedule was administered to the DQASO. The interview guide was used to collect primary data.

3.6 Validity of the instruments

Validity refers to the extent to which a research instrument measures what it is designed to measure (Ogula, 2010). To demonstrate content validity the instrument must show that it fairly and comprehensively covers the domain or items that it

purports to cover. (Cohen et al, 2007). The researcher piloted the questionnaire by subjecting them to five teachers outside the area of study. This helps the researcher to identify the problems in the questionnaire like poorly phrased questions, ambiguous questions among others (Cohen et al, 2007). The comments provided by teachers were then incorporated in the revision of the instruments.

3.7 Reliability of the research instruments

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

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

- Where r = Pearsons' Correlation Coefficient
X = Scores for test1
Y = Scores for test 2

3.8 Data collection procedures

The researcher got a letter of introduction from University of Nairobi, then the researcher sought authorization to conduct the research from the National Council of Science and Technology. She then sought the consent of the District Commissioner Makadara Sub-County to conduct research in Makadara Sub-County. The researcher distributed the questionnaires personally to the respondents and agreed on the dates for collection of the filled in questionnaires.

3.9 Data analysis techniques

Data analysis refers to examining what has been collected in the survey or experiment and making deductions and inferences. It involves scrutinizing the acquired information and making inferences. Data analysis entails separation of data into constituent parts of the elements separately, or in relation to the whole. The quantitative data analysis used descriptive statistics such as mean and standard deviations (Kombo, 2006). Data in the questioners was coded and entered in SPSS 21 software. The outcomes of the quantitative data from the coded closed –ended questions was analyzed using descriptive statistics like frequencies totals, percentages tables, graphs and histograms. The qualitative data generated from open –ended questions and from interview schedules was analyzed and categorized in a narrative form. The data was then be analyzed. The analyzed data was presented in tables and graph in order to be able to interpret, compare and make conclusion. Qualitative data was analyzed using the theme of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The purpose of this study was to investigate school based factors influencing pupils' discipline in complimentary primary schools in Makadara sub-county, Kenya. The data was analyzed using SPSS where frequencies, percentage guided the researcher to interpret the data. The chapter is divided into sections based on the research questionnaires including how to establish the extent to which head teacher discipline management skills influences pupils' discipline in complimentary primary schools in Makadara Sub-County Nairobi; to determine how teachers training affects pupils' discipline in complimentary primary schools in Makadara Sub-County Nairobi; to establish how peer pressure influence pupils' discipline in complimentary primary schools in Makadara Sub-County Nairobi and to establish the extent to which drug abuse impacts pupils' discipline in complimentary primary schools in Makadara Sub-County Nairobi.

4.2 Questionnaire return rate

The target respondents were head teachers, teachers as well as the pupils' leaders and the return rate is as illustrated by Table 4.1.

Table 4.1: Questionnaire Return rate

Return rate	Sample size	Response	Return rate (%)
Head teachers	7	7	100
Teachers	42	35	83.3
Pupils' Leaders	21	21	100
DQASO	1	1	100

4.3 Background information

This section presents background information on the age, sex, level of study as well as level of head teachers and teachers' experience. This information is important for comparative analysis and to present the influence of demographics on complimentary school discipline.

The distribution of head teachers and teachers on gender was presented by table 4.2

Table 4. 2: Distribution by gender

	Head teacher		Teachers	
	Frequency	Percent	Frequency	Percent
Male	4	57.1	19	55.9
Female	3	42.9	15	44.1
Total	7	100.0	34	100

From the findings majority of headteachers were male. This indicates that most head teachers in complimentary schools are men teachers. However a sizable number of

women are head teachers. On teachers majority were male. Hence this indicates that there were more male teachers in complimentary schools.

The distribution of head teachers and teachers responses on age were presented on table 4.3

Table 4. 3: Distribution of staff by age

Age category	Head teachers age		Teachers Age	
	Frequency	Percent	Frequency	Percent
Below 25 years	-	-	6	17.6
25-35 years	4	57.1	22	64.7
36-45 years	3	42.9	5	14.7
46-55 years	-	-	1	2.9
Total	7	100	34	100.0

As shown in table 4.3 majority of the head teachers were between the ages of 25-35 years This indicates that most head teachers were young and below the age of 35 years.

On teachers majority were between the ages of 25-35 years of age. This indicates that most complimentary school teachers were below the age of 35 years and a good number were below the age of 25 years.

The researcher was interested to know the head teachers educational level so as to find out their level of competence to run schools. The responses are shown in table 4.4.

Table 4. 4: Head teachers’ distribution on the educational level

	Frequency	Percent
Tertiary College	5	71.4
University degree	2	28.6
Total	7	100.0

As shown in table 4.3 majority of head teachers were tertiary college graduates. This indicates the core of the complimentary school leader ship were college graduates. This mean there is a academic gap in terms of qualification as degree graduates tend to have more know how on discipline mangement of the school, people management and social skills.

Further educational level information was sought from teachers so as to compare them to head teachers and also to know their level of competence as shown in table 4.5

Table 4. 5: Teachers’ distribution by educational level

	Frequency	Percent
T.I	27	79.4
Bachelors	6	17.6
Masters	1	2.9
Total	34	100

From the findings majority of teachers were college level graduates. This indicates that most teachers were college level graduates.

The researcher further sought to know the head teachers experience this was useful so as to find out thier ability to lead school and handle discipoline management as presented in table 4.6

Table 4. 6: Head teacher distribution on their experience

	Frequency	Percent
1-2 years	1	14.3
3-5 years	3	42.9
6-10 years	2	28.6
11-15 years	1	14.3
Total	7	100.0

Table 4.6 shows that majority of head teachers had served between 3-5 years and 6-10 years as teachers This indicates that most head teachers had served between 3 – 10 years of service hence they can be considered experienced enough to run complementary schools.

For comparative analysis the researcher further sought to know teachers distribution on amount of years in experience as a teacher as shown in table 4.7.

