THE INFLUENCE OF GUIDANCE ON UPPER PRIMARY PUPIL DISCIPLINE

ACASE OF NYERI PRIMARY SCHOOL, MUNICIPALITY DIVISION IN NYERI DISTRICT

BY

MARY WANJIKU GITHU

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DECLARATION

This is a research submitted for the Award of Bachelor of Education. I certify that this study report is my own piece of academic work and that it has never been submitted for any academic award or recognition in any academic institution.

Mary. Wanjiku. Githu

(Student)

Signature.....

Date.....

APPROVAL

This is to certify that **MARY WANJIKU GITHU** carried out a research study on guidance in **Municipality** Division Nyeri District in Kenya, under my supervision and approval.

MR. MULEGI TOM

SUPERVISOR

Signature: .....

Date.....27/8/2008.....

DEDICATION

This research work is dedicated to my entire Family who assisted me both materially and morally to be able to successfully complete this research report.

ACKNOWLEDGEMENT

It is my great thanks to all those who assisted me both materially and morally to be able to successfully complete this study.

The first and sincere thanks go to my supervisor **MR. MULEGI TOM,** Lecturers of the institute of Open and Distance Learning, whose guidance, advice and efforts made this study what it is.

I also thank my husband and children whose moral support helped to successfully complete this research report.

I also thank God for giving me ample time and energy to carry out this study up to the end.

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ABSTRACT

The purpose of the study was to determine the relation ship between guidance on pupils discipline in Nyeri primary school

The specific objectives of the study was to determine the relationship between guidance on pupils discipline, to find out the various types of guidance and their levels, to investigate the causes and types of indiscipline in schools

To obtain data from the field, the researcher used questionnaires with both open ended and close ended

The findings from the study indicated that there's a significant relation ship between guidance on pupils discipline .findings further revealed that indiscipline cases are very high in school and it's only through introducing guidance services in schools and enforcing punishments as a form of uplifting moral discipline /standards among others.

The study recommended that the school should set guidance committees which should consist of guidance officers, head teachers, and teachers to check on upper primary pupil discipline.

CHAPTER ONE

INTRODUCTION

1.1 Back ground to the Study

In the past when schools were still in the hands of the missionaries, the first law of the school was order, the task of the teacher was to compel order and the first duty of the pupil was to obey and behave. Discipline was based on fear and its main aim was to keep order.

Today things have changed, pupils are given complete freedom. They are taught that there is a time for activity and a time to relax. Teachers do not teach by coercing but they have realized the good will of the pupils. Teachers instead of working as hard task masters, they work as a guide and a friend to pupils.

Pupils are given that freedom to move about the new classroom at will, to form natural groups, to choose subjects of their choices to mention but a few.

This modern discipline satisfies the need of pupils, empowers them to make decisions and assumes responsibility for pupils' action. Because of these children's rights in school, many pupils have developed deviant behaviors in schools; the pupil's indiscipline has resulted into behaviors of non conformity such as strikes, fighting within and outside the school, stealing pupils and school property, sex offence. This includes abortion, pregnancy, pupils having sex with in and outside the

school. During offence, perhaps and disobeying school rules and regulations such as not wearing school uniform.

Discipline is very essential for helping the children in the growth of individual personality, for giving them the feeling of security, a sense of confidence. Discipline is something which the teacher helps the pupils to attain. Therefore, in order for the school to over come behaviors of non conformity, a good guidance program is one of the solutions. Provision of guidance programmes must be made in school time table as well as in the school budget. Arranging of career talks, educational talks and orientation talks and providing individual guidance to pupils.

Every individual is faced with problems in his / her life. These problems have become very difficult for pupils to achieve satisfactory results without any assistance. Some times everyone needs assistance in his / her life.

Guidance means the help and assistance as well as the experience given to pupils to understand them selves. Guidance is a series of direct contact between the counselor and the client. The counselor helps the client to solve problems independently. It is a service designed to help an individual understand himself better. Guidance is concerned with feelings, attitudes and emotions of an individual.

Guidance helps in molding and shaping the moral behaviors of learners. The process of guidance will also help to develop pan insight into one self acceptance with an individual, it helps a learner to cope up with the learning environment, it will

also help to develop self control measure among the learner, guidance aims at handling school adolescents through their developmental tasks.

The researcher being a career teacher master in one of the schools in Nyeri district in Kenya felt this problem. Pupils are too much indiscipline and this may be due to lack of guidance programmes in the school time tables.

With guidance, I believe that school indiscipline can be greatly reduced and pupils can lead to a permanent positive change in their behaviors and conform to the existing school rules and regulations.

