

THE EFFECT OF DISCIPLINE ON LEARNERS ACADEMIC PERFORMANCE
IN SELECTED PRIMARY SCHOOLS, SUNEKA
ZONE, KISII SOUTH DISTRICT,
NYANZA PROVINCE,
KENYA

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BED/13462/61/DF

A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LAERRNING IN PARTIAL FULFILMENT OF THE
REQUIREMENTOF THE AWARD OF DEGREE OF
BACHELOR OF EDUCATION WITH ARTS OF
KAMPALA INTERNATIONAL UNIVERSITY



AUGUST 2008

DECLARATION

I Grace Kemuma Mitunda declare that this research project is my original work and has never been submitted to any university for any award where the works of others have been cited, acknowledgement has been made.

Signature ..... Date 28/8/08.....

GRACE K. MITUNDA

APPROVAL

I certify that this work has been done under my supervision as the supervisor and is ready for submission.

Signature 

Mrs. TALIGOOOLA DEBORAH

Date 28/08/08

DEDICATION

This research report is dedicated to my family, friends and colleague teachers

ACKNOWLEDGEMENT

My gratitude goes to my supervisor Mrs. Taligoola Deborah Nabuseeta for the advice and guidance while I was writing this project and also for providing useful information in order to improve the quality of the project. Her patience, guidance and direction saw me through this research successfully. I owe her a lot of respect and appreciations.

My thanks go to head teachers and staff of the schools that participated in this study (Itierio ELCK, Suneka, Iruma, Nyakungu, Ekerubo, Matongo, Riamaoncha, Nyambunwa, and Botoro). Finally, am equally indebted to my loving family for being understanding and patient all times when they missed my presence, services and company as both a wife and a mother during the entire research project period. God bless them abundantly.

ABSTRACT

A descriptive study was undertaken in selected primary schools of Suneka zone with a purpose of investigating the effect of discipline on student's performance in school. The following objectives guided the study; establish the history of discipline of students in schools and how it affected their academic performance; to establish environmental factors that influence indiscipline of pupils; to identify the common cases of indisciplined children in the primary schools of Suneka.

The following were discovered; that discipline was partly to be blamed on teachers who inflicted some form of abuse to the learners. In other words the expressive culture of most schools reflected some form of indiscipline. It was also found out that some learners abused substances and others were involved in gangsters activities. These were all contributing to indiscipline in schools. It was recommended that guidance and counselling services be put in place.

ABBREVIATIONS AND ACRONYMS

ACRWC	-	Africa Charter for the Rights of the Working Children
CRC	-	Child Rights Campaign
DHS	-	Director of Health Services
EFA	-	Education for All
EFA	-	Education for All
FGD	-	Focus Group Discussions
FPE	-	Free Primary Education
KCSE	-	Kenya Certificate of Secondary Education
NACADA	-	National Agency for the Campaign Against Drug Abuse
NARC	-	National Rainbow Coalition OOS
SPSS	-	Statistical Programm for Social Sciences
UNCRC	-	United Nations Convention of the Rights of the Child
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UPE	-	<i>Universal Primary Education</i>
USAID	-	United States Agency for International Development

DEFINITION OF TERMS

Indiscipline. This means the children learners misbehavior in all aspects of life like absenteeism, escaping from school, use of drugs in school and bulky of younger learners by big learners.

Gangsters. These are the boys who have formed groups of boys who misbehave in schools. They are feared by other children.

Kiboko. This is the use of a stick to instill or force good behavior commonly known as corporal punishment.

Drug abuse: The use of intoxicants like opium or Marijuana inhalants like glue which are illegal.

Abuse. This is the use of dirty language and some abusive language to children; calling children or identifying them by use of many objectives.

Overage. The children who are beyond the age of primary school age. That is over fifteen year.

CHAPTER ONE

1.0 INTRODUCTION

The policy of Free Primary Education (FPE), implemented from 2003 by the National Rainbow Coalition (NARC) government and which increased school enrolment from 87 to 104 percent, was widely welcomed. Textbooks and learning materials provided through the FPE program were evident in most all primary schools in sample communities. However, this expansion has come at the cost of poorer quality. Classes have become unmanageably numerous and large relative to the number of teachers: one primary school in Nakuru had 14 streams, but only seven public service teachers, who were supplemented by three more paid by the community.

It was reported that discipline had seriously deteriorated due to the large numbers of pupils and teacher shortage. Congestion hindered classroom management and teacher's control over pupils. Some pupils (especially the overage) were reportedly transmitting negative Influences from the world outside of school like smoking cigarettes, chewing Khat or sniffing glue. Some who had been expelled for disciplinary reasons were back to school. Bullying, rowdy behavior, fighting, rudeness, harassment, defying teachers and refusing to do assignments were reported.

According to Human Rights Watch: For most Kenyan children, violence is a regular part of the school experience. Teachers use caning, slapping and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is routine, arbitrary, and often brutal. Bruises and cuts are regular by-products of school punishments, and more severe injuries (broken bones, knocked-out teeth, internal bleeding) are not infrequent. At times, beating by teachers leave children

permanently disfigured, disable, or dead (Koech Report on Education Review 1999).

On the other hand, the overage and bigger boys claim to belong to gangs and often carry dangerous weapons such as knives which are used to bully and extort money from other pupils' especially young boys. They are said to be intimidating even the teachers. The teachers say that ever since caning was banned in primary schools, pupils' indiscipline has risen and it has worsened after the introduction of FPE due to the pupils who have come to school from diverse backgrounds.

1.1 BACKGROUND TO THE STUDY

According to Werk (2004), discipline has deteriorated in many schools in Kenya with the onset of FPE. The pupils attribute this to various factors such as the joining in of the overage and street children who were not used to structured lifestyles as one finds in the school. They also came in with bad habits, which they have introduced to the other children such as smoking, sex and taking alcohol and drugs.