Table 4. 7: Teachers’ distribution on experience as a teacher

	Frequency	Percent
Below 5 years	16	47.1
6-10 years	9	26.5
11- 20 years	5	14.7
over 20 years	4	11.8
Total	34	100

Table 4.7 shows that majority of teachers were below 5 years of experience and between 6 to 10 years of experience. This indicates that most teachers were below 10 years of age in experience with a sizeable number below 5 years of experience in teaching pupils.

The researcher was interested to know the gender of pupil leaders so as to establish age influence on discipline management of the school as shown in table 4.8.

Table 4. 8: Distribution of pupils’ leaders by gender

Gender	Frequency	Percent
Male	8	38.1
Female	13	61.9
Total	21	100

Table 4.8 shows majority of pupil leaders were female. This indicates that most pupils’ leaders were of the female gender.

The pupils were also asked about their class level as shown by table 4.9.

Table 4. 9: Distribution of pupils’ leaders by class level

Class level	Frequency	Percent
Class 6	9	42.9
Class 7	6	28.6
Class 8	6	28.6
Total	21	100

Table 4.9 shows that 42.9 percent were from class 6, while 28.6 percent were from class 7 and class 8 each respectively. This indicates that most pupils’ leaders were from class 6.

The study further sought to know pupils leadership position as shown by table 4.10

Table 4. 10: Distribution of Pupils by position in pupil leadership

Leadership	Frequency	Percent
Assistant social panel leader	1	4.8
Class monitor	13	61.9
English panel leader	1	4.8
Head boy	1	4.8
Head girl	3	14.3
School governor	1	4.8
Social panel leader	1	4.8
Total	21	100.0

Table 4.10 shows majority of pupil leaders were class monitors. This indicates that most pupil leaders in the complimentary schools were class monitors.

4.4 Influence of head teacher discipline management skills

This section presents overview on the head teachers discipline management skills specifically on their ability to institute a management committee, the support given to stake discipline stake holders like teachers, sharing of responsibilities, ability to institute the suitable school rules.

The head teachers’ were asked whether they have a discipline management committee in school as shown in table 4.11

Table 4. 11: Head teachers’ response on availability of a discipline management committee

Discipline committee	Frequency	Percent
Yes	6	85.7
No	1	14.3
Total	7	100.0

Table 4.11 shows majority of head teachers agreed that they have a discipline management committee. This indicates that there is discipline management committees in complimentary schools.

The researcher further sought to know head teachers response on whether they support teachers in dealing with student discipline matters as shown in table 4.12.

Table 4. 12: Head teachers’ response on support dealing with pupils’ discipline

	Frequency	Percent
Strongly agree	4	57.1
Agree	3	42.9
Total	7	100.0

Findings shows that majority of head teachers were in strongly agreement that they support teachers in dealing with student discipline matters. This indicates that head teachers’ supports teachers in dealing with pupils on discipline matters at a very great extent.

To establish the support given by head teachers in pupils discipline matters the teachers response is shown in table 4.13.

Table 4. 13: Teachers’ response on head teachers support in discipline matters

	Frequency	Percent
Strongly disagree	1	2.9
Disagree	2	5.9
Uncertain	2	5.9
Agree	16	47.1
Strongly agree	13	38.2
Total	34	100

Table 4.13 shows that majority of teachers were in agreement that they support teachers. This indicates that most head teachers supported the teachers in discipline management of the schools.

Engaging stakeholders is considered a crucial discipline management skill therefore the head teachers were asked whether they involve parents and pupils in maintaining discipline in school as presented in table 4.14.

Table 4. 14: Head teachers’ response on involvement of parents and pupils in maintaining discipline

	Frequency	Percent
Strongly agree	3	42.9
Agree	3	42.9
Disagree	1	14.3
Total	7	100.0

From the study findings on table 4.14 shows that majority of head teachers were in agreement that they involve stake holders in maintaining discipline. This indicates that most head teachers involve teacher’s parents and pupils in maintaining discipline at a great extent hence this concurs with Kiogora (2010) who said that active participation by the school stakeholders, teachers and learners will always curb indiscipline in schools.

Sharing of responsibility is also a key skill for a head teacher. The researcher probed further on whether stake holders share responsibility in maintaining discipline, the teachers’ response is shown in 4.15.

Table 4. 15: Teachers’ opinion on whether stake holders share responsibility in maintaining discipline

	Frequency	Percent
Disagree	2	5.9
Uncertain	1	2.9
Agree	24	70.6
Strongly agree	7	20.6
Total	34	100

Table 4.15 illustrates that majority of teachers agreed that they share responsibility for maintaining discipline. This indicates that teachers, administrators’ pupils and all other stake holders share responsibility for maintaining discipline to a great extent. This concurs with Kiogora (2010) who stated active participation by the school stakeholders, teachers and learners will always curb indiscipline in schools whereas a tense environment will bring out fear and indifference in school matters.

The study further sought to know the involvement of parents in discipline management as shown in 4.16.

Table 4. 16: Pupils leaders’ opinion on whether their parents are involved in disciplinary procedures

	Frequency	Percent
Disagree	3	14.3
Uncertain	5	23.8
Agree	7	38.1
Strongly agree	5	23.8
Total	21	100

As shown by table 4.16 majority of pupils were in agreement that their parents are involved in disciplinary procedures. This indicates that parents are involved in disciplinary procedures in school to some extent.

Organization for counselling seminars is a key attribute of head teachers management skill, head teachers responses is shown by table 4.17.

Table 4. 17: Head teachers’ response on organization of counselling seminars - on areas of peer pressure

	Frequency	Percent
Strongly agree	1	14.3
Agree	2	28.6
Disagree	3	42.9
Strongly Disagree	1	14.3
Total	7	100.0

The table shows majority disagreed that they organizes counselling seminars/ training on discipline - on areas of peer pressure. This indicates that head teachers don't organize for pupils counselling seminars/ training on discipline - on areas of peer pressure to a great extent. This means there is need to hold seminars in schools especially on guidance and counselling, -peer pressure.

The researcher went further and asked whether head teachers organizes seminars on areas of drug abuse as shown by table 4.18.

