

**SCHOOL-BASED FACTORS INFLUENCING PUPILS' DISCIPLINE IN PUBLIC
PRIMARY SCHOOLS IN NYANDO SUB-COUNTY, KISUMU COUNTY, KENYA**

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Administration.**

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DECLARATION

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

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DEDICATION

I dedicate this work to my wife Florence Achieng Okeyo, our sons John Wilfred Ouko, Christopher Otieno Ouko, Stephen Michael Ouko and Vincent Omondi Ouko. I also dedicate this work to my mother Julia Abudho Ouko, my brothers Abiud Ouko and Jack Ouko.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
KCPE	Kenya Certificate of Primary Education
MOE	Ministry of Education
SCDE	Sub – County Director of Education
TSC	Teachers Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization
WEF	World Education Forum

ABSTRACT

The purpose of this study was to investigate school based factors influencing pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County, Kenya. The objectives of the study included; to establish the extent to which Head teachers' dialogue/negotiation skills influences pupils' discipline in public primary schools in Nyando Sub-county Kisumu County , to ascertain the influence of pupil-teacher ratio on the pupils' discipline in public primary schools in Nyando Sub-county Kisumu county, to establish the influence of peer pressure on pupils' discipline in Nyando Sub-County Kisumu, County, to examine the influence of class teacher's support on the pupils' discipline in Public Primary schools in Nyando Sub-County Kisumu County. This study adopted the descriptive survey design where the target population for this study was 100 Head teachers, 800 teachers and 2,100 pupils' leaders from class six, seven and eight. On sampling 20 Head teachers were purposively sampled based on 20% per zone while a total of 40 teachers were sampled based on class six and seven class teachers per school and 40 pupils' leaders were sampled based on pupils' president and cabinet secretary in charge of welfare and special needs from the sampled 20 schools. To collect the 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 guides were done on five public primary School in Nyando Sub-county. To establish the reliability of the instruments, the researcher used the test-retest r value was 0.6. From the study it was concluded that head teachers don't accept dialogue/negotiation as a way of addressing pupils' grievances. Teachers on the other hand were not entertaining dialogue/negotiations with their learners to sort out discipline matters. Head teachers and teachers should embrace dialogue/negotiation in their schools. In addition most teachers have never attended an in-service training on classroom management. Peer pressure had a great impact on school discipline because it was noted that most pupils copy what their peers are doing whether good or bad. The study indicated that pupil-teacher ratio is a great factor influencing discipline since most schools are understaffed. The researcher recommends that more teachers should be employed. Class teachers should be in serviced on class management and control. 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 sub-counties for comparative purpose.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Discipline plays a crucial role in school systems, which insist on upholding the moral values of students (Schon, 1983). Charles (1989) refers to discipline as the steps taken to cause students to behave acceptably in schools. Therefore, discipline involves a state of being well behaved, respectful, obedient, honest and faithful.

Students' discipline problems are experienced worldwide. In U.S.A for instance, Gottfredson Denise and Gavy (1989) discovered that in six middle schools in Charles town, South Caroline, students lost 7,932 instructional days because of school suspensions in a single academic year due to misconduct in schools. Weranda (2008) noted that violence and students' misbehavior was on the increase by 51% in Sri Lanka, where students' unrests were reported in 1990, 1996 and 2004.

Garagae (2007) asserts that violence and misbehaviour exist in schools in Botswana. He said that indiscipline manifests itself in vandalism, bullying, alcohol, drugs & substance abuse, truancy and unwillingness to do homework, Garagae went on and said this is so because the process of going through appropriate channels in order to take discipline action is long hence gives leeway to students' misconduct.

Norwich (2000) observes that school administrators need to devise acceptable methods of managing indiscipline cases in schools if education offered is to bring up responsible hardworking citizens in any given nation.

According to Okumbe (2001) discipline is the epicenter of success of a school. All the members of a school are required to strictly adhere to various standards of codes of behaviour. The universal declaration on human rights in 1948 by the United Nations organization embraces education as a basic human right. Kenya is a signatory to the international protocol that established Education For All (EFA) Agenda in (Jomtien, Thailand) in 1990.

Kenya is also a signatory to the World Education Forum (WEF) which was held in Dakar, Senegal in 2000. The Universal Declaration of Human Rights, Article 26, states that every child has a right to education (UNESCO, 1998). Despite the many declarations it is worth noting that the issue of discipline problems is concentrating majorly around secondary schools and tertiary institutions ignoring the primary schools which are the foundation. In the educational sector in Kenya, discipline is one of the fundamental requirements for a good performance in both curriculum and co-curriculum activities. Studies have shown that schools with good discipline perform well in national examinations (curriculum and co-curricular activities).

Mbiti (1988) defined discipline as a system of guiding the individuals to make reasonable decisions, responsibly. In classroom, it means the control of a class to achieve desirable behaviour, it implies responsibility, order and regularity. According to Republic of Kenya (1991), indiscipline can take the following forms; lateness, chronic, absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expression of dissatisfaction, abuses, non-compliance to school rules and regulations, drug abuse, destruction of property, bullying fellow students, boycotts and assaults, indecent behaviours like rape, arson, sexual misuse.

Indiscipline affects performance negatively. The Ministry of Education (1999) indicated that the major roles of the head teacher is creating school environment that will encourage good discipline, encourage enrolment, progression and retention of pupils. The head teacher is required to be familiar with ministries' policies of discipline, access, equity and retention.

Okumbe (2001) an educational manager should show continuous concern and a drive towards students achievement, through teaching and learning, constantly communicate appropriately and effectively to and with learners, solve problems by applying the appropriate problem solving techniques speedily, take disciplinary measures consistently and timely, motivate students and show respect for an economy in time management. In schools those who deal with discipline of students are head teachers, deputy head teachers, class-teachers and guidance and counseling teachers. They need to be properly guided in their specific area of responsibilities in the schools in order to achieve the planned goal of bringing up well rounded citizens.

Nyando Sub-county (2014) education report Sub-County Director of Education(SCDE) inspection report (2014) sighted absenteeism, truancy, dropouts, early pregnancies, drugs and substance abuse, rudeness, failure of pupils to do homework and classwork, sexual misuse, bullying fellow students, destroying school property, theft, cheating, fighting as major indiscipline cases within the sub-county.

Sub-County Director of Education (SCDE) inspection report 2014 (Nyando Sub-County) it was noted that many girls did KCPE 2013 either as expecting mothers or after delivery. Some candidates dropped out of school as a result of indiscipline after enrolment in March

only to re-surface to sit for KCPE in November 2013. This led to poor performance in national exams as many schools within Nyando Sub-County of Kisumu County could not attain a mean mark of 250.

This study sought to assess how the school based factors influence pupils' discipline in Nyando Sub-County. The school based factors to be assessed are head teacher discipline management skills, pupil-teacher ratio, peer influence and class teachers' support and how they influence pupils' discipline in Nyando Sub-County of Kisumu County – Kenya.

1.2. Statement of the problem

A well-disciplined society will prosper economically, politically, socially and spiritually and that is why concerted efforts are being made by the government to ensure that discipline prevails in all our educational institutions. The Kenyan government has made several efforts to address indiscipline challenges; they have appointed qualified administrators, posted teachers to schools, creating awareness to parents about their roles in school, Ministry of Education has also put in place strict rules and penalties for any indiscipline case.

Public primary schools have been supported by the government and other stakeholders to enhance academic performance but emphasis has not been put on discipline. Instead many people are concerned with the indiscipline cases in secondary schools. Many studies have been carried out concerning discipline in secondary schools at the expense of primary which is the foundation of learning

Nakiganda (2006), Nabusoba and Waiswa (2012) plus other past researchers Ikube (2004); Kato (2007) and Tumutoreine (2003) indicated that students' discipline had greatly deteriorated.

