THE EFFECT OF DISCIPLINE ON THE ACADEMIC PERFORMANCE OF PUPILS IN THE SELECTED PRIMARY SCHOOLS OF KITHIANI DIVISION, MACHAKOS DISTRICT KENYA

BY

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A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF EDUCATION (GC ART PRIMARY) OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I, **PHYLLIS M. DAVID** declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

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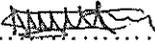
PHYLLIS M. DAVID

DATE ......16.9.09.....

APPROVAL

This report was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of a bachelor degree in primary education of Kampala International University

Signed

SUPERVISOR

ERIAS SSEKANDI

DATE...... 16·09·09.

DEDICATION

This work is affectionately dedicated to my husband and children for their support patience and understanding during this period of study.

ACKNOWLEDGMENT

First of all I give thanks to the almighty God for his mercy and grace granted to me during this time of my degree course and through this research project

I would like to thank my supervisor Mr. Erias Ssekandi for being there for me whenever I needed him and also offering his professional advice where necessary.

Am also grateful to the full faculty of Kampala International University for mounting all the directives, procedures and methods of carrying out this research project

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ABSTRACT

The major purpose of the study was to investigate the effects discipline and academic performance of the pupils in the selected schools of Kithiani Division, Machakos District, Kenya. The specific objectives of the study were to investigate the relationship between indiscipline and performance of pupils, investigate the causes of indiscipline in schools to establish solutions to the problem of indiscipline in Kithiani Division. The instruments used for data collection were questionnaires to the teacher and focused group discussion with the pupils. The findings indicated that that pupils perform well in class. The respondents named poverty, lack of parental guidance, emotional stress and joining gang groups. Lastly the solutions to the problem of school discipline were investigated and results reveal that suspensions and punishments are the most effective. School authorities and teachers should identify the reasons for children's misbehavior and therefore deal with the problem. Relative of the pupils and teachers should work hand in hand to discipline pupils. Guardians should realize that they play a bigger part in disciplining their children. Effective and less violent means of disciplining children should be devised.

CHAPTER ONE

1.0   Introduction

It discusses the background of the study, the statement of the study, objectives of the study, research questions, and scope of the study and the significance of the study.

1.1.   Background of the study

Kenya clearly spells out discipline as one of the aims and objectives of education at all levels of the education system MOEST (2000). However school discipline is deteriorating in Kenyan schools. For most Kenyan children, violence is a regular part of the school experience. Discipline is increasingly becoming a problem by pupils especially when the guardian is either very old or under 18 years of age and this can be attributed to the changing family structures and households in Kenya. The number of pupils is also on the increase due to the HIV pandemic.

The scourge, by concentrating on young adults and the middle-aged population (between 15 and 49) has minimized the pool of economically active blood relatives (UNICEF, 1999) and created a large number of pupils (children below 15 years who have lost one or both of their parents; Central Bureau of Statistics, 1999). *The joint United Nations' AIDS Program (UNAIDS), and Children's* Emergency Fund (UNICEF) report indicated that before the largescale advent of HIV/AIDS related deaths in the late 1980s, only 2% of the Developing World's children were pupils. By the end of 2002, over 14 million children in the whole of *sub-Saharan African countries (or 12% of all children under the age of 15) were* total pupils (UNAIDS/UNICEF, 2002).

Kenya's 1998 orphan figures indicated that 363, 593 were maternal pupils, 973,909 had lost their fathers and 1,220, 633 had lost either one of the parents (Bicego, Rutstein & Johnson, 2003). The number of Kenyan pupils is expected to exceed two million children (16% of the 12 million children below 15) by 2010 (UNAIDS/UNICEF, 2002). In the absence of data to indicate the actual cause of parental deaths, it is realistic to presume that the rise in number of sub-Saharan

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African pupils from early 1980's figure of 2% (before the large scale advent of the epidemic), to the current ones of between 12-16% are attributable to HIV/AIDS related illnesses (Barnett & Blaikie, 1992; UNAIDS/UNICEF, 2002).

Children today including pupils are getting deeply involved in more and more of the various social evils bedeviling our beloved nation of Kenya—incidents of arson in schools, indiscipline in the schools, homes and wider society, delinquent crimes, drug abuse, dropping out of high school, and a myriad other problems.

Bad behavior has both social and academic consequences. Schools, at all stages, are increasingly judged by their 'test results'. Disruptive children have a long-term negative effect on overall class performance. Kasozi ABK (1999). It is upon this background that the study was undertaken.