1.2 Statement of the problem

There has been an upsurge on indiscipline cases in primary schools of Nyeri district especially in Nyeri primary school which is our case study. Indiscipline cases such as drug abuse, early pregnancy, violence, strikes, stealing school properties among others are so alarming.

Although the school has made a considerable effort to reduce on indiscipline cases by introducing punishment such as suspension and expulsion, moral standards are still very low. Therefore, schools should have a fully functional guidance department, guidance committees to address the problem of high indiscipline among pupils. This study therefore seeks to investigate the influence of guidance on discipline in Nyeri primary school and ways of minimizing unrest and indiscipline cases.

1.3 Purpose of the study

The study was taken to address the level and determine the relationship between guidance of pupils of Nyeri primary school on their discipline.

The study will contribute much to the body of knowledge about the influence of guidance services on pupils' discipline in the area of study and Kenya in general.

1.4 Objectives

The study was guided by the following objectives.

1.4.1 General Objective

To determine the influence of guidance on pupils' discipline in primary schools.

1.4.2 Specific Objectives

1. To examine the causes and types of pupils indiscipline in schools.
2. To investigate the available types and the level of guidance in Nyeri primary school.

1.5 Significance of the study

The findings of the study may benefit the following;

The findings of the study will be of great importance to the pupils as it may lead to introduction of guidance programmes in the school. It will help pupils go through their puberty and adolescent challenges successfully.

The findings will also assist teachers and school administrations in seeing the gravity of the problem and on how best they can handle guidance thus improving learner's characters. The findings will make teachers and administrations to be aware of their strength and deficiencies in handling guidance especially as it relates with discipline issues.

People interested in doing further research will gain a deeper knowledge on guidance and discipline of pupils and an insight on the possible causes of poor or excellent performance.

1.6 The Scope of the Study

The study location was in Nyeri primary school Municipality division in Nyeri district of Kenya. The researcher's interest was to assess the relationship between guidance and upper primary pupil discipline. The time period under study was a period 1998-2008,; a period deemed adequate in the researchers wisdom and judgment to solicit appropriate data for the study analysis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter review literature related to the study a number of studies related to guidance and its effect on discipline have been considered for purpose of getting further insight into the issues in order questions.

The review has been handled under the following sub-titles.

1. Definition of guidance.
2. Causes and types of pupils' indiscipline.
3. Types of guidance.

2.1 Definition of guidance

Edward Ntale (1999), defines guidance is the process of helping an individual understand himself better and his world.

Guidance is also defined as a dynamic and purposeful relationship between two people who approach mutually defined problems with mutual cooperation of one another.

James Micheal Lee and Nathaviel J. Pattam say guidance is the relationship between two persons in which one of them attempts to assist the other in so organizing himself so as to attain a certain form of happiness.

Guidance according to Arbuck (1965), guidance is helping a person to come to see who he really is, what he has and does not have, what he can do easily, what he can do with difficulty and what he probably cannot do at all.

Basing on the above, we can therefore conclude that guidance is a generic service of pupils personnel work. It is a body of techniques which help young individuals to grow up normally through guided learning.

When guidance is used as an educational construct, it refers to the provision of experience which assists pupils to understand themselves better.

Guidance is an all inclusive programme aiding pupils to achieve their optimum growth wherever they are.

According to S.K Kochhar (2002), guidance is an assistance given to the individual for his optimum development. It is a service meant for all.

Conclusively, guidance are closely related to one another but in reality each standards for a different meaning as shown above guidance is a term which is broader than guidance. It only includes guidance as its service.

2.2 Types of guidance services in schools

People often seek help and assistance in many areas such as educational, personal, social, etc when they try out other approaches to solving a particular problem. For example people who are depressed, anxious, or having drugs or alcohol problems may find that talking to a friend or a family member is not enough to resolve their problems. They may feel uncomfortable discussing with friends or family such as

being sexually abused as a child. SO according to Gladdings (2000), pupils need guidance in various types to over come their problems.

In his book, guidance, Asha Bhantanager (2000), mentions that educational guidance is one of the means of helping an individual in planning a suitable educational programme and making progress in it. Educational guidance involves all the problems which may cause a pupil to under achieve academically for example the poor and ineffective methods of studying poor reading techniques, poor time management and so on.

He further mentions that vocational guidance is a type of guidance which lays emphasis on the world of work and essential human needs. It prepares for participation in occupation of economic and social values.