Indiscipline is rife in Nyando Sub-county as evidenced from the studies from Ted (2010), Vincent (2011) and Christopher (2014) who found out that indiscipline was rife in Nyando Sub-county among public school learners. This is an indication of indiscipline among learners in Nyando, so far, there has been limited research on school based factors influencing discipline in public primary schools in Nyando Sub-county. Among the available studies on indiscipline in Nyando Sub-county, few, if any, have focused on the broad and varied factors that may influence discipline in public primary schools. Several indiscipline cases have been reported in the media affecting various schools across the country. Therefore the researcher investigated the school based factors influencing pupils discipline in public primary schools in Nyando Sub-county, Kisumu County, Kenya.

1.3 Purpose of the study

The purpose of the study was to determine school based factors that influence the discipline of pupils in public primary schools in Nyando Sub-County, Kisumu County.

1.4 Objectives of the study

The study is set to achieve the following objectives:

- i) To establish the extent to which Head teacher's dialogue/negotiation skills influences pupils' discipline in public primary schools in Nyando Sub-county Kisumu County

- ii) To ascertain the influence of pupil-teacher ratio on the pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County.
- iii) To establish the influence of peer pressure on pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County.
- iv) To examine the influence of class teachers' support on the pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County.

1.5 Research questions

The following are the research questions:

- i) What extent does head teacher dialogue/negotiation skills have on pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County?
- ii) How does the pupil-teacher ratio influence the pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County?
- iii) How does peer pressure influence the pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County?
- iv) To what extent does class teacher's support influence pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County?

1.6 Significance of the study

The findings may help the school administrators to improve on their administration skills and analyse the school based factors which may promote good discipline in their schools. The Ministry of Education will also benefit from the findings by helping the teachers and education stakeholders with a better understanding of the importance of discipline of pupils in the sub-county. The Teachers Service Commission (TSC) will also benefit by ensuring the teacher shortage issue is addressed to promote good discipline in our schools.

Pupils in Nyando Sub-County may also benefit from the study because they will be able to identify school based factors that influence pupils' discipline in their primary schools. The head teachers and teachers may use findings to sensitize learners on the issue of discipline and do the necessary to promote good discipline.

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 this 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 of their responses.

1.8 Delimitation of the study

The study targeted 20 public primary schools in Nyando Sub-County. Head teachers, teachers and pupils' leaders were interviewed about school based factors influencing discipline in Nyando Sub-County, Kisumu County, Kenya.

1.9 Assumptions of the study

The study held the following assumptions;

- i) That all respondents will give honest and objective information.
- ii) That the school administrators and teachers play a key role in determining pupils' behaviour.

1.10 Definition of significant terms

Behaviour refers to the way in which one conducts himself or herself towards others.

Discipline refers to state of order based on submission to rules and authority.

Drug abuse refers to the state of using substances which may change our thinking and behaviour either positively or negatively.

Indiscipline refers to being deviant from laid down rules and regulations.

School based factors refer to any occurrence, within the premise of the school brought about by the interaction of the learners and peers, teachers or any other person in the school community.

Sexual misuse refers to the process of indulging in unwanted sexual behaviour or pre-marital sex.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study.

Chapter two consists of the literature review of the study by looking at the existing literature on school based factors influencing pupils discipline in public primary schools.

These will be arranged from a global to regional context and then discussed from a Kenyan context. The theoretical framework and the conceptual framework is also in this chapter. Chapter three is divided into the following areas; research design, target population, sample size and sampling procedure, research instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis,

interpretation and discussion of findings. Chapter five comprises of summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with reviewed literature related to the school based factors that influence discipline of pupils in public primary schools positively or negatively. The factors to be reviewed include the concept of discipline, head teacher's management skills and pupils' discipline, pupil-teacher ratio and pupils' discipline, peer pressure and pupils' discipline, class-teachers' support and pupils' discipline.

2.2 The concept of discipline

Hurrop (1983) defines school discipline as the system of rules, punishments and behavioural strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to control the students' actions and behaviour. An obedient student is compliant with the school rules and regulations. These rules may, for example, define the expected standards of clothing, time keeping, social behaviour and work ethics. The aim of discipline is to set limits restricting certain behaviour seen as harmful.

The term discipline has been defined differently by various scholars, Okumbe (1988) defines discipline as the action by management to enforce organizational standards. In order to successfully achieve the objectives of a school, all members are required to adhere to various behavioural patterns necessary for maximum performance. Mbiti (2007) asserts that discipline is a system of guiding the individual to make reasonable decisions responsibly. Its goal is to make it possible for an individual or a team of individuals to

succeed in the set goals. Discipline, therefore, is good behaviour shown by members of a school community for its smooth functioning.

Discipline is crucial for the efficient running of any institution. One of the broad national goals of education as espoused in the National Committee on education objectives and policies (Republic of Kenya report, 1976), is to assist the youth to grow into self-disciplined, law abiding and creative people. This shows the importance that the country places on discipline of those who go through the formal school system. Griffins (1994) says that discipline should be seen to emanate from the individual. This means that students should be encouraged to develop self-discipline which will enable them to discern the right and the wrong individually without depending on external controls.

2.3 Head teacher dialogue/negotiation skills and pupils' 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 behaviour, 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. This is indicated by the way the school leadership interacts with learners and teachers in terms of school policies, programs and procedures. For example an open

atmosphere in which school policies are designed and discussed with a greater participation by all 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 (Kiongera, 2010).

In the education sector in Kenya, the government is emphasizing the issue of Education For All (EFA) by the year 2015 which has not been achieved but the year is almost ending. Discipline is a key factor in realizing EFA goals. Some of the administrative factors that influence disciplines are proper coordination, motivation, organization, planning, controlling, communication and creation of good learning environment.

Administrators must therefore ensure that they play a key role in directing affairs of their schools for better achievement of their objectives and aims. The administrators should show authority by bringing on board all the stakeholders including teachers, parents, students, Board of Management (BOM), chiefs, assistant chiefs, village elders, police, pupils' council and other concerned groups to help in addressing the issue of discipline jointly. Administrators should plan and communicate everything to ensure good discipline is maintained in the school.

2.4 Pupil-teacher ratio and the pupils' discipline

The United Nations standard of pupil-teacher ratio is 40:1 but this is not the case of many countries of the world. In some countries the ratio goes up to 120:1. In Kenya with the advent of Free Primary Education (FPE) the ratio went up drastically and now it stands at about 80:1. This high pupil-teacher ratio affects the administration of discipline in our schools. Teachers who are the implementers of the curriculum find it hard to control high number of pupils in their schools against their small number. A spot check is Nyando Sub-

County which is my area of study indicates that most schools are understaffed by between two teachers and eight teachers.

Teachers are overwhelmed by the workload of teaching, marking, preparing professional records, offering guidance and counseling sessions to students, maintaining cleanliness in the school, promoting co-curricular activities, solving students' indiscipline cases among other duties; this too much workload is worsened by understaffing in our schools.

Supervision of pupils become very difficult since they have outnumbered the teachers capacity hence many indiscipline cases being witnessed. Kenya National Union of Teachers (KNUT) puts the teachers' shortage at over 100,000 while the Teachers Service Commission (TSC) puts it at eighty seven thousand. The government needs to employ more teachers to reduce the deficit hence address the issue of discipline in amicable way, schools should also find ways of employing enough support staff teachers to help the teachers deal with this menace.