Table 4. 18: Head teachers' response on organisation of seminars on discipline – on areas of drug abuse

	Frequency	Percent
Strongly disagreed	1	14.3
Agree	2	28.6
Disagree	3	42.9
Strongly Disagree	1	14.3
Total	7	100.0

Findings shows that majority of head teachers disagreed that they organize pupils counselling seminars on discipline – on areas of drug abuse. This indicates that most head teachers don't organize for pupils counselling seminars on discipline – on areas of drug abuse.

To establish the head teachers' opinion on whether they have the skill the researcher probed whether head teachers have standards and quality to maintain discipline as shown in table 4.19.

Table 4. 19: Head teachers’ opinion on whether they have skills to monitor standards and quality of discipline

	Frequency	Percent
Strongly agree	1	14.3
Agree	3	42.9
Disagreed	2	28.6
Strongly Disagree	1	14.3
Total	7	100.0

Table 4.19 shows majority of head teachers believe that they have the necessary skills to monitor standards and quality of discipline. This indicates that most head teachers believe that they have necessary skills to monitor standards and quality of discipline. This concurs with Mbiti (2007) the main function of the head teacher is to direct, guide and integrates human efforts with specific education goals. The head teacher is directly involved in establishing the rules of behavior, the penalties to be applied as well as the processes to be used.

School rules are a key component on discipline management, how they are crafted and applied is a key skill hence the researcher was interested to know from pupils’ perspective whether the school rules are reasonable and appropriate as shown in table 4.20.

Table 4. 20: Pupils leaders’ opinion on whether school rules are reasonable and appropriate

	Frequency	Percent
Disagree	3	14.3
Agree	12	57.1
Strongly agree	6	28.6
Total	21	100

Table 4.20 shows majority of pupils generally believe that school rules are reasonable and appropriate. This indicates most pupils generally believe that school rules are reasonable and appropriate to a great extent. Hence this concurs with Maingi (2005) who stated School rules should be drawn to emphasize the values to the individual and the community.

The researcher sought to find out whether the pupils are taught school rules as shown in table 4.21.

Table 4. 21: Pupils leaders’ opinion on whether they are taught school rules

	Frequency	Percent
Disagree	1	4.8
Agree	11	52.4
Strongly agree	9	42.9
Total	21	100

Findings indicate that majority of pupil leaders agreed that pupils are taught school rules. This indicates that school rules are taught in school at a great extent hence this means the head teachers has organised teaching of rules in their schools.

4.5 Influence of Teachers Training on discipline management

This section presents the influence of teachers training on discipline, specifically on teachers training, frequency of attendance of seminars, sharing experience on discipline management, teachers’ ability to handle disruptive behaviour.

The researcher sought find whether the teachers have been trained on discipline management as shown by table 4.22.

Table 4. 22: Teachers’ distribution on training on discipline management

Training	Frequency	Percent
Yes	19	55.9
No	15	44.1
Total	34	100

Findings shows that majority of teachers acknowledged that they have been trained. This indicates that most teachers had been trained on discipline management. This coincides with Bailey (1994) views that training program goal is to provide systematic changes in schools by developing the emotional intelligence of teachers first and children second. However on further analysis the study shows from table 4.18 and table 4.19 that the teachers have never attended an in-service training and have never attended a class management course.

The teachers were asked to indicate their attendance frequency on discipline management seminars as shown by table 4.23.

Table 4. 23: Teachers’ attendance frequency on discipline management training

Frequency	Frequency	Percent
Twice an year	3	16.7
Yearly	4	22.2
Once in my career	11	61.1
Total	18	100

Findings shows that majority of teachers said they had been trained only once in their career. This indicates that most teachers have never attended an in service training and the only training they have ever received was in teachers training colleges.

The researcher sought to know whether teachers had been trained on class room management as shown by table 4.24.

Table 4. 24: Teachers’ opinion on whether they attend training on class room management

	Frequency	Percent
Strongly disagree	5	14.7
Disagree	17	50.0
Agree	7	20.6
Strongly agree	5	14.7
Total	34	100

As shown by table 4.24 majority of teachers were in disagreement that they attend workshops on class room management. This indicates that most teachers have never attended classroom management training workshops. This means there is a deficiency in their class room management skills and hence they should be offered training.

Sharing experiences with colleagues on discipline management is a key component of teacher training as training seminars are supposed to be interactive and teachers learn and support one another thus the teachers were asked if they shared experiences as shown in table 4.25

Table 4. 25: Teachers’ opinion on sharing experiences with colleagues on discipline management

	Frequency	Percent
Strongly disagree	1	2.9
Disagree	2	5.9
Agree	18	52.9
Strongly agree	13	38.2
Total	34	100

Findings indicate that majority of teachers agreed that teachers share experiences on discipline management with colleagues. This indicates that most teachers shared experiences on discipline management with colleagues at a great extent.

Head teachers were asked to give their opinion on teachers’ ability to handle disruptive behaviour as shown in table 4.26.

Table 4. 26: Head teachers’ opinion on teachers’ ability to handle disruptive behaviour

	Frequency	Percent
Agree	4	57.1
Disagree	2	28.6
Strongly Disagree	1	14.3
Total	7	100.0

Table 4.26 indicate that majority of head teachers agreed that there was a high level of disruptions where pupils were aggressive, easily agitated and violent against other pupils in class. This indicates there is a high disruptive behaviour in classes where pupils are aggressive, easily agitated and violent against other pupils in class and teachers were unable to handle the pupils, this also signifies that this extreme behaviour could be drug related.

The researcher sought to know teachers opinion on whether pupils participate appropriately in all learning activities until the end as shown on table 4.27.

Table 4. 27: Teachers’ opinion on whether pupils participate appropriately in all learning activities until the end

	Frequency	Percent
Strongly disagree	3	8.8
Disagree	10	29.4
Uncertain	2	5.9
Agree	13	38.2
Strongly agree	6	17.6
Total	34	100

Findings from table 4.27 indicate majority of teachers strongly agreed that pupils participate appropriately in all learning activities until the end. This indicates that pupils participate appropriately in all learning activities until the end to some extent. This also reflects that teacher’s inability to control and engage pupils to participate fully in learning activities. This is in contrast to bailey (2001) who said that the conscious discipline program teaches adults how to perceive daily conflict as an opportunity for children to learn social and emotional skills as opposed to viewing children as a disruption to the education process.