Cases of indiscipline are not however limited to the pupils alone as teachers are also said to be offenders. The pupils especially girls complain of the teachers verbally abusing them possibly because of the inability to physically punish them. Female teachers are said to be especially fond of taunting pupils by telling them: *'Some of you came to school because of FPE and if you fail, you will go back to where you came from (in the streets)'* (Pupils FGD, Kayole Primary School 16th Sept2004)

In most schools, the pupils easily communicate with outsiders through the fence and gates, which are not guarded. This makes it is easy for pupils to get access

to various illegitimate goods such as alcohol and drugs. In one school the pupils have complained of a man who sells ice cream to them outside the gate all year round even when it is raining and they said they suspect it was not genuine, with some suggesting it is coated with alcohol.

Today, drinking has increasingly become an everyday activity, starting early in the day and locally distilled spirits have increasingly replaced beer. Youth have taken over from elders as the most diligent drinkers. Discussions with teachers have shown that drinking by both primary and secondary school children is now a widely recognized problem. A recent survey for the National Agency for the Campaign Against Drug Abuse showed that of a sample of 10 to 24 year olds, 60% of non-students and 9% of students had used alcohol within the last month. Other common intoxicants used by young people include tobacco, marijuana, khat and inhalants such as glue and petrol (of these, only marijuana is illegal) (NACADA 2004).

The culture of alcoholism has increasingly taken hold of Kenya with violence expressed not simply in crime, but permeating social and political life more generally: in domestic violence, rape, the violence of teachers against school children, the violence of under aged prostitution, political thuggery, and recently the post election violence in Kenya and violence of struggle over land.

According to some studies, the bulk of the pupils are in classes that are not appropriate to their age. Only a quarter of the pupils are actually in a grade that is suitable for their age, while 44 per cent are over-age for their grade by two or more years. The results indicate that the majority of the pupils are above the age expected for their grade. This has a negative impact on their learning achievement. Moreover, some of them are undisciplined and bully younger pupils. Being over-age for grade also impacts on the survival rates especially for

the girls, who due to cultural practices are considered marriageable once they reach teenage even though they may still be in primary school.

Parents are in any case generally unhappy about teaching standards while indiscipline, alcohol and substance abuse were said to be widespread. There are also a number of gender biases operating against girls: sexual abuse (not only on the way to school, but in the classroom itself); the burden of domestic chores when they arrived home; and being taken out of school for early marriage (e.g. in Nakuru and Isiolo).

Due to the large pupil influx, schools are facing a serious teacher shortage. Most classes are too large to be handled by a single teacher. On average, the teacher pupil ratio in most schools is 1:70. This has a lot of implications on teaching and learning. The teachers are not able to give individual attention to the learners, especially to the slow ones, and this makes it difficult for schools to offer quality education. Teachers are also unable to take full control of classes. Indiscipline was, therefore, rampant in schools.

It has been heard from everywhere; teachers say that some pupils have become unmanageable. "An African child can not respect anybody without caning." As for now, few teachers are skilled in guidance and counseling. Hence, teachers and parents say that caning should be re-introduced to contain the increased Indiscipline cases. They observe that 'sparing the rod' is spoiling children and they feel that it is necessary that teachers be allowed to give out corporal punishment to pupils to instill discipline.

Culture of schools/homes in suneka zone

Suneka zone is the largest of the four zones that make up Suneka Division of Kisii South District. It covers an area of 7Km² cutting across three locations; Bomorenda, Bogiakumu and Bonyando.

The zone is made up of 18 public primary school (17 day school and 1 boarding school). Of the four zones, Suneka zone has been leading in national exam results (KCPE) but doesn't register results to enable it compete with others at district level as it took position 38 out of 58 in the District in 2007 KCPE results.

It's the only zone crossed by the main Kenya, Tanzania Burundi and Rwanda highway as it houses a major Town Council Market which is up coming tremendously. This urban town is a centre of activities ranging from educational, social, religious to economic. These have had a big impact on surrounding schools as pupils have been influenced by all these activities thus influencing their performance as well.

Social ills like drugs and substance abuse, prostitution, street children, thuggery amongst others are predominant in Suneka besides a big poverty index level. A 2005 poverty survey in Kenya rated Bonchari Constituency whose headquarter is at Suneka in position 205 out of 210 nationally. This meant that over 65% of the populations of Bonchari live below the poverty level. This has not spared educational performance either as Bonchari performs poorly not only in KCPE exams but also in KCSE as well. Because of this factor, most people live from hand to mouth a factor that has made many pupils to drop from school in search of a daily living in the surrounding Suneka environment. Most of the pupils roam around the town on market days (Wednesdays and Fridays) hawking. Others visit other markets for the same. This has affected their results over the years.

The researcher chose to carry out this research in the 10 out of 18 schools which are spread in the radius of 7Km². This represented 56% of the total school in Suneka zone. To get from one school to another, one covers a distance of at least 2 1/2Km across the valleys on foot as roads are impassable especially during this rainy season and public taxis are expensive to hire.

1.2 STATEMENT OF THE PROBLEM

Since caning was banned in schools seven years ago, teachers can only howl and shout or try counseling. Yet counseling a pupil in a congested classroom is said to be ineffective. Teachers feel powerless, for example, that they can not punish pupils who refuse to do assignments. Indiscipline is becoming a serious problem in schools because of the large numbers of pupils, who are difficult to control, and also because of the enrolment of over-age learners. In the meantime caning, which was the teachers' best means of instilling discipline, is outlawed and the counseling that has been recommended is hard to implement because of inadequate training and heavy workloads.