2.5 Peer pressure and pupils' discipline

Peer pressure is one of the greatest problems among pupils, it can make some teenagers act, think or look at things in 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 wants to feel accepted, and sometimes teenagers believe that the easiest way to be accepted is to be like the rest, even though that means you have to change who you are. Therefore, it can be 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 or two of the boys may be against the vice since he knows it is bad but will eventually be influenced to it.

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 understood by Coleman and Hendry (2000) who contended that it provides medium through which a child learns to function more independently to acquire and test skills that earn himself 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 of adult discipline.

2.6 Class-teacher's support and pupils' discipline

Diane (1992) argues that a teacher is a classroom manager who manages pupils from different backgrounds, that is from broken homes, poverty stricken families, abandoned and maladjusted children. Eshiwani (1983) notes that class teachers are in-charge of a class and are the first persons the pupils turn to for advice and assistance. Abagi and Odipo (1997) observed that teachers' attitude towards pupils have great impact on pupils' discipline and retention in school, they go further to say that when teachers have negative attitude, neglect, abuse, mishandle, or send pupils out of class during teaching, they make the learning atmosphere uncondusive.

According to Ministry of Education (1999) teachers' responsibility include; lesson planning and scheming, preparation of teaching and learning aids, organization of co-curriculum activities, participation in subject panels, guiding and counseling, maintaining discipline and taking responsibility over moral, mental, intellectual and physical

development of pupils. If discipline is well maintained in class among pupils performance will improve.

The role of class-teacher should be enforced to help curb indiscipline cases, class teachers need to be supportive to the learners and give learners to best.

2.7 Summary of the literature review

The literature review has attempted to discuss school based factors that affect discipline of pupils in schools. Some of the school based factors discussed in the literature review are head teachers' dialogue/negotiation skills, pupil-teacher ratio, peer pressure and class teacher's support and how they influence pupils' discipline either positively or negatively. Studies by Verky (1997) and Melgosa (2008) revealed that home based factors such as parenting styles, influenced discipline of students in school. The areas of school based factors have also been studied by some researchers but the issue of discipline is still a problem in our primary schools in Kenya with Nyando Sub-County not an exception. This study sought to address these school based factors in order to improve discipline in Nyando Sub-County and Kenya at large.

2.8 Theoretical framework

This study was guided by the Goal Setting Theory by Edwin Locke, 1960's (Okumbe, 1999). The value of goal setting is recognized in the management systems where goal setting basics are incorporated within them. The goal setting is generally accepted as among the most valid and useful motivation theories in industrial and organizational psychology, human resource management and organizational behaviour. This is because the theory involves establishing actual objectives. It features as a major component of

personal development literature, goals perceived as realistic are more effective in changing behaviour. Locke (1960) went on to say that working towards a goal provided a major source of motivation to actually reach the goal which in turn improves discipline.

Disciplined students always try to work quickly and effectively and this leads to better performance. The Goal Setting Theory is an effective tool for making progress by ensuring that participants in a group with a common goal are clearly aware of what is expected of them if an objective is to be achieved. Participants here are students whose common goal is academic excellence and for them to achieve this, they must be disciplined. On a personal level, setting goals is a process that allows people to specify their work towards their own objectives. The theory if well used in a school setting can contribute to good discipline and therefore improved performance. Disciplined students always work hard to achieve their goals and objectives.

2.9 Conceptual framework

Conceptual framework shows the relationship between the independent variables and the dependent variables which leads to pupils' discipline.

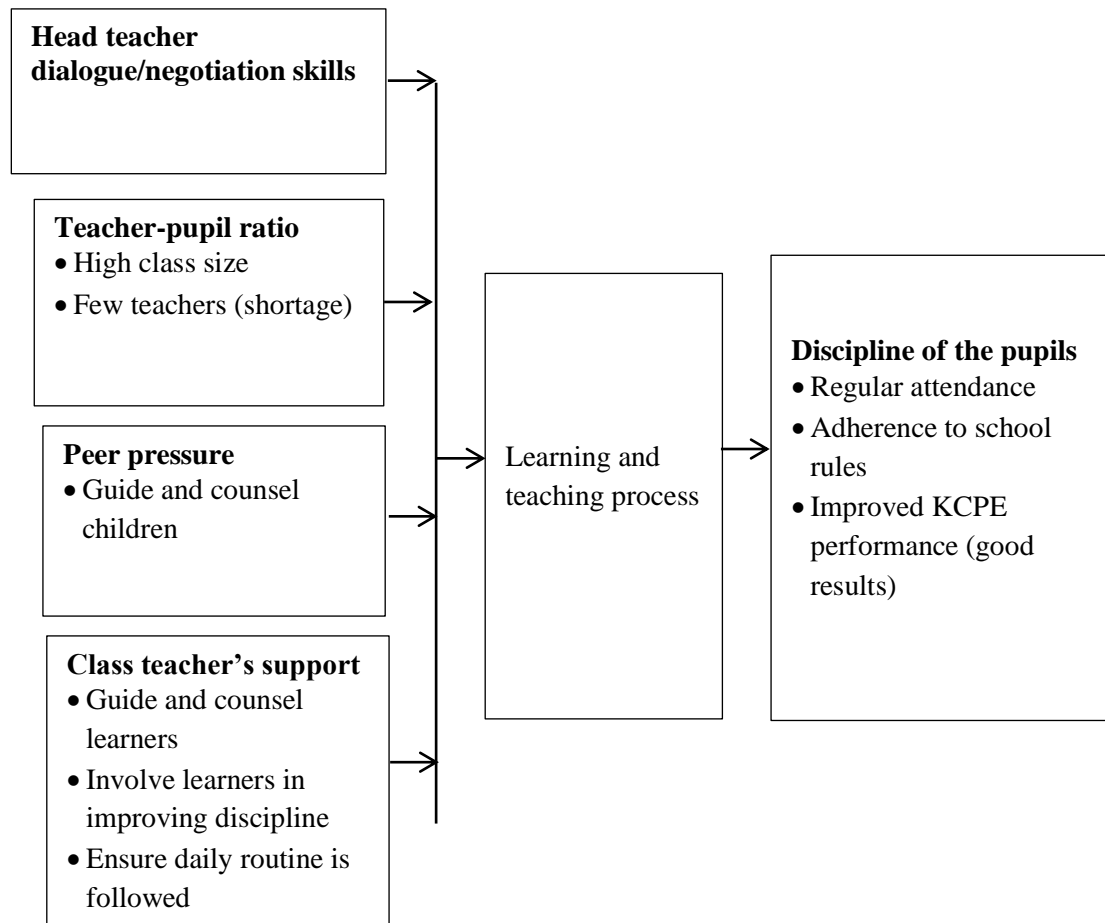


Figure 2.1: Conceptual framework

Figure 2.1 indicates how the independent variables such as dialogue/negotiation skills, teacher pupil ratio, peer pressure and class teacher's support interact with dependent variables like disciplined students, regular attendance, adherence to school rules,

improved KCPE performance, the conceptual framework suggests that school administrators must employ all the administrative factors, teacher-pupil ratio must be dealt with to ensure it is reasonable while the issue of peer pressure must be addressed by the school and the class teacher must also give learners the correct support to ensure a disciplined school hence good academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the process and strategies that was used in carrying out the study. It is divided into the following sub-sections; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

Research design provides a framework for planning and conducting a study. It is the plan, structure and strategies of investigation concerned so as to obtain answers to research questions. The study will adopt a descriptive survey as its design. The design will be appropriate for the study because according to Kothar, 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). The descriptive survey research design enabled the researcher to collect, analyse and report data on the influence of school based factors on levels of discipline among pupils in public primary schools in Nyando Sub-County.