Involving pupils in deciding collective punishment is a skill acquired in teacher training courses. The research was interested with pupils’ opinion on whether teachers involve pupils in identifying and selecting appropriate consequences as shown on table 4.28.

Table 4. 28: Pupils’ opinion on whether teachers involve pupils in identifying and selecting appropriate consequences

	Frequency	Percent
Disagree	3	14.3
Uncertain	6	28.6
Agree	7	33.3
Strongly agree	5	23.8
Total	21	100

Findings shows that majority of pupils agreed that teachers involve them in identifying and selecting appropriate consequences for unacceptable behaviour. This indicates that teachers involve pupils in identifying and selecting appropriate consequences for unacceptable behaviour to some extent.

The head teachers were asked about their opinion on the influence of teachers training on discipline management. This tested the independent variable - teacher training against dependent variable - discipline management as shown by table 4.29.

Table 4. 29: Head teachers’ opinion on the influence of teachers training on discipline management

	Responses	Percent	Percent of Cases
Handling pupils	3	42.9	42.9
Impact knowledge on dealing with discipline cases	3	42.9	42.9
Empowering and developing skills	1	14.3	14.3
Total	7	100	100.0

Table 4.29 illustrates head teachers’ opinion teacher training on discipline management, where 42.9 percent of head teachers said that teachers were able to handle pupils in class, and 42.9 percent said that discipline management training impacted teachers the knowledge on dealing with discipline cases. This indicates that teachers training on discipline management was effective for teachers to handle pupils in class, impact knowledge on dealing with discipline cases and it empowered them and hence gave them the ability to develop skills. This concurs with Hoffman, Hutchinson & Reiss (2005) who said that teachers training sessions imparts knowledge and skills related to self - control, discipline and creating the school family.

4.6 Influence of peer pressure on discipline management

This section presents the influence of peer pressure on school discipline on areas like membership influence of social group on behaviour.

The pupils' leaders were asked whether pupils belonged to social groups as shown by table 4.30.

Table 4. 30: Pupils leaders' response on whether pupils have social groups

	Frequency	Percent
Yes	17	81.0
No	4	19.1
Total	21	100

Table 4.30 illustrates membership to social groups where majority of pupil leaders indicated that they have social groups. This indicates that pupils in the school have social groups to a great extent. Hence these social groups present a significant peer pressure on the pupils' behavior as illustrated in table 4.27 and 4.28.

Peer pressure has positive and negative effect on pupils' discipline. The researcher therefore was interested to know teachers opinion on whether peer pressure is a cause of indiscipline in school as shown by table 4.31.

Table 4. 31: Teachers’ response on peer pressure as the cause of indiscipline

	Frequency	Percent
No	12	35.3
Yes	22	64.6
Total	34	100

Findings shows that majority of teachers agreed that peer pressure was a cause of indiscipline in school. This indicates that peer pressure had a great impact on school discipline and its one of the causes of indiscipline in the schools. This coincides with Jensen (2005) who states that peer pressure is a big problem among pupils, it can make some teenagers act, think, or look a certain way, just to be accepted by other teenagers. This is confirmed by the study in table 4.29 where pupils have poor attitude towards education which is attributed to peer pressure.

To establish the influence of peer pressure on behavior the researcher asked teachers opinion on whether groups which a child belongs exercise a potent influence on his behavior as shown by table 4.32.

Table 4. 32: Teachers’ opinion on whether the groups which a child belongs exercise a potent influence on his behaviour

	Frequency	Percent
Strongly disagree	2	5.9
Disagree	1	2.9
Agree	17	50.0
Strongly agree	14	41.2
Total	34	100

Findings show that majority of teachers agreed that groups to which a child belongs exercise a potent influence on his behaviour each respectively. This indicates that groups which a child belongs to exercise a potent influence on his behaviour to a great extent. This concurs with Harambus and Holbun, (2008) who asserted that peer group is very important reference group for students in schools. The opinion of the peer group is important to the youth with which the children compare themselves.

The researcher sought to find out head teachers opinion on pupils attitudes towards matters of education as shown by table 4.33.

Table 4. 33: Head teachers’ opinion on pupils’ attitudes towards matters of education

	Frequency	Percent
Strongly agree	2	28.6
Agree	3	42.9
Uncertain	1	14.3
Strongly Disagree	1	14.3
Total	7	100.0

Table 4.33 shows majority of head teachers agreed that pupils care less and less about matters of education. This indicates that most pupils care less and less about the matters of education hence this could be the influenced more by peer pressure.

The researcher sought head teachers opinion on pupils’ ability to concentrate on something for long periods of time;

Table 4. 34: Head teachers’ opinion on pupils’ ability to concentrate on something for long periods of time

	Frequency	Percent
Strongly agree	3	42.9
Agree	3	42.9
Disagree	1	14.3
Total	7	100.0

Table 4.34 shows majority of head teachers agreed that pupils lack ability to concentrate on something for long periods of time. This indicates most head teachers agreed that pupils were distracted and were unable to keep focus on something for long period of time which stems from peer pressure. This means that pupils needed to be counselled and peer education provided.

The study further sought pupils leaders response whether they assist other pupils understand school rules as shown by table 4.35.

Table 4. 35: Pupils’ leaders response on assistance given to pupils understand school rules

	Frequency	Percent
Disagree	3	14.3
Uncertain	3	14.3
Agree	8	38.1
Strongly agree	7	33.3
Total	21	100

Table 4.35 illustrates that majority of pupil leaders were in agreement that they assist pupils to understand school rules. This indicates that pupils’ leaders assist other pupils in understanding school rule to a great extent. This concurs with Kibera and Kimokoti (2007) who stated peer group in schools the youth learn positive values of co-operation, responsibility and other good habits, which became the basis for adult discipline. Peer pressure also generates value conflicts as presented in table 4.32.

The researcher teachers' opinion on whether peer group participation generates value conflicts as shown by table 4.36.