Personal guidance in this type of guidance service it is the duty of the guidance counselors to provide guidance to the person who shows signs of personal arrangement, unstable emotions excessive frustrations, lack of knowledge or total failure in work and life in general.

Pastoral guidance involves stressing morals among pupils and looking after them with protective love and affection.

Biblical guidance. This is Christian guidance. It emphasizes guidance by encouragement. It tries to tourch the nerves of human need with important issues of daily living and it is a good to client with great faith.

Edward Ntare (2000) adds that educational guidance is that process which enables educational programmes and to make progress in it. This programme should make the individual improve academically.

He further asserts that through educational guidance an individual is guided to solve problems to perform a task or move towards some objectives, should be guided to acquire knowledge experience and wisdom, should be guided sympathetically, in a friendly manner and with understanding, becomes better able to guide himself in future and is enabled to explore activities and actions in a wide range of educational dynamics. Ntare Edward (2000) concludes that academic guidance or educational guidance is closely linked to vocational guidance because academic guidance may be regarded as prevocational guidance especially if choices of subjects for a future career has to be borne in mind.

According to Jeanne Ellis (2003), there are three types of guidance. There is the circular guidance which is called educational and this helps pupils to select the right type of courses according to ability and interest.

Personal guidance includes social guidance, helping the pupils to adjust to himself and so his social environment.

Lastly, vocational guidance. This helps pupils to obtain information about various jobs to plan for work accordingly all this is intended to prepare an individual for the kind of job which would give him maximum satisfaction.

2.3 Guidance services

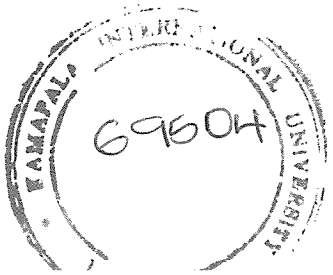
In his book, Educational psychology, K.K. Bhatia mentions that, there are five basic guidance services to provide for these types of guidance.

Individual inventory services this calls for the collection of detailed information about the individual in ascertain whether he needs help to make a choice of suitable courses or make adjustments in the school environment or outside it.

Information service. This is the mere collection of information about a pupil is not enough in its self individual need guidance for making proper choices of subjects as well as of jobs and hence the need of all pupils should be kept in view. Teachers should be made responsible for collecting all the information for the progress of the pupils. All relevant information should be properly organized.

Guidance services. Counsel to the individual to identify, understand and solve his problems should be the key objective of this service. This service is the core of guidance programme. In this service, cooperation and teachers will is very essential. A teacher can spot a pupil who needs help, collect the relevant information about him and refer him to the counselor.

Placement service. The placement service is designed to facilitate pupil's entrance into a specific job or educational programme by furnishing him with information concerning job-hunting techniques, vacancies, scholarships and competition.



Follow-up service. This service is aimed at monitoring progress of pupils while in school and after they leave school.

2.4 Causes and types of pupil's indiscipline

Kochhar (2002), mentions that educational institutions are usually faced with two major types of indiscipline. One is individual discipline and the other is collective or mass indiscipline.

Mass indiscipline involves all the people, the whole school in their unruly acts. Individual discipline. This consists of individual indiscipline acts such as fighting pupils, stealing, sex offence and so on.

Biryahwaho Agness (2004), family neglect is a major cause of pupils indiscipline. She explains that families do forget their roles and therefore children feel neglected and they have chosen friends of their choices who can love them and guide them. The youth have looked for love else where a part from their families. These young people end up in bad groups thus destroying themselves.

Talcott person (1990), Band wagon effect leads to undesirable behaviors in schools. Pupils misbehave as a result of the behaviors of their peers they act the many they do because of the influence of their friends they feel that they should be identified as members of a particular group and conform to their behaviors.

According to Koberi and Donn Byrue (1997), they say that human aggression centers on the view that human beings are some how "programmed". Violence is by their basic nature. People aggress because it is part of their essential human nature

to do so. The hostile impulses generated increases over time and if not realized, soon reach high level, capable of generating dangerous acts of violence.

Children today face an extremely challenging social environment. They experienced growing economic disparity increasing acceptance of violence and abuse. Fred Shultz (2000), due to increasing acceptance of violence and abuse. Too many young people feel hopeless and helpless and such feelings and experiences undermine children's ability to help others, trust and see meaning full possibilities for their future growth.

Jeanne Tillis (2003) some pupils may face exceptional challenges in their lives for example farming problem, violence during addition that may affect their personal social and moral development. Pupils cultural and ethnic backgrounds also affects their moral development.