3.3 Target population

Orodho (2005) states that all the people under consideration in any field of inquiry constitute a universe or targeted population. The target population of this study was 100 head teachers, 800 teachers and 2,100 pupils' leaders from class six, seven and eight. (Source: SCDE's office Nyando Sub-County).

3.4 Sample size and sampling procedures

Orodho and Kombo (2002) define sampling as the procedure a researcher uses to gather people, places or things to study. A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population. Mugenda and Mugenda (2003) argue that a sample of between 10-30 percent of the target population is enough representation. For generalization the researcher categorized the schools in four zones then selected randomly per zone using 20% rule. Table 3.1 shows the number of schools per zone and sampled schools based on 20% per zone.

Table 3.1: Sample size

Zone	Primary schools	No. to be sample (20%)
Ahero	30	6
Awasi	24	5
Nyangande	20	4
Rabuor	26	5
Total	100	20

Source: Nyando Sub-County Director of Education's office)

Sample size included 20 Head teachers, 40 class teachers i.e. class teacher six and class teacher seven per school were sampled 40 pupils' leaders of which a president and cabinet secretary in charge of welfare and special needs were picked per school.

3.5 Research instruments

The study used questionnaires and interview guides. Mugenda & Mugenda (2003) define a **questionnaire** as a written set of questions to which the subject responds in writing. According to them questionnaires are cheap to administer to respondents scattered over a large area. It's convenient for collecting information from a large population within a

short span of time. Teachers and pupils were given questionnaires. The questionnaires had two sections, section one sort demographic information while section two had information influencing levels of discipline of pupil in public primary schools.

The researcher prepared an interview schedule for the Head teachers. **Interview** was appropriate because most people like responding to oral questions than written questions. Interview helped in clarification of school issues. The instruments contained details of various school based factors as per objectives of the study.

The researcher conducted a pilot study in five schools which were not in the sample size. Piloting ensured that research instruments were clearly stated and that they had some meaning to the respondents. The interview guide was also tested before being used.

3.6 Validity of the research instruments

The validity of an instrument represents the degree to which a test measures what it purports to measure (Borg & Gall, 1983). The pilot study helped to improve face validity and contents of the instruments. Content validity can also be improved through expert judgment by the supervisor. (Orodho, 2003) asserts that once questionnaires were constructed they were tried by studying the answers to the questionnaires; the researcher was able to identify whether all the objectives were thoroughly addressed and whether the respondents gave the intended answers to the research questions. Based on the analysis of the pretest the researcher was able to make corrections, adjustments and additions to the research questions.

3.7 Reliability of the research instruments

Mugenda and Mugenda (2003) define reliability as a measure of degree to which a research instrument yields consistent results or data, after repeated trials. Test-retest

technique of assessing reliability of a research instrument was employed. It involved administering the same instrument twice to the same group of subjects. A two week lapse was allowed between the first and second test (Orodho, 2009). Scores obtained in the two administered tests on the research instruments were made using the Pearson's co-efficient of correlation formula to compute the correlation coefficient so as to establish the extent to which the content of the questionnaire elicited the same responses. A correlation coefficient of 0.86 was obtained to imply that the instrument was reliable for the study (Best & Kahn, 2006).

3.8 Data collection procedure

The researcher obtained an introduction letter from University of Nairobi then obtained a research permit from the National Council for Science and Technology and Innovation (NACOSTI). The researcher then proceeded and sought authority from the Deputy County Commissioner of the affected sub-county, in my case Nyando Sub-County to operate in the area. The researcher then booked appointments with the head teachers of the sampled schools to visit and administer the questionnaires. The researcher then visited each of the sampled schools to personally administer the questionnaires. With assistance of class teachers the pupils were guided. The researcher also interviewed the head teacher. The researcher collected the questionnaires from pupils and teachers immediately they were filled up.

3.9 Data analysis techniques

After collecting data items from the field using questionnaire and interview schedules, quantitative data was entered and analysed using SPSS descriptive analysis after which data was presented as frequencies, percentages and tables. Qualitative data was organized

into themes drawn from the research questions. or cleaned up then arranged into themes drawn from the research questions. Transcribed and content analysis done and presented as statistical package for social sciences (SPSS).

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 public primary schools in Nyando sub-county, Kisumu 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's dialogue/negotiation skills influences pupils' discipline in public primary schools in Nyando sub-county Kisumu County, to ascertain how the pupil teacher ratio influences the pupils' discipline in public primary schools in Nyando sub-county Kisumu County, to establish how peer pressure influences pupils discipline in public primary schools in Nyando sub-county Kisumu County and to examine how class teacher's support influences the pupils' discipline in public primary schools in Nyando sub-county Kisumu County.

4.2 Questionnaire return rate

The respondents were pupils, teachers and head teachers.

Table 4.1 questionnaire return rate

Return rate	Sample size	Response	Return rate %
Pupils' leaders	40	40	100
Teachers	40	40	100
Head teachers	20	20	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 teacher's experience. This information is important for comparative analysis and to present the influence of demographics on public primary school discipline.

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

Table 4.2 Distribution by gender

	Head teacher		Teachers	
	Frequency	Percent	Frequency	Percent
Male	16	80.0	21	52.5
Female	4	20.0	19	47.5
Total	20	100.0	40	100.0

From the findings in table 4.2, majority of head teachers 80.0% were male. This indicates that most head teachers in public primary schools are men. Women head teachers are few just 20.0%. On teachers, male are slightly more than female teachers 52.5% and 47.5% respectively.

The distribution of head teachers and teacher responses on age was 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	-	-	2	5.0
25-35 years	-	-	20	50.0
36-45 years	6	30.0	10	25.0
46-59 years	14	70.0	8	20.0
Total	20	100.0	40	100.0

As shown in table 4.3 majority of the head teachers 70.0% were between the ages of 46-59 years. This indicates that most head teachers were old that is above the age of 46 years. Majority 50.0% of teachers were between the ages of 25-35 years of age. This indicates that most public primary school teachers were below the age of 35 years. It must also be noted that quite a good number of teachers were above 36 years.

The researcher was interested to know the head teachers education 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 teacher's distribution on the educational level

	Frequency	Percent
P 1	14	70.0
Bachelor's degree	4	20.0
Master's degree	2	10.0
PhD	-	-
Total	20	100.0

As shown in table 4.4 majority of head teachers 70.0% were holders of P 1 certificate. This indicate that the core of the public primary school leadership were college graduates Further educational level information were 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
P 1	21	52.5
Diploma	10	25.0
Bachelor's degree	7	17.5
Master's degree	2	5.0
Total	40	100.0

From the findings in table 4.5, P1 teachers at 52.5% were slightly more than diploma teachers and above. It is clear that most teachers have acquired further education than the head teachers. The differences in educational level between teachers and head teachers also promotes indiscipline in schools

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

Table 4.6 Head teacher distribution on their experience

	Frequency	Percent
1-5 years	3	15.0
6-10 years	5	25.0
11-15 years	7	35.0
16-20 years	3	15.0
21 years and above	2	10.0
Total	20.0	100.0

Table 4.6 shows that majority of head teachers had served for over 11 years since 60% had served for over 11 years, this is a clear indication that most head teachers in Nyando sub-county are experienced enough to run public primary 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
0-5 years	8	20.0
6-10 years	21	52.5
11-20 year	7	17.5
Over 20 years	4	10.0
Total	40	100.0

Table 4.7 shows that the majority of teachers were 10 years and below in experience 72.5%. From the above observation it can be concluded that most teachers are young hence lack the necessary experience to deal with indiscipline cases in public primary schools.