1.3 PURPOSE OF THE STUDY

Although a number of studies have investigated the causes of overage and poor performance on pupils in primary schools, no study has focused on the discipline as a factor affecting academic performance in primary schools. The researcher is therefore hopeful that the findings were;-

- i. Serve as a tool to her for the fulfilment of the requirements for the award of a Bachelors of Education.
- ii. Add to the body of knowledge and inspire other researchers to carry out more research on the effect of discipline on academic performances in different aspects of education.
- iii. Suggest strategies for planners to rectify and improve on discipline of primary pupils as a way of streamlining academic performances in schools.
- iv. Guide policy makers in designing policies suitable for pupils in primary schools.

1.4 OBJECTIVES OF THE STUDY

The main objective of this study is to investigate the effect of discipline on the academic performance of learners in primary schools education especially in

Suneka Zone, Kisii South District, Nyanza Province. While the specific objectives of this research were;-

- i. establish the history of discipline of students in schools and how it affected their academic performance;
- ii. To establish environmental factors that influence indiscipline of pupils;
- iii. To identify the common cases of indisciplined children in the primary schools of Suneka.

1.5 RESEARCH QUESTIONS

1. Has the ban on canning contributed to indiscipline in primary schools?
2. Is academic performance of pupils in schools affected by their indiscipline?
3. Is Indiscipline in FPE rising in because of the congested classes?

1.6 SCOPE OF THE STUDY

The study focused on the effect of discipline on academic performance in ten selected primary schools of Suneka zone, Kisii South District, Nyanza province, Kenya. Primary data was collected in the month of June and July 2008.

1.7 LIMITATIONS TO THE STUDY

The researcher expects the following problems while carrying out the study;

- ❖ The researcher being a private student expects financial constraints in carrying out the study. However, she was to solicit funds from relatives to ensure that the study is done as scheduled.
- ❖ Divergent responses are expected from respondents, especially between teacher and pupils. But the researcher used information provided to analyse these responses.
- ❖ The researcher being a teacher student required to carry out the survey during school hours. Although this interfered with learning at the present school, she arranged to carry out her survey during breaks and compensate for the lost time during preps in the mornings and evenings.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This section presents literature review on the effect of discipline on academic performance in primary schools of Nyanza province, Kenya and else where. The review shall focus on various critical issues pertinent to indiscipline among primary pupils. It is geared towards throwing some light on yet still insufficiently understood corners of this very complex issue. Emphasis will be put on the various arguments advanced to improve discipline in primary schools, thus better academic performance in primary schools in Suneka zone.

BANNING OF CANE IN SCHOOLS

The '*No Kiboko*' Day, which is part of the international *No-Hitting* Day celebrations held on 30th April every year, usually organized by the Ministry of Education and other key partners. Children from various schools, Non-governmental organizations and community based organizations, teachers, parents and other caregivers participated in this year's event at Joseph Kangethe Grounds in Dagoretti, Nairobi . The theme of the celebrations was '***Towards a Kiboko Free Society: Creating a Child Friendly Learning Environment***'.

The aim of this event was to create awareness on the effects of corporal punishment and to advocate for ending all forms of corporal punishment of children. Speakers at the function, who included children, teachers and government officials praised the abolishment of corporal punishment in Kenyan schools and emphasized on the need to come up with, policies and nationally acceptable guidelines on positive discipline methods.

The function was presided over by the Director of Basic Education, Ministry of Education. In attendance was the Deputy Secretary, Teachers Service Commission, Assistant Treasurer, Kenya National Union of Teachers among other Government and Civil Society representatives. Representatives of ANPPCAN

Kenya board led by the Vice Chairman, Mr. Enock Ochieng' Mac'Ouma also participated in the event.

Corporal punishment was banned in Kenyan schools in the year 2001 through Legal Notice No. 56 of 2001. This notice effectively repealed Legal Notice No 40 of 1972, which had introduced corporal punishment into the Education Act. The Ministry of Education decided to ban corporal punishment with the realization that corporal punishment was being indiscriminately applied in schools and children were continuously suffering injuries and even death in some instances at the hands of teachers. Apart from physical injury, the Ministry recognizes that this kind of punishment had overall negative effects on children and adversely affected not only their academic performance, but also their psychological well being. Furthermore, Kenya is a signatory to the UNCRC, the ACWRC and passed the Children Act, all of which require that the child be protected, treated with humanity and respect for their inherent dignity.

However, many parents deplore the banning of the 'kiboko' (cane). They say that teachers had problems instilling discipline without the cane, especially when dealing with over-age learners. Since the government banned the use of 'kiboko' some pupils openly defy teachers.

PHYSICAL AND PSYCHOLOGICAL PUNISHMENTS

The Committee on the Rights of the Child defines 'corporal' or 'physical' punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices).

In the view of the Committee, corporal punishment is invariably degrading. In addition to the physical aspects defined above, there are many other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the CRC. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. Corporal punishment, and other forms of cruel or degrading punishment used by school heads and teachers, was frequently brought to the attention of researchers.

On the psychological side, teachers and other children commonly put pressure on children to make them conform to cultural values and social attitudes that define what it means to be 'masculine' or 'feminine'. A widespread method is to use words suggesting that a boy is acting like a girl or may be gay, and that a girl is acting like a boy or may be lesbian. Such words may be used jokingly, but nevertheless convey the message that it would be very bad or wrong if it were true. Such jibes may be used maliciously, to punish or bully children because they are 'too effeminate', 'too masculine', or known or suspected to be gay or just different in other disapproved ways. When teachers call girls 'sluts', 'lesbians' or similar terms that question girls' sexual morals or sexuality, they may be expressing resentment of girls in general or anger, frustration or jealousy.