S.K. Kochhar (2002), pupil Jain primary school and colleges. Owing to lack of proper educational and vocational guidance they make wrong choices, they fumble and flounder. Feel frustrated they pin their faith in their ring leaders these ring leaders at times, not achieving their personal interest, drug the fellow pupils into indiscipline acts.

More, certain demoralizing and corrupt practices have also report into almost every educational institution. Diharvest methods of marking, attendance, mal practices in examination influence the examination in do many undesirable indiscipline ways thus resulting into mass failures.

Kochhar adds that teachers do not speak the "language of the pupils". The teacher verbalizes too much. He does not reach the pupils, that education cannot satisfies the pupils for long which provides no guidance to conduct no spur to action no inspiration to high indeavour. Bored with futile and barren teaching, pupils break up into undesirable forms of action.

Lack of teacher-parent cooperation, Parents have aggravated in their own way pupil indiscipline. Parents do not frequently cooperate with leaders and management in enforcing disciplinary measures.

According to Kulbin Sigh (2000), elimination of corporal punishment is a major cause of indiscipline among learners. Today tends to misbehave because they know that teachers cannot inflict physical harm on them.

Indiscipline in school is caused by social influence of peer pressure. Many learners come from well disciplined homes but only misbehave when they join groups of indiscipline pupils.

According to Glenn Myers (1990), indiscipline is caused by poor school administration. Strict appointment of capable administrators and the study of school administration management would help to remedy this situation.

He further assets that lack of professionalism on the part of the teachers. Some have not had the professional training that would enable them deal with psychological aspects of learner's misbehaviors.

CHAPTER THREE

RESEARCH METHODOLOGY

4.1 Research design

The study employed a descriptive survey method to determine the level of guidance on pupils discipline in Nyeri primary school in Kenya.

4.2 Research environment

This study was conducted in Nyeri primary school. The researcher opted for this area because he is a practicing teacher in the division there fore he is concerned with moral decay and in disciplinary acts of the school children.

4.3 Population of Study

All the pupils of Nyeri primary school was the research respondents of the study. A total of 120 respondents reviewed the prepared questionnaire and only 90 respondents answered the questionnaires respectively. The researcher decided to use all classes that is from form one to form four, in order to determine the influence of guidance on pupils discipline.

4.4 Data collection methods and Instruments

A standardized questionnaire was used in the study. The researcher used a predetermined multiple answers with the corresponding rating scale excellent 5, very good 4, good 3, fair 2 and poor 1.

The respondents were required to circle on the best option using the above rating.

The researcher also used open ended questions to solicit respondents feeling opinion and view points about the research point.

4.5 Data collection procedures

The standardized questionnaire was duplicated and their distributed to all the pupils of Nyeri primary school after a week, questionnaires were retrieved ensuring that hundred percent was collected back. Responses were taken as the frequency for data analysis and interpretation.

4.6 Statistical treatment of data

After gathering data the researcher interpreted and analyzed data using bar Figures and pie Figures. The researcher calculated the percentage of each item by using the following formula:

$$\text{Percentage } (\%) = \frac{n}{N} \times 100$$

Where n = number of respondents

N = total population

CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND ANALYSIS

4.0 Introduction

In this section, the researcher presents the data collected from the field through the questionnaires. Data is also analyzed and discussed here.

4.1 Causes of indiscipline in schools

Indiscipline means a mode of life in accordance with certain rules and regulations. It means a state of being orderly in conduct by an individual and it includes obedience and observing the required norms, values and cultures of a given society (Dr. K. S. Sidhu, 2000, page 194 – 195).

In a school setting, discipline, in addition to the above, includes pupil's conformity to school rules and regulations, obeying all the school authorities. A discipline individual can control his instincts positively and should not be forced to practice good morals. However, in schools, discipline is forced through enforcing school rules and regulations.

Indiscipline refers to disobedience, lack of respect, breaking the societal cultures, norms and values and failure to follow the school rules and regulations. Indiscipline can be in group or individual. There are several causes of indiscipline in primary schools like poor administration, neglect of morals and religious education, lack of teacher parent cooperation, indiscipline from house, promotion of children rights,

adolescence, drug trafficking, poor education system, lack of proper guidance from teachers and other authorities, etc.

In this study, the pupils were asked to show the extent of indiscipline cases at their respective schools, and their responses are summarized in table 2 below.