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

Table 4.8 Distribution of pupils' leaders by gender

Gender	Frequency	Percent
Male	20	50.0
Female	20	50.0
Total	40	100.0

Table 4.8 shows the number of pupils' leaders are equally divided into two. This indicates that the number of male and female pupil leaders is equal. 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	10	25.0
Class 7	20	50.0
Class 8	10	25.0
Total	40	100.0

Table 4.9 shows that majority of the pupils' leaders came from class 7 at 50% while class 6 and 8 each had 25% of the leaders.

4.4. Influence of Head Teacher's Dialogue/negotiation skills and Pupils Discipline

This section presents overview on the head teachers' dialogue/negotiation skills specifically on their ability to dialogue/negotiate with pupils and teachers, the support given to stakeholders like teachers, sharing of responsibilities, ability to institute suitable school rules.

The head teachers were asked whether they dialogue/negotiate on discipline matters as shown in table 4.11.

Table 4.11: Head teachers’ response on availability of dialogue/negotiation committee

Dialogue/Negotiation Committee	Frequency	Percent
Yes	8	40.0
No	12	60.0
Total	20	100.00

Table 4.11 shows majority of head teachers’ 60.0% do not have dialogue/negotiation committee.

This indicates that there is very little dialogue/negotiation going on in public primary schools in Nyando sub-county.

The researcher further sought to know Head teachers’ responses on whether they support teachers in dealing with pupil discipline through dialogue/negotiation as shown in table 4.12.

Table 4.12: Head teachers’ response on support on teachers through dialogue/negotiation committee on pupils’ discipline

	Frequency	Percent
Agree	5	25.0
Disagree	15	75.0
Total	20	100.00

Findings on table 4.12 shows that majority of Head teachers 75% disagreed that they support teachers in dealing with pupil discipline through dialogue/negotiation. This indicates that head teachers' should initiate to support teachers support teachers in dealing with pupils on discipline matters.

To establish the support given by head teachers in pupils discipline through dialogue/negotiation, the teachers' responses was shown in table 4.13

Table 4.13: Teachers' response on head teachers support in discipline through dialogue/negotiation

	Frequency	Percent
Strongly Disagree	3	7.5
Disagree	19	47.5
Uncertain	3	7.5
Agree	7	17.5
Strongly agree	8	20.0
Total	40	100.00

Table 4.13 shows that majority of teachers 47.5% disagreed that they receive support on pupils discipline through dialogue/negotiation. This indicates that most Head teachers do not support teachers on pupils discipline through dialogue/negotiation. 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	2	10.0
Agree	5	25.0
Disagree	13	65.0
Total	20	100.00

From the study findings on table 4.14 shows that majority of head teachers 65.0% were in disagreement that they involve stake holders in maintaining discipline. This indicates that most head teachers do not involve teachers, parents and pupils in maintaining discipline to a great extent hence this do not concur with Peter (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 table 4.15.

Table 4.15: Teachers’ opinion on whether stakeholders share responsibility in maintaining discipline

	Frequency	Percent
Disagree	16	40.0
Uncertain	4	10.0
Agree	15	37.5
Strongly agree	5	12.5
Total	40	100.00

Table 4.15 illustrates that majority of teachers 40.0% disagreed that they share responsibility for maintaining discipline. This indicates that teachers, administrators, pupils and all other stakeholders do not share responsibility for maintaining discipline to a great extent.

This does not concur with Peter (2010) who stated that 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 table 4.16

Table 4.16: Pupils leaders’ opinion on whether their parents are involved in disciplinary procedures

	Frequency	Percent
Disagree	16	40.0
Uncertain	4	10.0
Agree	12	30.0
Strongly agree	8	20.0
Total	40	100.0

As shown by table 4.16, majority of pupils 40.0% were in disagreement that their parents are involved in disciplinary procedures. This indicates that parents are not involved in disciplinary procedures in schools to some extent.

Organization for counseling seminars is a key attribute to head teachers’ management skills, head teachers’ response are shown by table 4.17.

Table 4.17: Head teachers' response on organization of counseling seminars on areas of peer pressure

	Frequency	Percent
Strongly agree	3	15.0
Agree	5	25.0
Disagree	10	50.0
Strongly disagree	2	10.0
Total	20	100.0

The table shows majority of the Head teachers 50.0% disagreed that they organizes counseling seminars/training on discipline on areas of peer pressure. This indicates that head teachers don't organize for pupils counseling 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 counseling on peer pressure.

The researcher went further and asked head teachers about pupil teacher ratio and the response is as shown in table 4.18

Table 4.18: Head teachers’ response on whether schools have the right pupil- teacher ratio

	Frequency	Percent
Strongly agree	1	5.0
Agree	3	15.0
Disagree	13	65.0
Strongly disagree	3	15.0
Total	20	100.0

From the above findings 65.0% of the Head teachers disagreed that schools have the right pupil-teacher ratio. It is clear that most schools are understaffed hence the management of discipline becomes very difficult. The head teachers generally disagreed that the pupil-teacher ratio is up to standard. Since the number of pupils overrides the number of teachers to a greater extent, this makes management of discipline very difficult.

4.5. Pupil-teacher ratio and pupils’ discipline

This section presents the influence of pupil teacher ratio in discipline, specifically the number of teachers verses the number of pupils.

The researcher sought to know from the Head teachers in case there are adequate personnel in our public primary schools in Nyando sub-county and the response is shown by table 4.19

Table 4.19 Head teachers' response on adequate school staffing

	Frequency	Percent
Adequate	6	30.0
Inadequate	14	70.0
Total	20	100.0

From the above findings, majority of the Head teachers 70.0% agreed that teachers are inadequate in our public primary schools hence making the management of discipline difficult since teachers are overwhelmed by the big number of learners.

The researcher also wanted to know if the teachers' shortage affects discipline, therefore the researcher sought to know if pupils are taking advantage to misbehave due to teachers' shortage.

Table 4.20 Show how teachers' shortage influence pupils discipline when teachers were asked whether pupils misbehave due to lack of enough teachers

	Frequency	Percent
Yes	33	82.5
No	7	17.5
Total	40	100.0

It is clearly shown that majority of the teachers 82.5% agreed that shortage affects discipline negatively. Most schools visited it was clear that there were only few teachers to control large numbers of pupils hence many pupils would dodge teachers

4.6. Peer pressure and pupils discipline

This section presents the influence of peer pressure on schools discipline on areas like membership influence of a social group on behavior. The pupils leaders were asked whether pupils belong to social groups as shown by table 4.21.

Table 4.21: showing whether pupils belong to a social group

	Frequency	Percent
Yes	36	90.0
No	4	10.0
Total	40	100.0

From table 4.21, majority of the pupils leaders 90.0% noted that most pupils belong to a social group which influences their behavior adversely. 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.

Peer pressure has positive and negative effects on pupils' discipline. The researcher therefore was interested to know teachers opinion on whether peer pressure is a cause of indiscipline in schools as shown by table 4.22

Table 4.22: Teachers’ response on peer pressure as the cause of indiscipline

	Frequency	Percent
Yes	29	72.5
No	11	27.5
Total	40	100.0

Findings on table 4.22 shows that majority of teachers 72.5% agreed that peer pressure was a cause of indiscipline in schools. This indicates that peer pressure had a great impact on school discipline and its one of the courses of indiscipline in the schools. This coincides with John (2009) 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. Peer pressure also makes pupils have a negative attitude toward education.