1.2 Statement of the problem

Indiscipline has become a major problem in school and the worse thing is that it affects the academic performance of pupils and yet it seems to be a subject ignored. The researcher therefore intended to explore the subject.

1.3. Objectives of the study

The general objective of the study was to investigate the effects discipline on academic performance of the pupils in the selected schools of Kithiani Division, Machakos District, Kenya.

Specific objectives

Specifically this study sought to;

1. Investigate the relationship between indiscipline and performance of pupils.

2. Investigate the causes of indiscipline in schools

1.4 Research questions

1. What is the relationship between indiscipline and performance of pupils?

2. What are the causes of indiscipline by pupils in schools?

1.5 Scope of the study

The study was carried out in Kithiani Division, Machakos District, Kenya. Machakos District is located in Eastern province to the east of Machakos Town. The study concentrated on discipline and how it affects the academic achievement of pupils. The study took three months.

1.6 Significance of the study

Increase awareness of the Head teachers, Board of Governors and PTA on the problems of discipline and its effects on the academic performance of pupils.

The findings of the study would pose a challenge to the current primary school system, procedures and means of control therefore improving their work methods and systems, monitoring and evaluation procedures of pupil's academic performance.

The findings and recommendations would help educational administrators, teachers, and policy makers in the entire education system in the country to establish realistic targets and seek the most effective ways of reaching them based on researched information geared towards achieving set national standard for student's academic performance and discipline standards. Enable teachers to manage and deal with unruly pupils in class and also help those with discipline problems.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher reviewed literature related to the study from books, journals, newspapers, bulletins, research reports, modules and from internet downloaded information.

2.1 Theoretical frame work

The study was based on the theory of Gumisiriza (1990) Reality Therapy involves teachers helping students make positive choices by making clear the connection between student behavior and consequences. Class meetings, clearly communicated rules, and the use of plans and contracts are featured. Researchers have noted modest improvements as the result of this approach.

Positive Approach is based on Gumisiriza Reality Therapy and is grounded in teachers' respect for students and instilling in them a sense of responsibility. Program components include developing and sharing clear rules, providing daily opportunities for success, and administering in-school suspension for noncompliant students. Research is generally supportive of the Positive Approach

The Teacher Effectiveness Training philosophy differentiates between teacher-owned and student-owned problems and proposes different strategies for dealing with each. Students are taught problem-solving and negotiation techniques. Researchers find that teachers like the program and that their behavior is influenced by it, but effects on student behavior are unclear.

Within the context of counseling programs, students with behavior problems use terminology and exercises from Transactional Analysis to identify issues and make changes.

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2.2 Discipline of students and academic performance

Scheviakore (1955), Musaazi (1982) emphasize the need for orderliness in the school. They emphasize that students, teachers, school employers and administrators should all be orderly as school discipline and good academic performance is a collective responsibility and a prerequisite for school success. The researcher agrees with this statement because if the school employees and teachers are not disciplined then the children will not be too.

According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting. School authorities should not only stress the importance of discipline they also need to put mechanisms of enforcing it.

Docking (1980) considers discipline as an important element in the process of socialization formation of character, a system of controls, which enables teaching to take place on as conceptually related to the process of education.

Robert et al (2002) says that lack of discipline blocks the flow of information between the learner and the teacher. This affects the learning process negatively because the learners are likely to perform poorly in exams not to mention that the teachers may feel demotivated and hopeless since the environment is unconducive for them to impart positive values in the learners and in the process, these pupils are likely to drop out. The researcher agrees that without discipline there is lack of effective communication between the teacher and pupil.

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According to Mafabi et al (1995) symptoms of indiscipline include; habitual absenteeism from class and from school as a whole, late coming, telling lies, rudeness, vandalism, aggression, smoking and drinking while at school, evading school activities, bullying of new students, indecent forms of dressing. These however do not explain how these behaviors affect academic performance because there are many students involved in these kinds of behavior but perform well.

2.3 Causes of indiscipline by pupils in schools

2.3.1 Stress of the guardian

Inter- and intra personal-social setting factors such as maternal age, marital conflict or breakdown and lack of supportive social network (Booth *et al.,* 1991) may also be a source of parental stress and consequently affect discipline strategies used. Lack of social support from one's relatives, friends and spouse were also related to maternal restrictiveness and punitive ness (Colleta, 1979; Desfosses & Bouchard, 1987). High-risk single and poor caregivers who lacked social support from friends and relatives were found to be more likely to have insecure relationships with their children than those who had a partner's or extra familial social support (Spieker & Booth, 1988; Zur-Szprio & Longfellow, 1981).