Table 4. 36: Teachers' opinion on whether peer group participation generates value conflicts

	Frequency	Percent
Strongly disagree	2	5.9
Disagreed	5	14.7
Agree	18	52.9
Strongly agree	9	26.5
Total	34	100

Findings in table 4.36 shows that majority of teachers were in agreement that peer group participation generates value conflicts. This indicates that peer group participation generates value conflicts to a great extent.

The further sought to establish pupils' response on whether friends do the same thing all the time as shown in table 4.37.

Table 4. 37: Pupils’ response on whether friends do the same thing all the time

	Frequency	Percent
Strongly disagree	5	23.8
Disagree	10	47.6
Uncertain	2	9.5
Agree	4	19.1
Total	21	100

Table 4.37 shows majority were in disagreement that pupils don’t do same things all the time. However they pupils indicated in table 4.34 that friends in the same group were likely to break school.

The researcher sought to find out pupils opinion on whether friends in the same group break the school rules as shown by table 4.38.

Table 4. 38: Pupils’ response on whether friends break the school rules

	Frequency	Percent
Strongly disagree	6	28.6
Disagree	4	19.0
Agree	9	42.8
Strongly agree	2	9.5
Total	21	100.0

Findings shows that majority of pupils were in agreement that friends in the same group break the school rules. This indicates that friends in the same group break the school rules to some extent.

Teachers’ ability to advice pupils is a key element in teacher training. Thus the researcher was interested in pupils’ leaders’ opinion on whether the teacher advices the pupils to avoid bad company as shown in table 4.39.

Table 4. 39: Pupils leaders’ opinion on whether the teacher advices the pupils to avoid bad company

	Frequency	Percent
Disagree	2	9.5
Agree	4	19.0
Strongly agree	15	71.4
Total	21	100

Table 4.39 illustrates whether teachers offer advice on peer group where majority of pupils’ leaders agreed that teachers’ advices pupils to avoid bad company. This indicates that teachers advices pupils to avoid bad company to a very great extent.

Further the study was interested to establish the influence of peer pressure on school discipline, results are shown in table 4.40.

Table 4. 40: Teachers’ response on the extent peer pressure influences pupils’ discipline

	Frequency	Percent
Strongly disagree	1	2.9
Neutral	1	2.9
Agree	16	47.1
Strongly agree	16	47.1
Total	34	100

Table 4.40 shows majority were in agreement that peer pressure influences pupils’ discipline to a very great extent.

4.7 Influence of drug abuse on discipline management

This section presents drug abuse and its influence on pupils’ behaviour. The sections wanted to find out if there is drug abuse among pupils, measure taken to rehabilitate pupils engaged in drugs and prevention mechanism.

The researcher was interested to find out from pupils leader response on whether some pupils take drugs.

Table 4. 41: Pupils’ leader response on whether some pupils take drugs

	Frequency	Percent
Strongly disagree	7	33.3
Disagree	3	14.3
Agree	5	23.8
Strongly agree	6	28.6
Total	21	100

Table 4.41 shows that majority of pupils leaders were in agreement that some pupils in the school take drugs. This indicates that some pupils in some schools take drugs. In contrast the teachers are not aware whether pupils take drugs in as illustrated in table 4.42 and table 4.43.

The researcher sought to find out teachers response on the drugs problem in the school as shown in table 4.42.

Table 4. 42: Teachers’ response on presence drugs problem in the school

	Frequency	Percent
Yes	17	50
No	17	50
Total	34	100

Findings shows that half of the school had a drugs problem while the rest didn’t have. This indicates that there is no drugs problems in schools that the teacher knows of

however there is a significant drug problem in schools. The findings also indicate that that teachers were not sure.

The study wanted to establish whether drugs are sold around the compound or nearby school as shown by table 4.43.

Table 4. 43: Teachers’ response on whether drugs are sold around the compound

	Frequency	Percent
Strongly disagree	4	11.8
Disagree	9	26.5
Uncertain	10	29.4
Agree	10	29.4
Strongly agree	1	2.9
Total	34	100

Table 4.39 illustrates whether drugs are sold around the compound or nearby school, 29.4 percent of teachers agreed and 2.9 percent strongly agreed and 29.4 percent were uncertain that drugs are sold around the compound or nearby school. While the remaining 26.5 percent of teachers disagreed and 11.8 percent strongly disagreed that drugs are sold around the compound or nearby school. This indicates drugs are not sold in school compound that the teachers knows of however there is a significant evidence that drugs are sold in some schools and nearby.

Cases of drug abuse need to be reported as controlled immediately the researcher wanted to find pupils leaders response on whether they report pupils engaged in drug abuse as shown by table 4.44.

Table 4. 44: Pupils leaders’ response on whether they report pupils engaged in drug abuse

	Frequency	Percent
Strongly disagree	2	9.5
Disagree	3	14.3
Agree	11	52.4
Strongly agree	5	23.8
Total	21	100

Findings in table 4.44 shows majority of pupil leaders were in agreement that they report pupils engaged in drug abuse. This indicates that pupils are cooperative and report pupils engaged in drug abuse.

The researcher wanted to establish the effect of drug abuse on the physical condition of pupils triggered by drug abuse as shown 4.45.

Table 4. 45: Head teachers’ opinion on effect of drug abuse physically

	Frequency	Percent
Agree	4	57.1
Disagree	3	42.9
Total	7	100.0

Table 4.45 shows that majority of head teachers were in agreement that the physical condition of pupils has worsened by use of drugs. This indicates that drug abuse had a significant effect on the pupils' physical health in school hence affecting their ability to learn. This concurs with Korir (2013) who stated that student's physical stature takes a massive hit. The student will find that he is less and less able to compete in physical education courses and tends to get hungry or thirsty at ravenous levels during certain times of the day, causing many problems for teachers and students alike.

The researcher further sought pupils' opinion on whether head teachers and teachers are involved in tackling drugs problem as shown by table 4.46.

Table 4. 46: Pupils' opinion on head teachers and teachers participates in tackling drugs problem

	Frequency	Percent
Strongly disagree	2	9.5
Disagree	1	4.8
Uncertain	1	4.8
Agree	12	57.1
Strongly agree	5	23.8
Total	21	100.0

Table 4.46 shows majority of pupil leaders agreed that head teachers and teacher are involved in tackling drugs problem. This indicates that head teachers and teachers were cooperative in fighting drugs problem in the school.