OVERAGE PUPIL

The study found that problems of discipline are often associated with the over-age FPE pupils. Truancy and indiscipline may be a means of expressing frustration and exasperation with the learning environment. An over-age pupil who bullies a younger classmate may not necessarily be acting maliciously but rather out of feelings of inadequacies in an unsuitable learning environment. Parents have reported problems such as bhang or cigarette smoking. The overaged are not accustomed to the school environment.



This has a negative Impact on their learning achievement. Among others, teachers have indicated that the over-age pupils do not participate in classroom activities like asking or answering questions or reading aloud for fear of exposing their weaknesses. Yet classroom participation is part of the learning process and enhances achievement. Moreover, some of them are undisciplined and bully younger pupils, especially the bright ones who they consider a threat.

OVERWHELMING NUMBERS OF PUPIL PER CLASS

Studies have established that due to increased enrolment in schools through FPE, discipline has become a big challenge. It has been noted that with the presence of overage pupils in schools, some are deviants, and with the large numbers of pupils in classrooms, it is not possible to maintain discipline in schools. Matters have been compounded by the fact that corporal punishment is outlawed and teachers are required to use counseling to instill discipline.

But teachers argue that guidance and counseling does not work, as the pupils are sometimes too young to understand what they are being told. The schools in Embakassi Division border the estates and pupils sneak out of school any time since the fences are not well maintained and have many *Panya routes* (secret alleys).

TRAINING OF TEACHERS IN INSTILLING DISCIPLINE

While the general suggestion among teachers is that the ban on corporal punishment should be lifted, the fundamental issue is that the Ministry of Education should provide a clear guideline on maintaining discipline. Teachers are hardly prepared to offer counseling and in the absence of corporal punishment, they are handicapped in disciplining errant pupils.

Teachers should therefore be taken through in-service courses to train them on new teaching techniques like multi-grade and double-shift and ways of instilling discipline without using the cane.

Building the capacity of key stakeholders towards the elimination of the use of corporal punishment and the adoption of positive discipline methods should be the government effort on the primary education.

The programme should be initiated in the light of the abolition of the use of corporal punishment in Kenyan schools and due to the increase in the cases of child corporal punishment in schools and homes. This programme should seek to increase awareness on positive discipline in homes and schools and build the capacity of teachers on alternative positive and non-violent methods of instilling discipline.

There has been great change of attitude among the teachers who have been trained on positive discipline methods. This has come out in the discussions and way forward by the teachers during the training workshops. Most of them can not distinguish between punishment and discipline until after the trainings. They have always encouraged the project officers (trainers) to undertake a follow-up in their respective schools to assess progress of the implementation of the positive discipline methods.

PARENTS ROLE IN INSTILLING DISCIPLINE

Parents should discipline the children at home and teachers at school, while teachers instill discipline at school, because that is critical for good performance. Teachers should instill discipline and enable learners to cope with developmental and emotional challenges. But parents insist that teachers should be allowed to cane pupils to maintain discipline. Further, it has been suggested that teachers needed to be taken for training in guidance and counseling. (*Aduda, D. 1998*)

Parents should monitor their children at home and ensure that they are able to do their homework assignments. They should discipline their children and teach them to respect others. They should support teachers in instilling discipline in the children. (*Sebit, M.B. 1996*)

Non-Government Organizations have held sensitizations workshops, media campaigns and trainings, the projects seek the views of the stakeholders, that is, parents, teachers and other professionals on how best positive discipline can be enhanced. Suggestions provided mainly focus on the need for the government to spearhead development of policy guidelines on positive discipline especially in school. It has been noted that all the stakeholders should be involved. (Government of Kenya. 2003.)

SCHOOL CONTEXT AND DISCIPLINE OF LEADERS

The teaching methods and school curriculum has been very 'content' focused (what), with less attention paid to learning skills and processes (how), such as inquiry, problem-solving, and decision making. There is increasing recognition that, in a rapidly changing world, it is necessary to teach children the *how* of constructive human behavior so that they can protect themselves from harm, and take action to avoid harm to others. This kind of education is often called 'life skills-based education'.

Life skills-based education should be part of a package that includes education on the principles of gender equality, human rights and non-violence and how and why these principles have evolved and can be put into practice. This may involve dealing with highly personal and sensitive issues relating to the unique characteristics of each child, that child's family background, religious and cultural traditions, and subjects that were once considered taboo in discussions involving children. Dealing with such issues requires development not only of the curriculum but of appropriate teaching methods. This involves going beyond traditional rote learning to encouraging children to ask questions, including of their teachers, to relate their own experiences, and to express their own feelings and ideas as part of the learning process.

MEDIA ENGAGEMENT

The media both the electronic and print have been actively engaged in the discipline sensitization programmes. The media articles on corporal punishment and positive discipline has sparked public debate with varying views from all corners. Hence, the need to come up with a clear and practical alternative to corporal punishment. The chief executive officer, ANPPCAN Kenya has participated in two radio and newspaper interviews on corporal punishment which were broadcast on Kenya Television Network and the standard newspaper. The media has had a lot of interest in the activities of the project and has been instrumental in passing the message to the wider public. "Additional resources with support from Save the Children Sweden made it possible to conduct the second round training for 3-days as opposed to the initial 2-day training. This was adequate time to handle comprehensively all the relevant topics and other issues related to corporal punishment and positive discipline and come up with action plans".