Laviri D.E (1995) suggested that significant levels of experienced stress increases caregiver propensity to employ easily instituted power assertive and coercive discipline strategies. Economically disadvantaged caregivers who are stressed by these socio-ecological setting factors also fail to be sensitive and responsive to the needs of their children (Belsky, 1984; Belsky, Robins, & Gamble, 1984; Booth, Rose-
Krasnor, & Rubin, 1991).

2.3.2 Emotional stress of the children

Apart from witnessing their parents die after long and trying periods, pupils experience repeated traumas of bereavements (Barnett & Blaikie, 1992;

Mukwaya, 1999; Yamba, 2003). Majority of them are forced by the deaths of own biological parents, or prospective kin adopters to undergo numerous transitions from their own biological to other adoptive grandparent homes. In the new households, they are required by the changed circumstances to either become family heads or share in age inappropriate adult care taking responsibilities (Barnett & Blaikie, 1992; Mukwaya, 1999;Yamba, 2003). Some of them also venture onto the streets for lack of alternative accommodation or when their grandmothers are unable to adequately provide for them (Forsythe & Rau, 1996).

The attachment literature suggest that children's past experiences with their own biological parents or other significant attachment figures, information provided to them on the nature of the current separation and support provided to them by their new caretakers could cognitively and emotionally prepare them to accept temporary or permanent absence of their biological parents (Poehlmann, 2003). For example in the case of children children, past experiences with own biological parents' terminal diseases, support provided by caregivers and realistic assessments by children children who have been abandoned or neglected following the death of one or both parents, could influence their reactions to parents' absence and interaction patterns with their care giving grandmothers (Forehand *et al.*, 1999; Poehlmann & Kindermann, 2001).

2.4 Poverty and discipline of pupils

Children in kinship are likely to experience persistent poverty than those still living with their own biological parents (Foster et al., 1997; Ntozi, 1997). They are also likely to be discriminated against or excluded in the provision of limited food and services particularly when the underlying factors for their adoption was stigmatizing (e.g. HIV/AIDS related deaths; Bledsoe, 1988; Forsythe & Rau, 1996; Nyambedha, et al., 2001; 2003a; UNICEF, 2002; Saoke & Mutemi, 1996).all these affect their behaviors.

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In conclusion research has been done on discipline and academic performance of pupils but few have specifically dealt with pupils. This study therefore seeks to bridge the gap.

2.5 Solutions to discipline problems

It is very important for school authorities to give freedom to the students to develop the self esteem and exercise self control. There are many school authorities who use this approach to enforce discipline in schools. John Baldock et al (1999).

Teachers have to identify the reason why such a child is behaving that way and find solutions to that problem. Myra Pollack Sadka and David Miller Sadka (2000). For example the problem may be home based and therefore the parents have to be included in the process.

In conclusion a lot of literature has been written on discipline. However most studies focus on solutions rather than the effects and causes and the researcher intends to bridge the gap.

CHAPTER THREE
METHODOLOGY

1.0 Introduction
This chapter describes the procedures and techniques used in carrying out this study. The sections in this chapter included research design location of the study, target population, study sample and sampling procedures, data collection procedures research instruments, piloting and data analysis.

3.1 Research Design
This study used a descriptive cross sectional survey. The researcher drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2. Population
The study was carried out in Kithiani Division, Machakos District Kenya. This study obtained information from teachers and pupils. 50 teachers were interviewed and 70 pupils were included in a focused group discussion.

3.3. Research instruments and instruments of data collection
Questionnaires were used to extract information from teachers and Focus group discussions were used to get information from pupils. Open ended questionnaires were suitable for investigating deeper the subject matter. A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires were distributed to teachers and focus group discussions held with the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.6. Data analysis

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

Percentage (%) = $\underline{F}$ x 100

                    Total number of respondents

Where F = number of respondents

           Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

3.7 Limitations of the research

The first limitation of this study is time constraints. There is little time given for the study and yet a lot is required in terms of finding the required information form the respondents.

Also there is the issue of some respondents who fail to return the questionnaires as the research has to consider other people who in the first place are not supposed to be part of the study.