Further research sought to establish pupils leaders opinion whether they have regular counsellors who advise them on drug abuse.

Table 4. 47: Pupils leaders’ opinion availability regular counsellors for advice

	Frequency	Percent
Strongly disagree	8	38.1
Disagree	5	23.8
Agree	3	14.3
Strongly agree	5	23.8
Total	21	100

Table 4.47 illustrates that majority of pupils leaders were in disagreement that there are regular counsellors to who advise pupils on drug abuse. This indicates that the complimentary school don’t have counsellors who advices pupils on drug abuse and other issues affecting discipline.

The study sought to establish the extent of drug abuse affect discipline in school as shown by table 4.48.

Table 4. 48: Head teachers’ response on the extent of drug abuse affect discipline

	Frequency	Percent
Very great extent	2	28.6
Great extent	3	42.9
Low extent	2	28.6
Total	7	100.0

Table 4.48 shows that majority indicated that drug abuse affected school discipline to a great extent. This indicates that drug abuse had an enormous effect on complimentary school discipline in the Sub-County. This concurs with Abudu, (2008) who said that students who suffer from drug abuse tend to care less and less about the matters of education. Drugs alter the brain’s natural functions, making it more and more difficult to keep focus on something for long periods of time.

4.8 Disciplinary challenges

This section presents the challenges encountered in school.

Head teachers responses on the major indiscipline cases are shown by table 4.49.

Table 4. 49: Head teachers’ responses on the major indiscipline cases

Major cases	Responses	Percent	Percent of Cases
Absenteeism	6	60	85.7
Drug abuse	3	30	42.9
Fighting	1	10	14.3
Total	10	100	142.9

On the head teachers’ opinion on the major indiscipline cases majority of reported cases of discipline were absenteeism from classes. This indicates that absenteeism and drug abuse were the most disciplinary cases reported.

The teachers’ responses on the indiscipline cases in class and school are shown in table 4.50.

Table 4. 50: Teachers’ responses on the indiscipline cases in class and school

Indiscipline cases	Responses	Percent	Percent of Cases
Disrespect	2	3.1	6.3
Absenteeism	14	21.5	43.8
Mistreating Bullying abusing others	7	10.8	21.9
Theft	2	3.1	6.3
Boy girl relationship	1	1.5	3.1
Drug abuse	8	12.3	25.0
Sneaking	1	1.5	3.1
Lateness	6	9.2	18.8
Failure to finish homework	8	12.3	25.0
Peer pressure	2	3.1	6.3
Fighting	1	1.5	3.1
Noise making	3	4.6	9.4
Rudeness	5	7.7	15.6
Aggressiveness	3	4.6	9.4
Disobedience	1	1.5	3.1
Irresponsibility	1	1.5	3.1
Total	65	100	203.1

Table 4.50 shows that most reported cases include absenteeism 43.8 percent, drug abuse 25 percent, failure to finish homework 25 percent, mistreating Bullying abusing others 21.9 percent, lateness to school and class 18.8 percent, and rudeness 15.6 percent. This indicates that absenteeism, mistreating bullying abusing others, drug

abuse, lateness, failure to finish homework and rudeness were the most report cases of indiscipline.

4.9 Suggestions for Collective Measures

This section presents recommendation and suggestions for managing discipline.

The head teachers' recommendations on the best strategies in maintaining discipline in the school as shown by table 4.51.

Table 4. 51: Head teachers' recommendations

Strategies	Frequency	Percent
Cooperation among teachers, pupils and parents	4	57.1
Guidance and counselling	2	28.6
Using of canes should be introduced	1	14.3
Total	7	100

Table 4.51 shows majority of head teachers' embraced cooperation among teachers, pupils and parents. This indicates that cooperation among teachers, pupils and parents and guidance and counselling were the most favourable strategies in maintaining discipline.

The teachers' suggestion on how to improve discipline management skills via training are shown in table 4.52.

Table 4. 52: Teachers’ suggestion how to improve discipline management skills

Suggestions	Responses	Percent	Percent of Cases
Knowledge on how to deal with individual students	20	74.1	74.1
Teachers understand students better – child psychology	4	14.8	14.8
Train teachers to carry out their instructional duties and deal with disruptive behaviour in class	3	11.1	11.1
Total	27	100	100

Table 4.52 shows majority indicated that they would like to know how to deal with individual pupils on discipline matters, 14.8 percent said they would like to know how to understand pupils better – child psychology, in addition 11.1 percent said they would like to be trained to carry out their instructional duties and deal with disruptive behaviour in class.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the research finding, conclusion recommendation and suggestions for further study. The purpose of this study was to investigate school based factors influencing pupils' discipline in complimentary primary schools in Makadara sub-county, Kenya.

5.2 Summary of the study

The objectives of the study included how to establish the extent to which head teacher discipline management skills influences pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya, to determine how teachers training affects pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya, to establish how peer pressure influence pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya, and to establish the extent to which drug abuse impacts pupils' discipline in complimentary primary schools in Makadara Sub-County Kenya.

This study adopted the descriptive survey design where seven school head teachers were purposively sampled while a total of 42 teachers and 28 pupil leaders were sampled from the same schools.

To collect data, a set of semi-structured questionnaires were used and an interview guide were used. Before the actual data collection, piloting of questionnaires and the interview guide were done on two secondary schools in Makadara Sub-County. To

establish the reliability of the instrument, the researcher used the test-retest and the r value was 0.6. Validation was done by the researcher. The researcher sought authorization to conduct the research from the National Council of Science and Technology and the District Commissioner Makadara Sub-County. Data analysis was done by descriptive statistical analysis

5.3 Findings of the study

5.3.1 Headteachers' management skills and discipline

Findings on head teachers discipline management skills indicated that majority (85.7%) of head teachers agreed that they had a discipline management committee in school. At the same time majority (57.1%) of head teachers strongly agreed that they support teachers on dealing with pupils on discipline matters while majority of head teachers agreed that they involve teachers, parents and pupils in maintaining discipline in school. On counselling seminars majority of head teachers disagreed that they organizes counselling seminars/ training on discipline. Concerning necessary skills to monitor standards and quality of discipline majority of head teachers agreed that school heads have the necessary skills to monitor standards and quality of discipline while majority (57.1%) of head teachers agreed that the head teacher allows teachers to participate in decision making.