Table4.1: Extent of indiscipline in schools

Category	Frequency	Percentage
Very common	37	41.11
Not common	13	14.44
Common	28	31.11
Very rare	12	13.33
Total	**90**	**100**

Source: field data

The data in table 4.1 above shows that the level of indiscipline in this school was very high (41%). In this study those who responded very common and common were taken to have the positive answer and so were added in the analysis giving a high percentage of 72%. Those who said not common and very rare, were taken to have a negative answer and they made a percentage of 28. This shows that the level of indiscipline in this school is very high. This may be due to inadequate guidance services in the school, inadequate moral education, teacher parent cooperation and so on. If pupils themselves can admit that there is high indiscipline in school, that is enough evidence to confirm the existence of this problem.

4.2 Common types of indiscipline in schools

Indiscipline remains bad whether in schools or outside the school setting. But in a school setting, there are other cases of indiscipline which are not considered indiscipline outside the school setting. Some of the indiscipline cases in schools include; pupils stealing school property and those of fellow pupils in dormitories, cheating in tests and examination, possibly became the curriculum is so loaded and pupils cannot internalize most of the materials taught so they end up cheating to get the required pass marks.

Other forms of indiscipline are girl boy sexual relations, teacher-pupils relationships, disobeying of teachers and other authorities by the pupils, drug abuse which also include wine drinking, smoking and so on. These are not allowed in schools. Strikes and damaging of school property, fighting and abusing each other by pupils and failure to conform to school programmes and set back lead to serious damage and set back in school programmes. Both the school and the pupils fail to achieve their goals and objectives.

According to this study, the most common types of indiscipline cases in Nyeri primary schools are as summarized in table 3 below.

Table 4.2: Common types of indiscipline in Nyeri primary schools

Number	Frequency	Percentage (%)
Stealing school an pupils property	07	8
Cheating exams	30	33
Girl-boy sexual offenses	12	13
Disobeying teachers	10	11
Strikes	20	22
Fighting at school	05	6
Late coming	04	5
Others	03	2
Total	**91**	**100**

Source: primary data

Results from table 4.2 above indicate that cheating exams is the most common indiscipline in this school with a percentage of 33; this is followed by strikes and destroying school property (22%), followed by girl boy sexual offenses (13%) and then disobeying teachers (11%). Stealing of pupils and school property, fighting at school, late coming and other causes then followed with a percentage of 8, 6, 5 and 2 respectively. Cheating examination in schools both tests and end of term exams is very common partly due to too much loaded and theoretical curriculum which cannot allow pupils to master every thing taught in a term. They therefore struggle to copy to raise the pass mark. However, some pupils are just lazy or reluctant to read and concentrate on their books. Since most of them are teenagers, they tend to spend most of their time taking about sports and thinking about their lovers, plus off course other things of interest to the youth. Few have the interest in books.

4.3 How to reduce indiscipline in schools

Several remedies have been proposed by various scholars and researchers on how to reduce indiscipline cases in schools and their effects. Such remedies may include providing enough guidance services at school so that learners are guided on various issues, punishing the indisciplined pupils and giving good rewards to the best disciplined ones, setting up independent but guided pupils' disciplinary committees, encouraging co-curricular activities, good administration that cares about pupil's activities, encouraging moral and religious education, suspension and expulsions to the unbearable pupils, etc.

In 1966, a conference of educationists sat and suggested the following remedies to indiscipline in schools (Sidhu, 2000, page 224) providing a form to discuss pupils' grievances, so that an action can be taken before the situation gets out of control, improving pupils welfare so that pupils get a feeling that authorities are deeply concerned and interested in their welfare, making education more practical and linked to life realities through field works, social services, etc.

Authorities like teachers should maintain their integrity so as to be role models and pupils to have confidence in them. Making admission merit and improving teacher's status through giving reasonable pay and giving full respect to the teaching profession by the government.

Besides the above remedies, good and qualified teachers can be employed, who can guide and direct pupil teachers must be well disciplined, patients, lovely, sympathetic, just and keen. Parents must also guide and discipline their children with

any problem, they need to contact the teachers and work together as it is said that "discipline begins at home".

In this study, most pupils admit the existence of rampant indiscipline cases at their respective schools. They also admit that they suffer as a result of such indiscipline, give the possible remedies, they gave in their views which are summarized in table 4 below.

Table 4.3: How to reduce indiscipline in schools.