Finally the issue of financial resources needed to carry out the study as there was no body who offered to sponsor the researcher. He has to foot all the bills on his own.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on the discipline and academic performance of the pupils of Kithiani Division, Machakos District Kenya. The specific objectives of the study were to investigate the relationship between indiscipline and performance of pupils, investigate the causes of indiscipline by pupils in schools and to establish solutions to the problem of indiscipline Kithiani Division, Machakos District Kenya

4.1 Profile of the respondents

Table 4.1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	30	60
Female	20	40
Total	**5O**	**100**
Age		
20-30 yrs	25	50
31 yrs and above	25	50
Total	**50**	**100**
Academic level		
Certificate	30	60
Diploma	15	30
Degree	5	10
Total	**50**	**100**

Source: Field data 2009

Seventy (70) questionnaires were distributed to the pupils and 50 were filled and returned .This therefore represents 71% of the total number of questionnaires that were distributed.

The study covered 50 randomly selected teachers of whom 30 (60%) were male and 20 (40%) were female

The age group of the respondents were divided into two categories that is 20-30 years who were 25 representing 50% of the respondents and 31 years and above were 25 also representing 50% of the total number of the respondents..

The academic level of the respondents was divided into three categories that is certificate who were 30(60%), diploma was 15(30%) and those with degrees were 5 representing 10% of the total number of the respondents.

With the help of the teachers, pupils were organized for focused group discussions on the discipline and academic performance of the pupils. They included both male and female.

4.2 Indiscipline and performance of pupils

The first research objective was to investigate the relationship between indiscipline and performance of pupils. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What is the relationship between indiscipline and performance of pupils? The results are presented in the subsections below;

4.2.1 Presence of pupils in primary schools

The respondents were asked whether they have pupils in their school and this was their response

Table 4.2: showing whether there are pupils in primary schools

Response	Frequency	Percentage
Yes	45	90
No	5	10
Total	50	100

Source: Field data 2009

Chart 4.2: showing whether there are pupils in primary schools
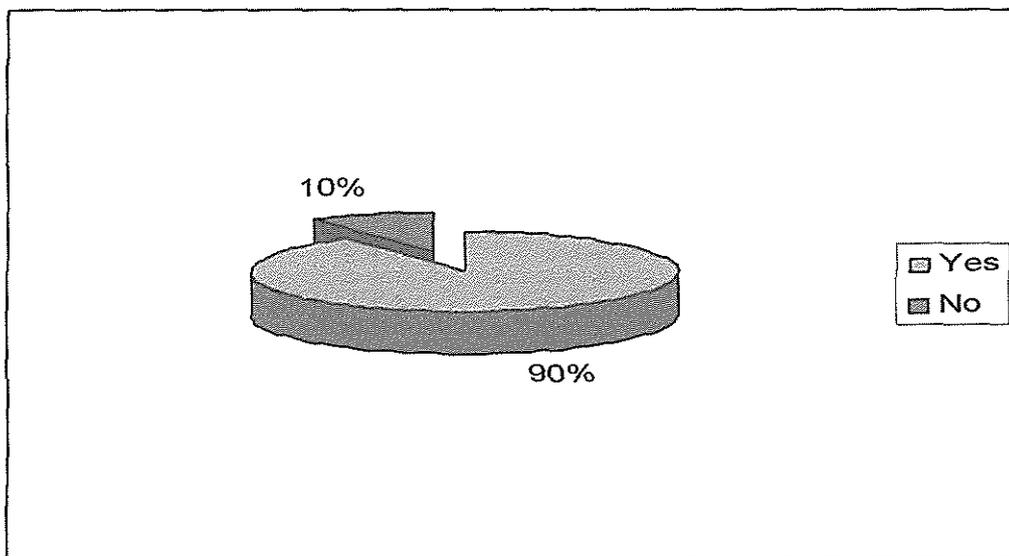
Source: Field data 2009

The table and pie chart indicates that 45(90%) of the respondents agreed that they have pupils in their class while 5(10%) disagreed. This implies that in almost every school and classes there are children children.

In a focused group discussion held with the pupils, they revealed that almost in every class they are children children.

"...............there are children who even lost both of their parents....................." (Pupil in a FGD)

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4.2.2 Evidence of cases of in disciplined children in primary schools

According to Mafabi et al (1995) symptoms of indiscipline include; habitual absenteeism from class and from school as a whole, late coming, telling lies, rudeness, vandalism, aggression, smoking and drinking while at school, evading school activities, bullying of new students, indecent forms of dressing. These however do not explain how these behaviors affect academic performance because there are many students involved in these kinds of behavior but perform well.