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/her behavior as shown by table 4.23

Table 4.23: Teachers' response on peer pressure as the cause of indiscipline

	Frequency	Percent
Strongly disagree	1	2.5
Disagree	3	7.5
Agree	24	60.0
Strongly agree	12	30.0
Total	40	100.0

Findings on table 4.23 shows that majority of teachers 60.0% agree that groups to which a child belongs exercise a potent influence on his/her behavior each respectively. This indicates that groups which a child belongs to exercise a potent influence on his behavior 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 4.24

Table 4.24 Head teachers' opinion on pupils' attitudes towards matters of education

	Frequency	Percent
Strongly agree	7	35.0
Agree	8	40.0
Uncertain	3	15.0
Strongly disagree	2	10.0
Total	20	100.0

Table 4.24 shows that majority of head teachers 40.0% agreed that pupils care less and less about matters of education. This indicates that most pupils care less about the matters of education hence this could be influenced more by peer pressure.

The researcher sought head teachers opinion on pupils' ability to concentrate on something for a long period of time as shown on table 4.25.

Table 4.25 Head teachers' opinion on pupils' ability to concentrate on something for a long period of time

	Frequency	Percent
Strongly agree	8	40.0
Agree	9	45.0
Disagree	3	15.0
Total	20	100.0

Table 4.25 shows majority of head teachers 45.0% 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 periods of time which stems from peer pressure. This means that pupils need to be counseled and peer education provided.

The study further sought pupils leaders response whether they assist other pupils understand school rules as shown in table 4.26

Table 4.26: Pupils’ leaders response on assistance given to pupils to understand school rules.

	Frequency	Percent
Disagree	4	10.0
Uncertain	2	5.0
Agree	18	45.0
Strongly agree	16	40.0
Total	40	100.0

Table 4.26 illustrates that majority of pupil leaders 95.0% were in agreement that they assist pupils to understand school rules. This indicates that pupils’ leaders assist other pupils in understanding school rules to a great extent. This concurs with Kibera and Kimokoti (2007) who stated that peer group in schools helps the youths to learn positive values of cooperation, responsibility and other good habits, which became the basis for adult discipline.

The researcher sought teachers' opinion on whether peer group participation generates value conflicts as shown by table 4.27.

Table 4.27: Teachers' opinion on whether peer group participation generates value conflicts

	Frequency	Percent
Strongly disagree	1	2.5
Disagree	4	10.0
Agree	23	57.5
Strongly agree	12	30.0
Total	40	100.0

Findings in table 4.27 shows that majority of teachers 57.5% were in agreement that peer group participation generates value conflicts. This indicates that peer group participation generates value conflicts to a great extent.

The researcher further sought to establish pupils' response on whether friends do the same thing all the time as shown in table 4.28.

Table 4.28: Pupils' response on whether friends do the same thing all the time

	Frequency	Percent
Strongly disagree	8	20.0
Disagree	22	55.0
Uncertain	2	5.0
Agree	8	20.0
Total	40	100.0

Table 4.28 shows majority of pupil leaders 55.0% were in disagreement that pupils don't do same things all the time. However they pupils indicated in table 4.28 that friends in the same group were likely to break school rules. The researcher sought to find out pupils opinion on whether friends in the same group break the school rules as shown by table 4.29.

Table 4.29: Pupils' response on whether friends break the school rules

	Frequency	Percent
Strongly disagree	8	20.0
Disagree	6	15.0
Agree	14	35.0
Strongly agree	12	30.0
Total	40	100.0

Findings on table 4.29 shows that majority of pupils 65.0% 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 4.30

Table 4.30: Pupils' leaders opinion on whether the teacher advices the pupils to avoid bad company

	Frequency	Percent
Strongly disagree	8	20.0
Disagree	6	15.0
Agree	14	35.0
Strongly agree	12	30.0
Total	20	100.0

Table 4.30 illustrate whether teachers offer advice on peer group where majority of pupils leaders 65.0% agreed that teachers advices pupils to avoid bad company. This indicates that teachers are always advising pupils to keep off bad groups and to avoid peer pressure. Further the study was interested to establish the influence of peer pressure on schools discipline, results are shown in table 4.31.

Table 4.31: Teachers’ response on the extent to which peer pressure influences Pupils’ discipline

	Frequency	Percent
Strongly disagree	2	5.0
Neutral	1	2.5
Agree	18	45.0
Strongly agree	19	47.5
Total	40	100.0

Table 4.31 shows majority of the teachers 92.5% were in agreement that peer pressure influences pupils’ discipline to a very great extent.

4.7. Class teachers’ support and pupils’ discipline

This section presents the roles of the class teacher as he/she support discipline in schools. The section will include proper time tabling, guidance and counseling, regular attendance of classes by both pupils and teachers, rewarding hard working pupils and immediate feedback on pupils work.

The researcher was interested to find out from pupils whether they have a timetable in class and the response was shown in table 4.32.

Table 4.32: Pupils leaders' response on whether they have timetables in their classes

	Frequency	Percent
Strongly disagree	4	10.0
Disagree	6	15.0
Agree	26	65.0
Strongly agree	4	10.0
Total	40	100.0

Table 4.32 shows that majority of the pupil leaders 75.0% agreed that there is a functional timetable in their classes hence this promotes discipline since pupils are engaged throughout.

The researcher also wanted responses from teachers whether they make timetables in their respective classes as shown in table 4.33.

Table 4.33: Teachers response on class timetabling

	Frequency	Percent
Strongly disagree	1	2.5
Disagree	2	5.0
Agree	31	77.5
Strongly agree	6	15.0
Total	40	100.0

From table 4.33, majority of the teachers 92.5% agreed with the pupils that their classes had functional timetables and this promoted high standard of discipline because the pupils were expected to do what the time table dictates. It was concluded that class teachers play a key role in supporting pupils in making timetables and enhancing good discipline

The researcher was also interested to know from the pupils how many times they receive guidance and counseling from their class teachers as show in table 4.34.

Table 4.34 Pupils’ leaders response on how often they receive guidance and counseling from their class teachers.

	Frequency	Percent
Weekly	4	10.0
Monthly	8	20.0
Termly	14	35.0
Yearly	14	35.0
Total	40	100.0

From the findings in table 4.34, it was realized that guidance and counseling is not done as expected because most pupils responded that it is done on termly and yearly basis 70.0% which is too long because it should be as frequent as possible.

4.8 Disciplinary challenges

This section presents the challenges encountered in schools

Head teachers responses on the major indiscipline cases are shown by table 4.35.

Table 4.35: Head teachers' responses on the major indiscipline cases

Major cases	Responses	Percent
Absenteeism	14	70
Lateness	4	20
Failure to finish home work	1	5.0
Boy-girl relationship	1	5.0
Total	20	100

On the head teachers' opinion on the major indiscipline cases, majority of reported cases of indiscipline were absenteeism from classes 70.0%, lateness at 20.0%, failure to finish homework 5.0% and boy-girl relationship 5.0% were also sighted as major indiscipline cases.

The teachers' responses on the indiscipline cases in class and school are shown in table 4.36.

Table 4.36 Teachers' responses on the indiscipline cases in class and school

Indiscipline cases	Responses	Percent
Disrespect	3	3.6
Absenteeism	17	20.5
Mistreating, bullying & abusing others	5	6.0
Theft	4	4.8
Boy-girl relationship	6	7.2
Drug abuse	5	6.0
Sneaking	3	3.6
Lateness	9	10.8
Failure to finish homework	7	8.4
Peer pressure	5	6.0
Fighting	3	3.6
Noise making	5	6.0
Rudeness	4	4.8
Aggressiveness	2	2.4
Disobedience	2	2.4
Irresponsibility	3	3.6
Total	83	100

Table 4.36 shows that most reported cases include absenteeism 20.5%, lateness 10.8% , failure to finish homework 8.4% and boy girl relationship 7.2%. These are serious indiscipline cases which need to be tackled with a lot of caution.