Solution	Frequency	Percentage
- Provision of guidance services	40	44
- Punishing indiscipline pupils	06	7
- Giving prizes to well disciplined pupils	07	8
- Self up disciplinary committees	15	17
- Encourage curriculum activities	01	1
- Good administration	08	9
- Moral and religious education	11	12
- Supervision and expulsion	02	2
- Others	-	-
Total	**101**	**100**

Source: primary data

Table4.3 above sows that guidance contributes 44% to improving pupils discipline. This shows that it is important for all schools of today to employ specialized counselors to reduce indiscipline and improve on discipline of pupils. Historical punishments like caning (7%) may not be easy to apply in modern schools where some pupils can even snick guns into the class. Setting up pupil's disciplinary

committees was also found significant in reducing indiscipline (17%) followed by moral or religious education (12%) and administration (9%) and so on.

4.4 Types and level of guidance services in schools

Guidance is a modern way of solving many problems in organizations like schools. Guidance has become a profession where persons are trained skills and group guidance services in diverse fields like medical, schools, industrial and so on. A teacher is expected to be a good counselor because secondary pupils most of them are in their puberty stage, experience a lot of problems most of which are a result of their stage. It is at this stage that they need a lot of guidance to help them not to go a stray. Schools must produce good citizens of tomorrow; therefore, they are the first to provide guidance services.

Many schools today neglect this important part of guidance and over concentrate on academics but find themselves with a lot of indiscipline cases not knowing the cause. In the schools visited during this study, the researcher wanted to know whether guidance services exist and how often pupils responses were collected and are presented in table 4. 4.

Table 4.4: The level and effectiveness of guidance services in schools.

Responses	Frequency	Percentage
Guidance services are common	08	9
Guidance services are very rare	46	51
Guidance services are not common	29	32
Guidance services do not exist all	07	8
Total	**90**	**100**

Source: field data

Table 4.4 above shows that guidance are neglected in schools at a level of 83% (those who answered very rare and not common ere added). This explains the high rate of indiscipline as was indicated in table 3 (55%). The guidance teachers give during lessons is not enough and it could be having a little impact (9%).

Table 4.5: Common types of guidance in schools

Type of guidance	Most common %	Common %	Not common %	Total	Percentage
Education guidance	60 67	30 33	0 0	90	100
Personal guidance	- -	24 27	66 73	90	100
Career guidance	30 33	38 42	22 24	90	100
Advication guidance	10 11	27 30	53 59	90	100
Good moral guidance	14 16	28 31	48 53	90	100

Source: data from field findings

From table 4.5, the most common type of guidance given in schools education guidance (90%). This is given by teachers in classrooms, about education and its importance. At least every pupil admitted that they do receive this type of guidance from teachers, personal guidance showed that it is not common (73%) but careers guidance is common (75%). Good moral guidance is not common (53%). This is guidance pupils to be well disciplined and to avoid indiscipline. If this is not common in school, then indiscipline cases ere likely to be common as this study shows.

4.5Guidance pupils on school rules and regulations

School rules and regulations refer to a set of laws and guidelines that pupils must follow while at school. Some of them require thorough preparations from home for example putting on uniforms, paying fees, etc. If any pupil breaks any law within this set, that is an indiscipline case, no matter whether the act is not taken to be an indiscipline act outside school example putting on a non uniform dress, speaking vernacular, etc.

Most schools, every pupil admitted is given a paper outlining these rules and regulations and must sign them to indicate that she / he is ready to adhere to them. But most of the rules remain on paper as all people concentrate on academics. When one of the rule is broken, it may not be noticed, but increased breach of such results into indiscipline cases. But the cause of the problem could be that such rules are not taught to pupils and many of them may not understand them. It is a responsibility of the school authorities to counsel and guide pupils as far as schools and regulations are concerned, to reduce on the cases of breach. In the schools

visited, majority of pupils showed that they rarely receive such guidance. Table 4.6 shows this.

Table4.6: Extent of guidance on school rules and regulations.

Response	Frequency	Percentage
Many times	23	26
Rarely	67	74
Not at all	-	-
Total	**90**	**100**

Source: Primary data

Table4.6 shows that teachers rarely counsel their pupils about school rules and regulations. It is probably due to this that indiscipline may increase.

Table 4.7: Whether the guidance at schools is enough

Response	Frequency	Percentage
Enough	07	08
Fairly enough	20	22
Not enough	63	70
Total	**90**	**100**

Source: Primary data

Most pupils (70) underrate that guidance is not enough at their school. It is expected that guidance can improve pupils discipline and the above presented data can satisfy this argument. Pupils were also asked to give their views concerning the influence of guidance on discipline and they gave the following views.

Table 4. 8: Influence of guidance on pupils' discipline.