The respondents were asked what indiscipline cases are the children pupils involved in and this was their response

Table 4.3: showing Indiscipline cases are they involved in

Response	Frequency	Percentage
Taking drugs	-	-
Bullying	5	10
Shouting in class	15	30
Telling lies	10	20
Absenteeism	20	40
Total	50	100

Source: Field data 2009

The table shows that 5(10%) of the respondents said that the indiscipline cases the pupils are involved in is bullying, 15(30%) said shouting in class while 10(20%) said telling lies and 20(40%) said Absenteeism. This shows that shouting in class and absenteeism are the most indiscipline cases faced by the school.

The pupils revealed that most indiscipline pupils engage in all almost all the indiscipline cases that are shouting in class, telling lies, bullying and Absenteeism. This means that pupils engage in so many indiscipline cases as mentioned in table 4.3 above but they do not take drugs.

school activities, bullying of new students, indecent forms of dressing.

4.2.3 Performance of children in class

Robert et al (2002) says that lack of discipline blocks the flow of information between the learner and the teacher. This affects the learning process negatively because the learners are likely to perform poorly in exams not to mention that the teachers may feel demotivated and hopeless since the environment is unconducive for them to impart positive values in the learners and in the process, these pupils are likely to drop out.

The respondents were asked how pupils perform in class and this was their response

Table 4.4: showing how in disciplined pupils perform in class

Response	Frequency	Percentage
Excellent	15	30
Good	20	40
Poor	10	20
Very poor	5	10
Total	50	100

Source: Field data 2009

"..........children do not only engage in one case but almost all the cases especially shouting in class and Absenteeism ...." (Pupil from FGD)

According to Mafabi et al (1995) symptoms of indiscipline include; habitual absenteeism from class and from school as a whole, late coming, telling lies,

Chart 4.4: showing how in disciplined pupils perform in class
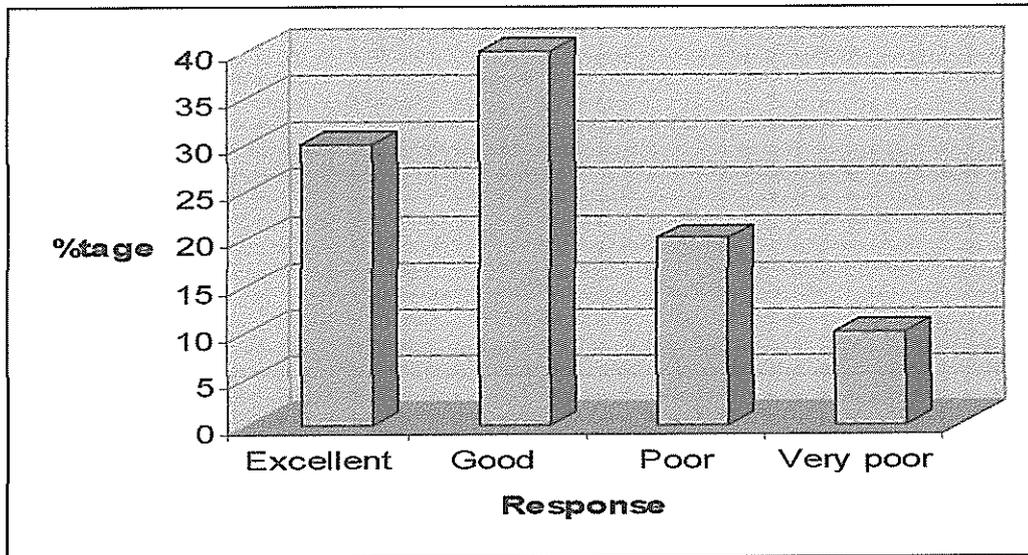
Source: Field data 2009

According to the table and chart, 15 (30%) of the respondents said that the pupils perform excellent in class, 20(40%) said they perform well while 10(20%) said they perform poor and 5(10%) said that they perform very poor. This implies that pupils do perform well despite of all what they go through. There fore in disciplined pupils are claver like their counterparts who are disciplined.

4.2.5 Evidence of pupils who have dropped out of school due to indiscipline

The respondents were asked whether discipline problems lead to drop out of orphan and this was their response

Table 4.5: Discipline problems lead to drop out of pupils

Response	Frequency	Percentage
Yes	25	50
No	15	30
Not sure	10	20
Total	50	100

Source: Field data 2009

Table 4.6 shows that 25(50%) of the respondents agreed that discipline case lead to school drop out of pupils, 15(30%) disagreed and 10(20%) were not sure if discipline problems lead to drop out of pupils. the teachers established that children who are indiscipline drop out of school since their relatives may refuse paying for them school dues due to their indiscipline.