4.9. Suggestions for collective measures

This section presents recommendations and suggestions for managing discipline.

The head teachers' recommendations on the best strategies in maintaining discipline in the school as shown by table 4.37.

Table 4.37: Head teachers' recommendations

Strategies	Frequency	Percent
Dialogue/negotiation with all stakeholders	9	45.0
Involving pupils and parents in decision making	7	35.0
Guidance and counseling	3	15.0
Training school administrators and teachers on how to handle discipline	1	5.0
Total	20	100.0

Table 4.37 shows majority of head teachers embraced dialogue/negotiation and involving pupils and parents in decision making 80.0%. This indicates that dialogue/negotiation and involving all the stakeholders were the most favorable strategies in maintaining discipline. The teachers' suggestion on how to improve discipline management skills through training are shown in table 4.38.

Table 4.38: Teachers' suggestions on how to improve discipline management skills

Suggestions	Responses	Percent
Training teachers and administrators on modern ways of dealing with discipline	22	55.0
Involving experts on discipline management	9	22.5
Educating parents on how to assist their children maintain good discipline	9	22.5
Total	40.0	100.0

Table 4.37 shows that majority of the teachers 55.0% wanted training on modern ways of dealing with discipline while a substantial number 45.0% supported involvement of expert on discipline management and educating parents on how to assist their children maintain good discipline.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter discusses the research finding, conclusion, recommendations and suggestion for further study. The purpose of this study was to investigate school based factors influencing pupils discipline in public primary schools in Nyando sub-county, Kisumu county Kenya.

5.2. Summary of the study

The objectives of the study included how;

To establish the extent to which head teachers' dialogue/negotiation skills influences pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County, to ascertain how the pupil-teacher ratio influences the pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County, to establish how peer pressure influence pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County and to examine how class teachers' support influences the pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County Kenya.

This study adopted the descriptive survey design where 20 head teachers were purposively sampled while a total of 40 teachers and 40 pupils' leaders were sampled from 20 different schools.

To collect data, a set of semi structured questionnaires and an interview guide were used. Before the actual data collection, piloting of questionnaires and the interview guide were done on five public primary schools in Nyando 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 Commission for Science, Technology and Innovation (NACOSTI) and the Deputy County Commissioner Nyando Sub-County. Data analysis was done by descriptive statistical analysis.

5.3 Findings of the study

5.3.1 Head teachers' dialogue/negotiation skills and pupils' discipline

Finding on head teachers' dialogue/negotiation skills indicated that majority 60.0% of head teachers disagreed that they had a dialogue/negotiation committee in school, at the same time majority 75.0% of head teachers disagreed that they support teachers on dealing with pupils on discipline matters through dialogue/negotiation, while majority of teachers 47.5% disagreed that they receive support from their heads as far as dialogue/negotiation is concerned. 65.0% confirmed that they don't involve parents and pupils in maintaining discipline. On counseling seminars, majority of head teachers 60.0% disagreed that they organize counseling 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. Majority of the teachers agreed that the head teachers allow teachers to participate in decision making.

On pupils' opinion, most pupils' leaders agreed that pupils generally believe that school rules enforced by the head teachers are reasonable and appropriate. The pupils' leaders also agreed that pupils are taught school rules.

5.3.2 Pupil-teacher ratio and discipline

From the findings, it was clearly seen that under staffing in schools promoted indiscipline. Most head teachers 70% noted that they have inadequate teachers. 82.5% sighted lack of adequate teachers as a reason for many indiscipline cases. Class and school control becomes very difficult due to under staffing.

5.3.3 Peer pressure and discipline

Findings on 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 schools while majority of teachers agreed that groups to which a child belongs exercise a potent influence on his/her behavior. Majority of the teachers agreed that peer group participation generates value conflicts while pupils leaders were in disagreement that friends do same things all the time.

Majority of the pupils' leaders agreed that teachers advise 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.

5.3.4 Class teacher's support and pupils' discipline

From the findings it was noted that class teacher plays a very important role in promoting a well-disciplined class. Majority of the pupils' leaders at 65% agreed that the class teacher normally make class timetables to guide the pupils while 77.5% of the teachers agreed that class teachers make the timetables. Teachers agreed that the presence of timetables in class ensures smooth learning and good discipline since there is order. Pupil leaders observed that only 30% of the guidance and counseling takes place either weekly

or monthly while a majority 70% observed that guidance and counseling is done on a termly and yearly basis. This is a very long period hence may promote many indiscipline cases. Pupil leaders were of the opinion that guidance and counseling should be done more often than not.

5.4 Conclusions

The study concludes that the head teachers don't use dialogue/negotiations and also don't organize for pupils' counseling seminars/training on discipline on areas of peer pressure and this has led to several cases of indiscipline which are currently witnessed. On class teachers' support, the head teacher needs to send the class teachers on various workshops and seminars to train on their roles. The head teachers also need to request for more teachers from the teachers service commission to reduce the teachers shortage in schools. They should also employ support staff teachers and in-service them to help bridge the shortfall of teachers. Most importantly school administrators must embrace dialogue/negotiations to help deal with indiscipline situations.

5.5 Recommendation

The head teachers need to hold seminars in schools especially on guidance and counseling, peer pressure on a regular basis with teachers training institutions. In addition they need to actively involve parents and other stakeholders in discipline management. They should also involve security apparatus to monitor the surroundings and the compound so as to control sneaking, fighting, bullying and planning for the evil deeds. The head teacher and the Board of management (B.O.M) need to improve on the school perimeter wall and other access points so as to control pupils sneaking out.

The head teachers need to emphasize on dialogue and negotiation, seek the support of all stakeholders especially the B.O.M members, teachers, parents and religious organizations so as to mitigate absenteeism in class and disruptive behavior. In addition, they need to apply corrective measure such as appropriate punishment for absenteeism. In addition they need to be keen on laziness as laziness was affecting pupils' 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 (MoE.) need to provide counseling support programs for public primary schools since serious indiscipline cases experienced in secondary schools and tertiary institutions begin in primary school.

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 other sub-counties for comparative purpose.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Paul Okeyo Ouko
University of Nairobi
P.O. Box 92
Kikuyu

25th April, 2015

To the Head teacher,
_____ Primary School

Dear Sir / Madam,

REF: PARTICIPATION IN RESEARCH

I am a post-graduate student at the University of Nairobi, currently carrying out a research on **school based factors influencing pupils' discipline in public primary schools in Nyando Sub-County, Kisumu County**. Your school has been selected for the study. The purpose of this letter is to request you to facilitate the filling of the questionnaires. Information given will be used for research purposes only. Identity of the respondents will be treated with utmost confidentiality. Kindly allow the process to run smoothly. Thanks for your cooperation.

Yours faithfully,

Paul Okeyo Ouko

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The information in this questionnaire is for research purposes only. Do not write your name on the questionnaire. Please respond to each question by filling or ticking your honest opinion in the box or the gap provided.