Response	Frequency	Percentage
Guidance strongly improve discipline	70	78
Guidance fairly improve discipline	15	17
Guidance does not improve discipline	05	06
No idea	-	-
Total	**90**	**100**

Source: field data

Table 4.8 above indicates that those who says guidance strongly improve discipline had the highest number that is 78%, followed with fairly improve disciple with 18%, guidance does not improve discipline were 6% and those minus idea were not there

4.5.1 Guidance and pupils' discipline

When all results are integrated to analyze the impact of guidance on upper primary pupil discipline, the real picture can be seen in the tale below.

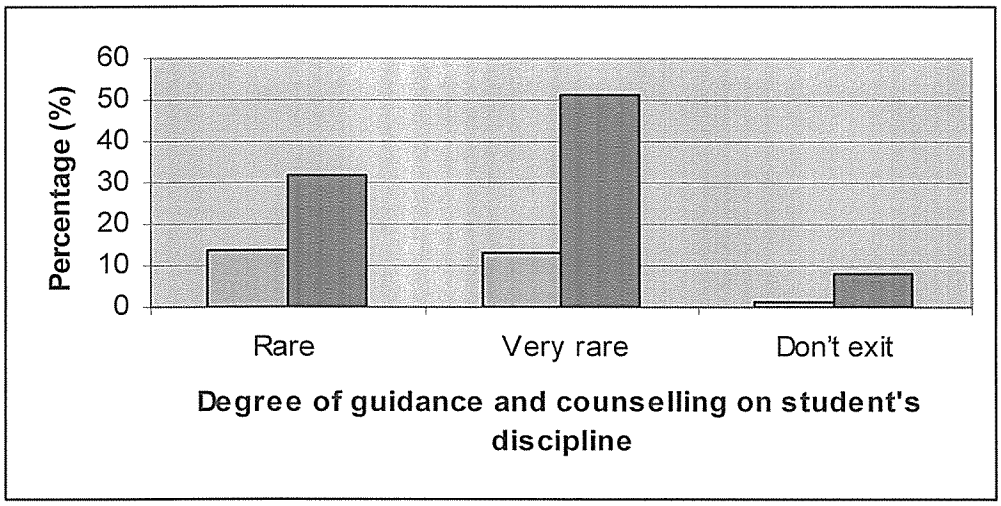
Table 4.92: Guidance and pupils' discipline.

Responses	Indiscipline cases (%)	Level of G & C (%)
Very common	41	9
Common	31	-
Rare	14	32
Very rare	13	51
Don't exit	1	8
Total	**100**	**100**

Source: findings from field

Table 4.9, can describe the relationship between guidance and pupils discipline. When the level of guidance is low at 9% ,indiscipline cases are very many(41%) ,where the level of guidance is high,(51%),indiscipline cases are very low and rare (13%).this indicates that although guidance is not the only cure to indiscipline in schools, it is significant and there fore it should be emphasized. As shown in the Figure below

Figure 4.1: A Figure showing the extent of indiscipline in schools



Source: findings form field

Key

Indiscipline

Guidance

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This section presents the summary of major findings, conclusion and the recommendations. The area for further research is also indicated here. All the findings are summarized in respect to the objectives and as analyzed from chapter four of this study.

5.1 Summary of findings

It was discovered that the level of indiscipline in this school was very high, with 72% of the pupils showing that indiscipline cases were very common. Only 28% of the respondents showed that indiscipline cases are not common or very rare.

The study also showed that the most common type of indiscipline in this school is cheating examinations and it accounted fro 33%. Strikes account for 22%, sexual offense 13% and disobeying teachers 11%. Stealing of school and pupil property, fighting at school, late coming and other indiscipline cases accounted for 8%, 6%, 5% and 2% respectively.

According to this study, there are many ways of reducing indiscipline line in school but the best way to reduce indiscipline in schools is through use of guidance services in schools. So guidance can reduce indiscipline cases in schools by 44%. Setting up

pupils disciplinary committees can also reduce indiscipline by 17%, oral and religious education by 12%, good administration by 9% and others.

The study also discovered that the level of guidance services in the school is very low and it was estimated to be at only 9%. It was indicated by 83% of the respondents that guidance services in their school are very rare or not common. This explains the high indiscipline rate accounted for 55%. The common type of guidance in this school is education guidance. It accounts for 90% of the guidance services. The pupils get other types of guidance services like personal guidance, was common by only 27%, careers guidance is also received at a rate of 75%, advocation guidance is received at a rate of 41% and good moral guidance is given at a rate of 47%. Guidance pupils to have good morals is expected to be the most important type of guidance in reducing indiscipline, but as the study indicate (table 6) it is given at a low rate. This explains why indiscipline cases in this school are still very common.