In the discussion with the pupils, they revealed that pupils' indiscipline has led to many pupils to drop out. This is because if their in disciplined, even their relatives or guardians stop paying for them school fees thus leading to drop out.

4.3 Causes of indiscipline by pupils in schools

The second research objective was to investigate the causes of indiscipline in pupils at schools to achieve this; respondents were asked questions related to the objective. Data collected was analyzed under the question: What causes indiscipline in pupils at school? The results are presented in the subsections below;

4.3.1 Poverty and indiscipline of pupils

Children in kinship are likely to experience persistent poverty than those still living with their own biological parents (Foster *et al.,* 1997; Ntozi, 1997). They are also likely to be discriminated against or excluded in the provision of limited food and services particularly when the underlying factors for their adoption was stigmatizing (e.g. HIV/AIDS related deaths; Bledsoe, 1988; Forsythe & Rau,

1996; Nyambedha, *et al.*, 2001; 2003a; UNICEF, 2002; Saoke & Mutemi, 1996).all these affect their behaviors.

The respondents were asked whether poverty leads to indiscipline cases in pupils and this was their response

Table 4.6 poverty leads to indiscipline cases in pupils

Response	Frequency	Percentage
Agree	30	60
Disagree	15	30
Not sure	5	10
Total	50	100

Source: Field data 2009

The table shows that 30(60%) of the respondents agreed that poverty leads to indiscipline cases in pupils, 15(30%) disagreed while 5(10%) of the respondents were not sure whether poverty leads to indiscipline case in pupils. This implies that because of poverty, many pupils are likely to indiscipline.

According to the pupils, they revealed that poverty is not the main cause of indiscipline but is a contributing factor. For example girls who are pupils and have no one to provide them with their needs admire those from rich families and therefore involve in bad behaviors to get what their friends have.

4.3.2 Emotional stress and discipline of pupils

Apart from witnessing their parents die after long and trying periods, pupils experience repeated traumas of bereavements (Barnett & Blaikie, 1992; Mukwaya, 1999; Yamba, 2003). Majority of them are forced by the deaths of own biological parents, or prospective kin adopters to undergo numerous transitions from their own biological to other adoptive grandparent homes. In the new households, they are required by the changed circumstances to either become

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family heads or share in age inappropriate adult care taking responsibilities (Barnett & Blaikie, 1992; Mukwaya, 1999;Yamba, 2003).

The respondents were asked whether Emotional stress lead to discipline problems in pupils and this was their response

Table 4.7: Emotional stress lead to discipline problems in pupils

Response	Frequency	Percentage
Agree	25	50
Disagree	15	30
Not sure	10	20
Total	50	100

Source: Field data 2009

The table shows that 25(50%) of the respondents agreed that emotional behaviors lead to discipline problems, 15(30%) disagreed while 10(20%) of the respondents were not sure. this implies that in because of the stress these children go through, they are likely to engage in indiscipline case.

The pupils in the focus group discussion agreed that most pupils with indiscipline cases are emotionally disturbed. They also revealed that sometimes they have problems or are ignored by their relative or guardians at home and the only way to get attention is to involve in some behavior that will necessitate the presence of the parents.

'.........some indiscipline children are not stable at home and therefore end up causing commotion for attention............" (Pupil in FGD)

4.3.3 Parental guidance and discipline of pupils

Inter- and intra personal-social setting factors such as maternal age, marital conflict or breakdown and lack of supportive social network (Booth et al., 1991)

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may also be a source of parental stress and consequently affect discipline strategies used. Lack of social support from one's relatives, friends and spouse were also related to maternal restrictiveness and punitive ness (Colleta, 1979; Desfosses & Bouchard, 1987).

The respondents were asked whether Pupils lack parental guidance and hence indiscipline problems and this was their response

Table 4.8: Pupils lack parental guidance and hence indiscipline problems

Response	Frequency	Percentage
Agree	35	70
Disagree	5	10
Not sure	10	20
Total	50	100

Source: Field data 2009

According to the table and chart 35(70%) of the respondents agreed that Pupils lack parental guidance and hence indiscipline problems, 5(10%) disagreed, and 10(20%) were not sure. the teachers also revealed that some children lost both their parents and they have no relatives. so they have no one to guide the in any thing whether good or bad.

The pupils revealed that some pupils who lost their parents have no even relatives or guardians. In this case, these pupils are left in the hands of the school yet there some parental guidance they may not give these pupils. According to the pupils, charity begins at home and therefore if the parents are not there to guide their children, right from the start then it becomes difficult for the school to handle such children.