THEORY

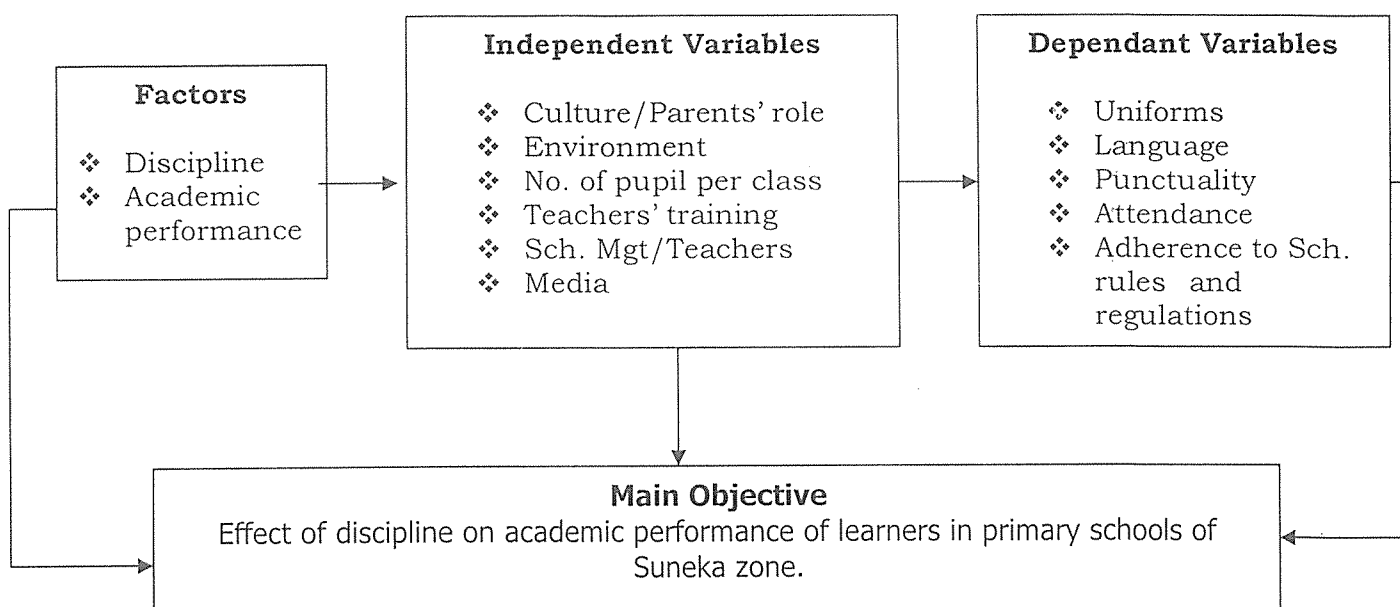
Kant names the following as the main tasks for education: (a) disciplined thinking; (b) creation of a cultivated outlook; (c) enhancement of civilization; and (d) imparting moral rectitude (p. 16 et seq.). He believed that education in his day took care of the first three of these tasks, but complained that 'we are living in an age of discipline, culture and civilization but the age of moral rectitude still lies in the distant future.

The nature of the problem of discipline in this context is that the child must always remain aware of its own freedom when disciplinary measures are taken, without obstructing the freedom of others. Children should be accustomed to work without having to abandon play. In brief, 'education must be made obligatory without becoming a form of slavery'.

Kant himself did not want education to be seen as being in conflict with the religious dimension. Nor did he imply support for the inhuman principle of

obedience that has been a constant feature of Prussian history. On the contrary, he sought to give expression to the fact that all educational activities must be shaped with reference to the principle of over- or under stretching in the various phases of education, in the closest possible concrete proximity to the axiom of human dignity. In that way a forward-looking reconstruction of moralization might be conceivable as an embodiment of one attainment of the Kantian enlightenment.

CONCEPTUAL FRAMEWORK



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

To investigate the effect of discipline of academic performance of pupils in primary schools, the researcher undertook several methods of data collection. This chapter therefore describes the way data was collected and the techniques that were used to analyse it.

3.1 RESEARCH DESIGN

The study used an explorative method for quantitative and qualitative survey design and analysis. This is intended to get the whole concept of discipline in relation to academic performance in selected primary schools, from which findings, interpretations, recommendations and conclusions were made.

3.2 ORGANIZATION OF THE STUDY

The study was conducted in Suneka zone, Kisii South District, Nyanza province, Kenya. It restricted itself to the effect of discipline on academic performance of pupils in primary schools and the concerned education offices.

3.2.1 STUDY POPULATION/ SAMPLE SIZE

The study targeted the 10 primary schools in the zone, whose class teachers and pupils were involved. The total target population was 20 class-teachers, 20 pupils, one boy and one girl from each school, making the targeted population 40.

3.2.2 SAMPLING TECHNIQUES

To sample the population of this study, four steps were followed. The first step determined the data to be collected or described; the second determined the population to be sampled; the third step was the choice of the type of the sample and the fourth step was the decision on the sample size.

3.3 DATA COLLECTION METHOD

Primary data collection was through both quantitative and qualitative methods of collection and investigation. These included interviews, discussions and documentation. Qualitative techniques to be used included interviews with the help of open ended questions. Probing was supplementary way of data collection. Data collection involved personal interviews with key informants and conducted in both Swahili and English languages, which ever is applicable to the informant. But reporting of data was done in English language.

3.3.1 SOURCES OF DATA

In addition to the primary data, the researcher collected secondary data from available documentations concerning discipline of pupils in primary schools. This information was obtained from public primary schools offices, class teachers' records, libraries and internet.

3.3.2 RESEARCH INSTRUMENTS

The qualitative tool to be used was a researcher made questionnaire. 40 questionnaires were administered to respondents who were purposively selected. The key areas of interest were the respondents' opinion on the effect of discipline on academic performance.

The research instruments were of 2 types; these were interviews with both open and closed ended questions for the key informants, the class teachers and primary pupils.

3.3.3 DATA COLLECTION PROCEDURE

After the approval of the research proposal, the researcher requested for an introduction letter from the Institute of Open and Distance Learning, to present it to the Head of schools that were sampled for the purpose of the study.

The researcher then distributed the questionnaires to the sampled population of teachers and primary pupils. To maximize the likely response rate; the researcher herself distributed and collect questionnaires from respondents using self-administered and/or structured interview questionnaires; this also depended on the availability of financial resources.