Guiding pupils about schools rules and regulations is another form of guidance. According to this study such a form of guidance is very rarely. It is only at a rate of 26%. About 74% of the pupils indicate that they rarely receive guidance on school rules and regulations.

The findings also indicate that 70% of the respondents agreed that the guidance received in their school is not enough. Only 8% showed that it is enough and 22% showed that it is fairly enough, which indicate that guidance of is enough, that is why indiscipline cases are very common in the school.

The study also indicate that guidance services improve discipline by 78%. Only 17% of the pupils showed that guidance can fairly improve discipline in a school while 05% showed that it does not improved discipline.

5.2 Conclusion

Basing on eth above findings the research concludes that guidance plays a significant role in improving pupils discipline. As indicated in above findings, due to absence of enough guidance services in schools, (accounted at 9% level) the level of indiscipline is very high (accounted at a level of 72%). The most important type of guidance in a school that can help improve discipline is moral guidance but in the school of the study it is given at a low rate. However, there are other forms of guidance like education guidance, personal guidance, careers guidance, advocation guidance, school rules and regulations guidance and others. All these are very important in improving pupils discipline at school, so they should be integrated.

5.3 Recommendations

The findings discussed in the problems chapter leads to the following recommendations.

It is recommended that guidance services should be introduced in the school. Guidance committees should be formed to serve in as advisory boards. The committee should consist of the head teachers, guidance officers, career masters and teachers to represent pupil academic performance and discipline.

Discipline is essential for helping the child in the growth of individual personality, for giving him the feeling of security therefore in order to develop pupils personal character and behaviour, schools and teachers should help pupils control their impulses, follow directions and help them to acquire social skills.

I finally recommend that schools should use punishment as a last resort to support discipline. Punishments in form of blame, fine, suspension, expulsion, moral punishment and corporal punishments should be tried according to the nature of the offence. Punishments reduce the chances of recurrence of that form of misbehavior.

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APPENDIX A: PUPIL'S QUESTIONNAIRE

Dear respondent,

I am a student from Kampala International University carrying out a research on the INFLUENCE OF GUIDANCE ON UPPER PRIMARY PUPIL DISCIPLINE

You are kindly requested to assist me in answering a few questions whose confidentiality will be ensured. The results of this research will in no way reflect you as an individual

Status of respondents

1. (i) Gender

Male ☐ Female ☐

(ii) Age

12 – 17 ☐

18 – 23 ☐

24 – 29 ☐

30 and above

(iii) Class

Form I ☐

Form II ☐

Form III ☐

Form IV ☐

2. Causes and types of indiscipline in schools.

(i) Does your school experience indiscipline cases"

Indiscipline cases are common ☐

Indiscipline cases are not common ☐

Indiscipline cases are very rare ☐

(ii) What do you think are the common causes of indiscipline in your school? Rate

Lack of G and C at school ☐

Neglect of religion ☐

Lack of teacher parent cooperation ☐

Family discipline ☐

Lack of disciplinary committees in schools ☐

Poor administration at school ☐

Children rights ☐

(iii) What are the most common types of indiscipline in your school?

Stealing property ☐

Cheating in tests and exams ☐

Girl-boy sexual offences ☐

Drug abuse ☐

Strikes and damaging school property ☐

Fighting at school ☐

Others types mention .....

(iv) How can your school reduce the indiscipline cases mentioned above? Rate

Providing enough G and C services ☐

Punishing undisciplined pupils ☐

Giving prizes to disciplined pupils ☐

Setting up disciplinary committees at school ☐

Encourage co-curricular activities at school ☐

Good administration in school ☐

Introducing moral religious education ☐

Giving supervisions and expulsions to indisciplined pupils ☐

Others(specify) .....

3. Types and the level of G and C services in your school

(i) Do you have guidance services in your school?

Guidance services are very common ☐

Guidance services are not common ☐

Guidance services are very rare ☐

Guidance services do not exist at all ☐

(ii) Mention the most common types

Education guidance ☐

Personal guidance ☐

Career G and C ☐

A vocational guidance (guidance on how to use your free time) ☐

Emphasizing good morals among pupils ☐

(iii) Do you always visit your G and C leader?

Yes ☐ No ☐

(iv) Do you always get guidance on school rules and regulation?

Yes ☐ No ☐

(v) How do you learn about school rules and regulations?

.....

.....

(vi) Is the guidance you receive at your school enough?

Enough ☐

Fairly enough ☐

Not enough ☐

(vii) In your opinion, can guidance improve discipline?

.....

.....