".............disciplining children is something both the school and parents have to do together to succeed. However some pupils do not even have relatives to guide them.........." (Pupil in FGD)

4.3.4 Cases of undisciplined children who have gone to the street

According to the children, they also venture onto the streets for lack of alternative accommodation or when their grandmothers are unable to adequately provide for them (Forsythe & Rau, 1996).

The respondents were asked whether Pupils are likely to join street gangs which lead to indiscipline and below were their response

Table 4.9: Pupils are likely to join street gangs which lead to indiscipline

Response	Frequency	Percentage
Agree	30	60
Disagree	10	20
Not sure	10	10
Total	50	100

Source: Field data 2009

According to the table, 30(60%) of the respondents agreed that Pupils are likely to join street gangs which lead to indiscipline, 10(20%) disagreed and 10(20%) of the respondents were not sure. it was established from some teachers that since these children lack parental guidance and care, they tend not to catch up with the situation at homes and thus they take the option of going to streets

In the focused group discussion with the pupils, they agreed that it is true Pupils are likely to join street gangs which lead to indiscipline. They said this is so because some of these children have no parental guide and are free to do what ever they like or may be mistreated by their relatives and so decide to go and join those other children on the street.

4.5 Solutions to the problem of indiscipline

The third research objective was to establish solutions to the problem of indiscipline. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What are the solutions to the problem of indiscipline? The results are presented in the subsections below;

4.5.1 Corporal punishments reduces indiscipline among pupils

The respondents were asked whether Corporal punishments reduces indiscipline among pupils and this was their response

Table 4.10: Corporal punishments reduces indiscipline among pupils

Response	Frequency	Percentage
Agree	15	30
Disagree	25	50
Not sure	10	20
Total	50	100

Source: Field data 2009

The table shows that 15(30%) of the respondents agreed that Corporal punishments reduces indiscipline among pupils, 25(50%) disagreed while 10(20%) of the respondents were not sure. it was established from the teachers that corporal punishments are not the best solution to indiscipline.

The pupils said that corporal punishment is not the only way children could be disciplined and they said that there are other punishments in other ways like suspending. Therefore corporal punishments do not strongly discipline pupil because some indiscipline problems are home based.

Teachers have to identify the reason why such a child is behaving that way and find solutions to that problem. Myra Pollack Sadka and David Miller Sadka

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(2000). For example the problem may be home based and therefore the parents have to be included in the process.

4.5.2 Counseling reduces indiscipline among pupils

The respondents were asked whether Counseling reduces indiscipline among pupils and this was their response

Table 4.11: Counseling reduces indiscipline among pupils

Response	Frequency	Percentage
Agree	35	70
Disagree	10	20
Not sure	5	10
Total	50	100

Source: Field data 2009

According to the table, 35(70%) of the respondents strongly agreed that Counseling reduces indiscipline among pupils, 10(20%) disagreed while 5(10%) of the respondent were not sure if that Counseling reduces indiscipline among orphan. the teachers also said that when some pupils are counseled, they get to know what is good and bad and as a result, they get discipline.

During the discussion with the pupils, they said that to a certain extent, Counseling reduces indiscipline among pupils.

4.5.3 Expulsions reduce indiscipline problems among pupils

The respondents were asked whether Expulsions reduce indiscipline problems among pupils and below were their response

Table 4.12: Expulsions reduce indiscipline problems among pupils

Response	Frequency	Percentage
Agree	20	40
Disagree	25	50
Not sure	5	10
Total	50	100

Source: Field data 2009

According to the table, 20(40%) of the respondents agreed that Expulsions reduce indiscipline problems among pupils, 25(50%) disagreed and 5(10%) of the respondents were not sure. the teachers established that expulsion is not the best solution to indiscipline. The school authorities should think of other solutions other than this.

The pupils revealed that expulsions are not among the best ways of discipline pupils. Other punishments should be used other than expulsions.

It is very important for school authorities to give freedom to the students to develop the self esteem and exercise self control. There are many school authorities who use this approach to enforce discipline in schools. John Baldock et al (1999).