Section A: Demographic information

(Please tick where necessary)

1. What is your gender?
a). Male () b) Female ()
2. How old are you?
a) Below 25 years () d) 46 – 55 years ()
b) 25 – 35 years () e) Over 55 years ()
c) 36 – 45 years ()
3. What is your educational level?
a) College () c) Masters ()
b) Bachelor () d) Doctorate - PhD ()
4. What is your amount of experience in years with teaching children?
a) Below 5 years () c) 11 – 20 years ()
b) 6 – 10 years () d) Over 20 years ()
5. Have you received any training on discipline management?
a) Yes () b) No ()
6. What course have you learned in your training? _____

Section B: Head teachers' skills and pupils' discipline

7. Do you have dialogue/negotiation committee in your school? _____
8. Do you get head teacher's support in disciplining pupils through dialogue/negotiation ? _____
9. Do you have school rules and regulations to guide pupils _____

Section C: Pupil-teacher ratio and pupils' discipline

- 10. How many teachers are in your school(T.S.C) employed_____
- 11. Are they adequate?_____
- 12. How many pupils are there in your school?_____
- 13. What is the teacher-pupil ratio?_____
- 14. What action has the school administration and BOM taken to address the shortfall?_____
- 15. How does the shortfall affect discipline in the school?_____
- 16. In your own opinion how many pupils should be assigned to one teacher?

Section D: Peer pressure and pupils' discipline

- 17. To what extent does peer pressure affect discipline in your school?
 - a) Very great extent ()
 - a. Great extent ()
 - b. Moderate extent ()
 - d) Low extent ()
 - e) Very low extent ()

18. What is your agreement level on statement about peer pressure?

1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree

	1	2	3	4	5
a. Group to which a child belongs influences his or her behaviour					
b. Peer group pressure is known to force members often into patterns of behaviour which may be against their own best inner judgments.					
c. Peer pressure is a big problem among pupils					
d. Peer group participation generates value conflicts					

Section E: Class teachers' support and pupils' discipline

19. Have you attended any in-service course, seminar, workshop on class teachers' support on pupils' discipline

Yes ()

b) No ()

20. If yes, which course or workshop did you attend (specify)_____

21. How do you rate the following actions in improving discipline in your class?

1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree

	1	2	3	4	5
a. Regular calling of the class register					
b. Proper time tabling which is followed					
c. Offering guidance / counseling service					
d. Ensuring proper classroom leadership through prefects and monitors					
e. Ensuring adequate teaching/learning resources are available					

Thank you.

APPENDIX III

QUESTIONNAIRE FOR PUPILS' LEADERS

The information in this questionnaire is for research purposes only. Do not write your name on the questionnaire. Please respond to each question by filling or ticking your honest opinion in the box or the gap provided.

Section A: Demographic information

(Please tick where necessary)

1. What is your gender a) Male () b) Female ()
2. What class are you in? _____
3. Are you a student leader?
Yes () b) No ()
4. Are there indiscipline cases in your school? _____

Section B: Head teacher's dialogue/negotiation skills and pupils' discipline

5. Does the school have school rules and regulations?
Yes () b) No ()
6. Were the pupils involved in making the school rules and regulations?
Yes () b) No ()
7. Is the school administration using dialogue/negotiation to promote good discipline?
Yes () b) No ()

Section C: Pupil-teacher ratio and students' discipline

8. How many teachers are there in your school?_____
9. How many pupils are there in your school?_____
10. What is the pupil-teacher ratio?_____
11. Are the number of teachers enough?_____
12. If not enough how does that affect pupils' discipline?_____
13. Do some pupils take advantage of teacher shortage to misbehave?

14. Are there teachers employed by the school administration and BOM?
Yes () b) No ()

Section D: Peer pressure and pupils discipline

15. Have you ever been influenced by your peer group?
Yes () b) No ()
16. Does the peer pressure promote indiscipline in the school?
Yes () b) No ()
17. Does pupils in your school have social groups?
Yes () b) No ()
18. Friends do the same thing all the time?
a) Strongly disagree () d) Agree ()
b) Disagree () e) Strongly agree ()
c) Uncertain ()
19. Friends in the same group break the school rules?
a) Strongly disagree () d) Agree ()
b) Disagree () e) Strongly agree ()
c) Uncertain ()
20. Our teachers advices us to avoid bad company
Yes () b) No ()

Section E: Class teachers’ support and pupils’ discipline

21. In scale of 1-5 indicate how the following class teachers’ support activities influence discipline positively.

1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree

Activities	1	2	3	4	5
a. Attending class regularly					
b. Rewarding pupils					
c. Guidance and counseling					
d. Immediate feedback on pupils work					

22. Does your class have elected prefects?

Yes () b) No ()

23. Is the class teacher readily available for help?

Yes () b) No ()

24. Is there a class timetable in your class?

Yes () b) No ()

25. If yes, is the timetable being followed?_____

26. Do the class have duty roster for cleaning the class?_____

27. Are indiscipline pupils dealt with by the class-teacher amicably?_____

28. In your own opinion what improvements should the class teacher put into consideration to maintain high standard of discipline in the class?

29. Is the class teacher seen as a role model? _____

30. Who is to be blamed for indiscipline cases in your school?

- a) Teachers () d) Government
 b) Parents () e) School administration
 c) Pupils ()

Thank you.

APPENDIX IV

INTERVIEW SCHEDULE FOR HEADTEACHERS

Section A

1. What is your highest level of qualification?
2. How long have you been a head teacher?
3. How many schools have you served as a head teacher?

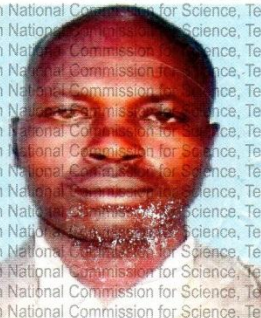
Section B

4. Are there any discipline problems in your school?
5. If yes, what do you think are the causes of discipline problems among pupils in public primary schools?
6. Is there a guidance and counseling department in your school?
7. If yes, how often does the G & C department meet with pupils?
8. How many teachers (T.S.C) and support staff do you have in your school?
9. How many pupils do you have in your school?
10. What is the teacher-pupil ratio in your school?
11. Are the teachers adequate?
12. Do you encourage communication in your school?
13. How does the teacher-pupil ratio affect discipline in your school?
14. Are the school parents fully supportive in curbing indiscipline?
15. Do your class teachers support pupils in their classes to ensure good discipline?
16. As the head teacher what are some of the measures you take to ensure good discipline in your school?
17. Are you embracing dialogue/negotiation as a way of curbing indiscipline?

Thank you.

APPENDIX V
PERMITS



THIS IS TO CERTIFY THAT: Permit No. : **NACOSTI/P/16/31181/12240**
MR. PAUL OKEYO OUKO Date Of Issue : **1st July, 2016**
of UNIVERSITY OF NAIROBI, 348-40101 Fee Received : **ksh 1000**
Ahero, has been permitted to conduct
research in Kisumu County
on the topic: SCHOOL BASED FACTORS
INFLUENCING PUPILS DISCIPLINE IN
NYANDO SUB-COUNTY, KISUMU
COUNTY, KENYA
for the period ending:
30th June, 2017


Director General
National Commission for Science,
Technology & Innovation

Applicant's Signature

CONDITIONS

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


REPUBLIC OF KENYA

NACOSTI
National Commission for Science,
Technology and Innovation

Serial No. A 9848
RESEARCH CLEARANCE
PERMIT
CONDITIONS: see back page



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

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when replying please quote

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

Ref: No.

Date:

NACOSTI/P/16/31181/12240

1st July, 2016

Paul Okeyo Ouko
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 Nyando Sub-County, Kisumu County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **30th June, 2017.**

You are advised to report **the County Commissioner and the County Director of Education, Kisumu 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.


**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.