Majority (70.6%) of teachers agreed that they share responsibility for maintaining discipline. On pupils opinion majority (57.1%) of pupil leaders agreed that pupils generally believe that school rules enforced by the head teachers are reasonable and appropriate while majority (52.4%) of pupil leaders agreed that pupils are taught school rules.

5.3.2 Teachers' training and discipline

Findings on teachers training on discipline management indicated that majority (55.9%) of teachers acknowledged that they had been trained. On the frequency of attendance to discipline management courses majority (61.1%) of teachers said they had been trained only once in their career. On teachers training on class room management majority (50%) of teachers disagreed that they attend workshops on class room management. On the teachers ability to handle disruptive behaviour majority (57.1%) of head teachers agreed that there were high level of disruptions. In addition majority (55.9%) of teachers agreed that class room rules were simple, specific clear and measurable. On the other hand 38.2 percent agreed and 14.7 percent strongly agreed that class is rarely interrupted to discipline pupils. In conclusion the study found out that training on discipline management impacted teachers the knowledge on dealing with discipline cases hence influenced discipline to a great extent.

5.3.3 Peer pressure and discipline

Findings peer pressure indicated that majority were in agreement that pupils have social groups in school. Majority of teachers agreed that peer pressure was one of the causes of indiscipline in school while majority of teachers agreed that groups to which a child belongs exercise a potent influence on his behaviour each respectively. Majority (52.9%) of teachers agreed that peer group participation generates value conflicts while pupils leaders were in disagreement that friends do same thing all the time. On advice given to pupils, majority (71.4%) of pupils' leaders agreed that teachers' advices pupils to avoid bad company. In conclusion the study established

from teachers perspective that peer pressure influences discipline in the school to a great extent.

Findings on influence of drug abuse on discipline management indicated that, majority of pupil leaders agreed that some pupils take drugs. Majority head teachers agreed that drug abuse affected discipline in schools to a great extent. On sales of drugs in school compound most teacher were unaware that drugs are sold around the compound or nearby school. On reporting and cooperation majority (52.4 percent) of pupil leaders agreed and 23.8 percent strongly agreed that they report pupils engaged in drug abuse. On the other hand majority (57.1%) of pupil leaders agreed that head teachers and teacher are involved in tackling drugs problem. Concerning counsellors' majority disagreed that there are regular counsellors to who advise pupils on drug abuse. In conclusion the study established that drug abuse affected school discipline to a great extent.

5.4 Conclusions

The study concludes that the head teachers don't organize for pupils counselling seminars/ training on discipline - on areas of peer pressure and drug abuse and this shows deficiency discipline management skills. On teachers training on discipline management the there is a high disruptive behaviour in classes. In addition most teachers have never attended an in service training / class room management training workshops and seminars. Peer pressure had a great impact on school discipline and friends in the same group broke the school rules to an extent. Drug abuse had an enormous effect on complimentary school discipline in the Sub-County, drug abuse

had a significant effect on the pupils' physical health in school hence affecting their ability to learn.

5.5 Recommendations

The head teacher need to hold seminars in schools especially on guidance and counselling, - peer pressure on a regular basis with teachers training institutions. In addition they need to actively involve parents and other stake holders in discipline management. They should also involve security to monitor the surroundings and the compound so as to control illegal drug abuse activities. The head teacher and the board need to improve on the school perimeter wall and other access point so as to control pupils sneaking out.

The teachers need to seek the support of all stake holders especially the parents and the head teacher so as to mitigate absenteeism in class and disruptive behavior. In addition they need to apply corrective measures such as appropriate punishment for absenteeism. In addition they need to be keen on laziness as laziness was affecting their learning by not completing home work. The teacher needs to make sure that pupils are engaged in constructive activity all the time and that home work is done in their free time.

The ministry of education need to provide counselling support programs for complimentary school as they were vulnerable to abuse as inexperienced teachers were being hired.

5.6 Suggestions for further studies

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

The study should be carried again in some other districts for comparative purpose.

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APPENDICES

Appendix I

Letter of introduction

University of Nairobi,
School of Education,
Department of Educational Planning,
P.O Box 92 Kikuyu,
Date:25 May 2015.

The Principal

_____ Primary school

Dear Sir/Madam,

REF: PARTICIPATION IN RESEARCH

I am a student pursuing Masters of Educational Administration at the University of Nairobi.

As part of fulfillment of the requirements of the course, I am carrying out a research on the “**School based factors influencing pupils’ discipline in complimentary primary schools in Makadara sub-county, Kenya.**”

Kindly and honestly read the instructions and fill in the questionnaire.

The findings of this study will not be used for any other purpose other than the academic research while your identity will be kept confidential. Thank you for your cooperation.

Yours sincerely

Elizabeth Wambui Mwangi

Appendix II

Head teachers' questionnaire

The purpose of this questionnaire is to collect data on factors influencing pupils discipline in complementary primary schools in Makadara Sub-County. You are requested to provide answers to the questions, as honestly as possible. The researcher assures you that the information gathered, will be treated with utmost confidentiality and for academic purposes only. Please tick where appropriate (✓) or fill in the required information.

Part A: Demographic Information:

1. Gender: (please tick) A) Male () B) Female ()
2. How old are you: (please tick)

 (a) below 25 () (b) 25-35years () (c) 36-45years () (d) 46-55years () (e) over 55years ()
3. Your educational level (please tick):

 a) College () b) Bachelors () c) Masters () d) Doctoral- PHD ()
4. How long have you been in the school as a head teacher?