3.4 DATA ANALYSIS

After data collection, the researcher then embarked on processing and analysing both qualitative and quantitative data. This involved summarising the information collected from different informants and respondents in a manner that yield answers to the questions according to the contents of the questionnaires and documentation sources.

Calculations were made on the quantitative information using electronic calculators and percentages presented in tables using tally frequencies.

A descriptive analysis of data were made using the following approaches;-

- Content analysis of the information obtained from the literature review.
- Qualitative data from questionnaires were coded and analysed using Statistical Package for Social Sciences (SPSS), where frequency tables and correlations was generated to illustrate the findings.

From the findings, conclusions were drawn on the effects of discipline on academic performance of pupils in Suneka zone.

After receiving back questionnaires, they were scanned and cleaned to remove incomplete, inaccurate, inconsistent and irrelevant answers, and then the researcher entered data into computer for analysis with the help of SSPS. The researchers then interpreted findings and finally wrote a report.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

In this chapter the researcher analyses data as given in the questionnaires and interviews. The research findings were based on sample size comprising of ten primary schools of Suneka zone, Kisii South District of Nyanza Province in Kenya. The respondents were teachers and pupils from the ten sampled schools.

The summary of the collected data for each factor is presented by the use of tables to give a clear picture of the scores of responses that were gathered. The following is the response rate in percentage of the sample planned and the actual responses.

4.1 Background information

4.1.1 Response Rate

Table 1: showing the number of questionnaires

Type of Response	Sample Planned	Actual Response	Response
Teachers	20	20	50%
Pupils	20	18	45%
Total	40	38	95%

Source- Field Work 2008

To get a response rate take

$$\frac{\text{Actual number of respondents} \times 100}{\text{Planned number of responses}}$$

$$\text{Therefore: } \frac{38 \times 100}{40} = 95 \%$$

After compiling data, the interpretations of the effects of discipline on academic performance was presented below and since the main theme was to find out the effect of indiscipline on academic performance, most of the questionnaires and quantitative analysis will be based on the questionnaire answers.

4.1.2 AGE OF RESPONDENTS

Table 2: Showing the age bracket of teachers

Age Bracket	Frequency	Percentage Age (%)
26-30	0	0
31-35	4	20
36-40	8	40
41-50	8	40
Over 50	0	0
Total	20	100

(Source: Field Data 2008)

4.1.3 Respondent's Work Experience

Table 3: Showing the work experienced of teachers

Years	Number of Respondents	Percentage of Respondents
1-5	3	15%
6-10	0	0%
11-15	6	30%
16-20	8	40%
21-25	3	15%

Total	20	100%
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(Source author 2008)

Results of the field study showed that 15% of the respondents ranged between 1 and 5 years and 30% of the respondents having 11 to 15 years work experience while 40% had 16 to 20 years and finally 15% had 21-25 years.

This signifies that over 55% of the respondents were long time experienced teachers having taught for between 16 and 25 years and therefore their experience dependable.

Majority of the teachers had a long teaching experience. This shows they had greater experience with discipline and could therefore contain it.

4.1.3 Age of Pupils

Table 4: shows the age distribution in years.

Age bracket	Frequency	Percentage Age (%)
Below 13	7	38.9
14-16	9	50
17-20	2	11.1
Above 20	0	0
Total	18	100

(Source author 2008)

Out of the 20 targeted pupils only 18 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis as it represented 90%.

The result of the field study on age of respondents from the sampled schools where 18 pupils responded revealed that below 13years of age were 38.9% while between 14-16 years of age made up 50% and those between 17 and 20 were only 11.1%. This indicates that the sample comprised of young pupils vulnerable to discipline problems and supporting factors.

From the above findings there are quite a number of children in the adolescent and this has been linked with indisciplined behavior which has to be handled with care.

4.1.4 Gender of pupils

Table 5: Showing the distribution of children according to gender

Gender	Frequency	Percentage (%)
Female	10	55.5
Male	8	44.5
Total	18	100

(Source author 2008)

From the field of study it is evident that respondents from both sexes were almost the same. It can be notice from the table that discipline is a common issue for both male and female students.

4.2 Factors influencing indiscipline among primary pupils

Some of the factors that are linked to indiscipline of students include teachers use of abusive language and gestures, gangsters, drug abuse. In this analysis the researcher wanted to establish if these were some of the factors.

4.2.1 Teacher’s abuse of students

The researcher wanted to establish whether teachers abuse their learners in any way.

Table 6: Showing distribution of responses of pupils as to whether teachers abuse them.

Response	Frequency	Percentage (%)
Agree	17	85

Disagree	3	15
Total	20	100

(Source author 2008)

From the above table majority of the respondents (85%) confirmed that teachers frequently use abusive language on their pupils, while 15% said they don't.

This shows that by teachers frequently using abusive language to their learners perhaps these children were imitating what their teachers were doing to them hence the rampant indiscipline in primary.

4.2.2 Pupils abuse of teachers

The researcher also wanted to establish if there was any form of abuse of pupils to teachers.

Table 7: Show the teachers responses whether learners abuse them

Response	Frequency	Percentage (%)
Agree	16	80
Disagree	4	20
Total	20	100

(Source author 2008)

From the above table it is evident that pupils use abusive language in return to teachers. This can be seen from the 80% of the teacher respondents who confirmed it while 20% said no to the behavior. Quite evident from this analysis is that the use of abusive language is some form of expressive culture in most of the schools which could have been started by teachers themselves who abuse the learners.

4.2.3 Presence of gangsters in school

The researcher wanted to establish whether there were some gangsters in schools.