 (a) 1-2 yrs () (b) 3-5 yrs () (c) 6-10 yrs () (d) 11-15yrs () (e) 16-20yrs () (f) over 20yrs ()

Part B Study objectives

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

The Agreement Codes are

1. Strongly Agree 2. Agree 3. Uncertain 4. Disagree 5. Strongly Disagree

	Discipline Management Skills	1	2	3	4	5
i.	There is a discipline management committee in school					
ii.	I support teachers in dealing with student discipline matters.					
iii.	I involve teachers, parents and pupils in maintaining discipline in this school					
iv.	I organize pupils counseling seminars/ training on discipline – on areas of peer pressure					
v.	I organize pupils counseling seminars on discipline – on areas of drug abuse					
vi.	School head have the necessary skills to monitor standards and quality of discipline					
vii.	The head teacher allows teachers to participate in decision-making.					

Part C: Drug Abuse

6. To what extent does drug abuse affect discipline in your school

- a) Very great extent () b) Great extent () c) Moderate extent ()
 d) Low extent () e) Very low extent ()

7. This section below consists of number of statements that relate to discipline and behavior management in your school. Please rate each item on your level of agreement based on both your general and specific experiences at your school.

Please tick as appropriate

The Agreement Codes are

1. Strongly Agree 2. Agree 3. Uncertain 4. Disagree 5. Strongly Disagree

	Peer pressure on discipline management	1	2	3	4	5
i	Pupils care less and less about the matters of education					
ii	Pupils find it difficult to keep focus on something for long periods of time					
iii	There is absentism in class					
iv	Pupils are aggressive, easily agitated and violent against other students					
v	Physical health worsens					

11. What are the major indiscipline cases in your school?

.....

12. How does teachers training affect pupils discipline in your school?.....

.....

13. What do you recommend as the best strategies in maintaining discipline in the schools?.....

Thanks for participating in this study.

Appendix III

Teachers' questionnaire

Instruction: This questionnaire has three sections. Part A will consists of demographic information. Please tick where appropriate (✓) or fill in the required information.

Part A: Demographic Information:

1. Gender: (please tick) A) Male () B) Female ()
2. How old are you: (please tick)
(a) Below 25 () (b) 25-35 () (c) 36-45 () (d) 46-55 () (e) 55+ ()
3. Your educational level (please tick):
(a) College () (b) Bachelors () (c) Masters () (d) Doctoral- PHD ()
4. Amount of experience in years with teaching children
(a) Below 5years () (b) 6 – 10yrs () (c) 11 – 20yrs () (d) over 20yrs ()
5. Have you received any training on discipline management? (a) Yes () (b) No ()
If yes how often do you attend? (a) Twice an year () (b) Yearly ()
(c) Once in my career () (d) other _____
6. What courses have you learned in your training _____

Part B: Study objectives

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

The Agreement Codes are

1. Strongly Disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly Agree

	Teacher Training	1	2	3	4	5
i.	I attend workshops and training on classroom management					
ii.	Classroom rules are simple, specific, clear, and measurable					
iii.	Students participate appropriately in all learning activities until the end of each instructional period.					
iv.	Class is rarely interrupted to discipline students.					
v.	Head teacher support teachers in dealing with student discipline matters.					
vi.	Teachers, administrators, and students share responsibility for maintaining discipline in this school					
vii.	I share experiences on discipline management with colleagues					
	Drug abuse					
viii.	Peer pressure is one of the causes of drug abuse in this school					
ix.	There is no drugs problem in this school					
x.	Drugs are sold around the compound nearby					

Part C: Peer Pressure and discipline management

8. To what extent does peer pressure affect discipline in your school

a) Very great extent () b) Great extent () c) Moderate extent ()

d) Low extent () e) Very low extent ()

9. What is your agreement level on statements about peer pressure. 1=strongly

disagree; 2=disagree; 3=neutral; 4=agree and 5= strongly agree

		1	2	3	4	5
i.	Groups to which a child belongs exercise a potent influence on his behaviours					
ii.	peer group pressure is known to force members often into patterns of behaviour which may be against their own best inner judgements					
iii.	Peer pressure is a big problem among pupils					
iv.	Peer group participation generates value conflicts					

10. How does teacher training assist in maintaining discipline in your school and classrooms?.....

11. What are the pupils indiscipline cases in your classes and school?.....
.....

12. Whats do you recommend is the best strategy in maintaining discipline in your school?.....
.....

Thanks For Participating In This Study.

Appendix IV

Interview schedule for the DQASO

1. How would you rate the discipline of pupils in Makadara district.

.....

2. Have you had discipline issues in the district for the last two years?

.....

3. How does drug abuse affect discipline in schools?

.....

4. How have parents' educational background and occupation affected discipline in schools.....

5. How has peer pressure affected discipline in schools.....

.....

6. How have administrative leadership affected discipline in schools.

.....

Thanks For Participating In This Study.

Appendix V

Pupils' questionnaire

Instruction: This questionnaire has three sections. Part A will consists of demographic information. Please tick where appropriate (✓) or fill in the required information.

Part A: Demographic Information:

1. What is your Gender: (please tick) A) Male () B) Female ()
2. What class are you in? _____
3. Are you a student leader Yes () No () If yes what position
are you in student leadership _____

Part B: Study Objectives

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

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

5. **Strongly Agree**

	Head teachers' discipline management skills	1	2	3	4	5
i.	Pupils generally believe that school rules are reasonable and appropriate.					
ii.	Pupils are taught the school rules.					
iii.	Teachers at this school involve pupils identifying and selecting appropriate consequences for unacceptable behavior.					
iv.	Our parents are involved in disciplinary procedures					
v.	We assist pupils to understand school rules					
vi.	Peer pressure					
vii.	Pupils in our school have social groups					
viii.	Friends do the same thing all the time					
ix.	Friend in the same group break the school rules					
x.	Our teacher advices us to avoid bad company					
	Drug abuse					
xi.	Some pupils in this school take drugs					

xii.	We report pupils engaged in drug abuse					
xiii.	Head teachers and teacher are involved in tackling drugs problem					
xiv.	We have regular counselors to who advice us on drug abuse					

Thanks for participating in this study.



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Ref: No.

Date:

30th June, 2015

NACOSTI/P/15/4199/6527

Elizabeth Wambui Mwangi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing pupils’ discipline in complimentary primary schools in Makadara Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st August, 2015.**

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