Table 8: Shows the distribution of respondents whether their gangsters in primary schools

Respondents	Frequency	Percentage (%)
Agree	5	25
Disagree	15	75
Total	20	100

(Source field data 2008)

From the above table only 25% of the teacher respondents said they have gangs while 75% of them said they don't. of the 25% existing inclusive are average pupils mostly in rural settings who bully others younger than them. These findings revealed a conducive environment of indiscipline. For as long as there are gangster children in schools with gangsters characteristics indiscipline will continue to be a problem in primary schools.

4.2.4 Use of drugs and alcohol

The abuse of alcohol and drug has been linked to disorderly behavior in the society. The researcher therefore wanted to find out if indiscipline was due to drug abuse.

Table 9: shows the distribution of respondents whether or about the presence of children gangsters.

Respondents	Frequency	Percentage (%)
Yes	7	35
No	13	65
Total	20	100

(Source author 2008)

From the above table it is evident that at least drugs are experienced in schools even though only to a percentage of 35% against 65% of the respondents who

said they don't exist. Of the 35% who confirmed existence of drugs their schools cut across urban and rural settings. The forgoing analysis is evidence of indiscipline in primary schools which is due to child gangsters.

4.3 Existence of regular guidance and counseling services in primary schools

The researcher wanted to find out if the schools offered guidance and counseling services.

Table 10: Shows the responses whether guidance and counseling services are offered in primary schools

Respondents	Frequency	Percentage (%)
Agree	8	40
Disagree	12	60
Total	20	100

(Source: field data 2008)

60% of the teacher respondents confirmed lack of regular counseling to the pupils against 40% who said there is some counseling though not frequent. This means majority of pupils have never been counseled therefore giving rise to indiscipline cases. As evidence from the findings minimal counseling services are offered in schools. This could be the reason as to why indiscipline is rampant in primary schools. The adolescents badly need guidance and counseling services in order to control bad behavior.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The preceding chapter analyzed and interpreted data on the effect of indiscipline on learners academic performance. The following objects guided the study; To establish the history of indiscipline in primary schools and how it affects their academic performance; to establish environmental factors that influence indiscipline in school; to identify the common cases of indisciplined primary pupils in schools. In this chapter a summary was made and discussed, a conclusion was also made and recommendations were given.

History of indiscipline in primary schools

In the event of addressing challenges facing free primary education in Kenya indiscipline cannot be eliminated or controlled without addressing the predominant culture of abuse in schools. This research revealed that 85% of the teachers and 94% of the pupils interviewed confirmed that majority of teachers use abusive language against pupils in schools. 80% of the teachers and 72% of the pupils confirmed that some pupils use abusive language against teachers. This is an indication that indiscipline in schools has also been promoted/ contributed to by teachers as well. Pupils copy what teachers do and this challenges the aspect of professionalism of our teachers. Since teachers are role models and layers of life foundation for the society, no wonder their abuses on pupils are taken as lessons as well by their very pupils. Unfortunately when pupils use such abusive languages they are heavily punished, suspended and even expelled from learning without remembering that their behavior is a true reflection of how they are trained and brought up.

This behavior ends up affecting academic performance negatively as victims feel the brunt of their actions out of class and teachers spend a lot of time solving indiscipline cases at the expense of class work.

This calls for respect between the pupils and teachers if discipline has to be instilled in schools towards improving academic performance.

Cases of indisciplined children in schools

Presence of child gangsters

This is a major challenge in the implementation of the free primary education as introduced in Kenya in 2002. School gates were opened to people of all ages who missed primary school opportunities. It has been recorded in many parts of the country of cases where grandparents have gone to seek admissions in primary schools and are in the same class with young pupils (their grandchildren). These are but a few cases that I have mentioned. Average pupils from streets have flocked educational institutions to benefit from the FPE. These are challenges on their own as they carry their street/ home behaviors into schools thus influencing others besides molesting and bullying the youngsters who are sharp academically thus making them feel inferior.

Findings from this research, 67% of the respondents confirmed the existence of average pupils in their classes who at times have caused indiscipline problems e.g. bullying others.

The average pupils appear too big in class and feel challenged by the others who appear young but sharp academically. This provokes inferiority in them thus making them to come out bullying others to compensate for the age and academic strength. This in return causes indiscipline cases and affects not only the average pupils but also the young ones too who feel threatened, scared and eventually insecure as the average even threaten teachers too. At the end of the day, academic performance for the sharp pupils especially the young ones is affected negatively.

Presence of children who use drugs in school

This is not only a Kenyan problem but a universal disaster. Drugs have been liberalized and are sold everywhere today. The substances in question include; alcohol, bhang and white stuff locally prepared and sold cheaply. This makes it affordable to even school pupils as its sold in small quantities corresponding to ones purchasing power.

Suneka zone covers schools around Suneka Town which comprises of a fast growing market, leisure places, recreation facilities and upcoming infrastructure. The trans-Africa highway connecting Rwanda/Burundi from Mombasa passes through Suneka with trailers and tankers making stop overs at Suneka for refueling and rest. This in return has affected Suneka negatively by availing drugs to people in need especially young ones so schools along Suneka zone have not been spared either by this menace. This is supported by 61% of the respondent pupils in this research who confirmed use of drugs amongst some pupils in school. 35% of the teachers interviewed confirmed some pupils use drugs, a factor that has threatened discipline and academic performance in schools

The use of drugs and other substances combined with other factors such as average pupils, use of abusive language have negatively impacted on discipline not only in Suneka zone but also countrywide. Unless controlled, their influence and impact will affect the educational standards immensely in the near future to detrimental levels.

Environmental factors that influence indiscipline in schools

Guidance and counseling services

This is not a new phenomenon in Kenya but has not been well implemented in the school educational system. This is due to lack of trained personnel and if any, they are overloaded and overworked in few institutions e.g. high schools and colleges. Those in primary schools are not well trained to handle FPE challenges and their duties are not well defined.

Respondents confirming availability of regular counseling sessions were 60% from teachers while only 44% of the pupils confirmed they are counseled. If teacher counselors are overburdened, then their counseling may not be effective taking into account congested schools in the era of FPE. More so, for counseling to be successful, it calls for cooperation between parents/guardians and teachers to help pupils with special needs.

If guidance and counseling services are not regularly offered then even indiscipline keeps rising. This in return affects academic performances as pupils lack proper guidance and direction in their learning. Since influence from outside school is much stronger than school influence, the pupils easily give way to social ill e.g. drugs, truancy, fight among others. All lead to poor relations and results.

5.1 Conclusions

It is well appreciated that education has the capacity to improve the quality of life and to develop the intellectual capacity of a nation, which is a most valuable resource. This is particularly important at this moment in time, when Kenya aims to position itself strategically in order to take advantage of new trade, business and investment opportunities. This is only feasible and realizable in a disciplined country through an educated and disciplined population.

It will be increasingly important for the Kenyan work force to be literate, trainable, skilled and flexible so as to effectively participate in nation building and seize the opportunities globalization presents.

Prior to the implementation off the FPE, the rates of enrolment at the primary level were below 50%. Much as enrolment rates soared after the governments declaration of this programme, there are still cases of some children not attending school while those in school cannot be well managed due to circumstances surrounding their enrolment besides indiscipline cases leading to drop outs.

According to the current National Development Plan (2003-2008) the development goals include; the implementation of the eight Millennium Development Goals (MDGs) among which is, 'to achieve universal primary education'. It's against this backdrop that the FPE programme is being implemented and indiscipline should not be allowed to water down the high anticipated dreams to make it a reality.

5.2 Recommendations

The position of Kenya globally can only be maintained by the realization of the Millennium Development Goals (MDGs) where FPE is a major player in realizing that dream.

This can only be possible by making FPE a success as the country strives to make a 2030 target for development. In efforts towards achieving this, it's important that FPE is well managed and implemented to avoid wasting both human and financial resources.

Personnel handling FPE need to be well trained, versed and experienced to handle the challenges that keep recurring everyday just as posed out by indiscipline. The personnel need thorough training and accorded with all facilities and resources to effectively carry out their duties. This will go a long way to ensure less wastage in the mass production of human resources through schools. All stake holders in education need to dedicate their efforts towards realizing the success of FPE and MDGs. In the management of educational resources, members of the public NGOs and churches need to join hands in trying to fight use of drugs by pupils by eliminating them in order to minimize indiscipline cases that are threatening the success of FPE among others.

There is also need for studies that highlight and promote the success of FPE goals. More research is needed to provide solid basing in their findings on how best we can manage and make FPE a reality towards attaining of global development.

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APPENDIX C

RESEARCH INSTRUMENT

I'm Grace K. Mutunda, a student at Kampala international University, currently pursuing a Bachelor degree of Education in Arts.

I'm carrying out a research on "the effect of discipline on academic performance in selected primary schools in Suneka zone, Kisii South District, Nyanza province, Kenya, as part of the fulfilment of the award of the degree.

I therefore kindly request that you answer the questions in this questionnaire, the questions mainly refer to discipline among primary pupils.

All information given will be treated with utmost confidentiality and purely for academic purposes.

Thank you very much.

GRACE K. MUTUNDA

APPENDIX D

QUESTIONNAIRE FOR PRIMARY PUPIL

1. Respondent's sex. Male [] Female []
2. Age in years;- Below 13 [], 13-16 [], 17-20 [], Above 20 []
3. Form/Class
4. Answer yes or no to the following habits/behaviors /acts in your school

Habits/Behaviors /Acts	Yes	No
a) Do some teachers abuse pupils?		
b) Do some pupils abuse teachers?		
c) Do you have regular counseling sessions?		
d) Do you have gangs that bully you in your school?		
e) Are there some pupils who booze/ take drugs in your school?		
f) Do some pupils escape from school?		
g) Are there pupils above the class average age in your class?		

Thank you for your co-operation.

APPENDIX E

QUESTIONNAIRE FOR CLASS TEACHERS

1. Respondent's sex. Male [] Female []
2. Age in years;- Below 20 [], 21-25 [], 26-30 [], 31-35 [] 36-40 [] 41-50 [] Above 50 []
3. Teaching experience. In years 1-5 [], 6-10 [], 11-15 [], 16-20 [], 21-25 [], 26-30 [], Above 30[]
4. How many pupils do you have in your class (Class Average?)
Boys Girls
5. What age is the biggest pupil in your class?.....and the youngest
6. Answer yes or no to the following habits/behaviors /acts in your school

Habits/Behaviors /Acts	Yes	No
a) Do some teachers abuse pupils?		
b) Do some pupils abuse teachers?		
e) Do you have regular counseling sessions for pupils?		
f) Do you have gangs in your school/ who bully others?		
k) Do you know of any pupils who use drugs/bhang?		
l) Do some pupils escape from school?		

7. What are the three major forms of indiscipline you have observed in your school?

- i.
- ii.
- iii.

8. How would you rate discipline in your class? Good (), Fair (), Poor ()

9. Do you have counseling on discipline sessions in your school?

Many times [] Very rarely [] Never []

10. In your opinion how do you think discipline among pupils can be improved?

.....

.....

.....

Thank you for your co-operation.

Beneficiary Rpt Module

```
Private Sub DataReport_Terminate()  
    Unload Me  
    FrmMain.Show  
End Sub
```

Donor Rpt module

```
Private Sub DataReport_Terminate()  
    Unload Me  
    FrmMain.Show  
End Sub
```

Programme Rpt Module

```
Private Sub DataReport_Terminate()  
    Unload Me  
    FrmMain.Show  
End Sub
```