### 4.5.4 What the school does to indiscipline children

The respondents were asked what does the school do to indiscipline children and this was their response

Table 4.13: What the school does to indiscipline children

Response	Frequency	Percentage
Punish them	20	40
Advise them	20	40
Suspend them	10	20
Total	50	100

Source: Field data 2009

Chart 4.13: What the school does to indiscipline children
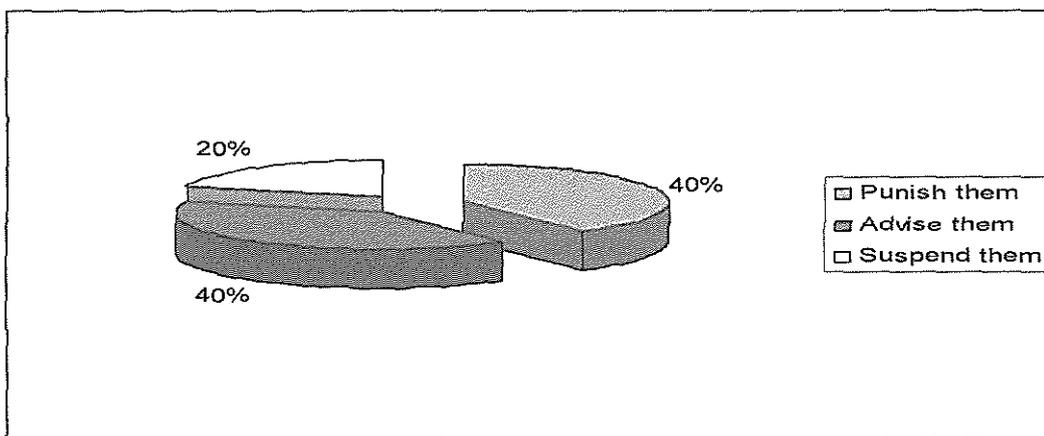
Source: Field data 2009

The table and chart indicates that 20(40%) of the respondents said that the school punish them while 20(40%) said that the school advise them and 10(20%) said they suspend them. this implies that indiscipline pupils are punished and advised.

The pupils revealed that since the ban of corporal punishment most of indiscipline pupils are suspended or in extreme cases expelled. For lighter cases pupils are told to sweep classes or slash the compound.

4.5.5 Applicability of the above stated interventions

The respondents were asked whether all the solutions are successful and this was their response

Table 4.14: showing how successful the given solutions were

Response	Frequency	Percentage
Yes	25	50
No	15	30
Not sure	10	20
Total	50	100

Source: Field data 2009

The table shows that 25(50%) of the respondents agreed that all the solutions are successful while 15(30%) disagreed and 10(20%) were not sure. the teachers revealed that to a certain extent, these solutions are successful. the teachers revealed that the solution have been successful though some have failed.

According to the pupils, sometimes the solutions work but for extremely indiscipline children they have no effect because even though a child is expelled he/she will look for another school and continue with the habits or will even drop out of school and become worse.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The purpose of the study was to investigate discipline on academic performance of the pupils of Kithiani Division, Machakos District, Kenya.

 The research questions of the findings were; what is the relationship between indiscipline and performance of pupils?, What are the causes of indiscipline by pupils in schools? And What are the solutions to the problem of indiscipline in Kithiani Division, Machakos District, Kenya.?

In this chapter, the summary, conclusions and recommendations were made and presented. The study used both qualitative and quantitative methods of analysis.

5.2   Summary

Respondents were asked to answer questions on the academic performance of pupils. 30% of the respondents said that the indiscipline pupils performance is excellent in class, 40% said their performance is good while (20%) said their performance is poor and (10%) said that their performance is very poor. Robert et al (2002) says that lack of discipline blocks the flow of information between the learner and the teacher. This affects the learning process negatively because the learners are likely to perform poorly in exams.

Respondents also had to answer questions regarding the causes of indiscipline in children pupils. The respondents named poverty, lack of parental guidance, emotional stress and joining gang groups.   Colleta, 1979; Desfosses & Bouchard, 1987), Lack of social support from one's relatives, friends and spouse were also related to maternal restrictiveness and punitive ness (High-risk single and poor caregivers who lacked social support from friends and relatives were found to be more likely to have insecure relationships with their children

than those who had a partner's or extra familial social support (Spieker & Booth, 1988; Zur-Szprio & Longfellow, 1981).

Lastly the respondents were asked to identify solutions to the problem of school discipline. The respondents reacted that they punish them, expel them, counsel them and warn them. According to John Baldock et al (1999 It is very important for school authorities to give freedom to the students to develop the self esteem and exercise self control. There are many school authorities who use this approach to enforce discipline in schools.

5.3   Conclusion

The aim of this report was to investigate discipline and academic performance of the pupils of Kithiani Division, Machakos District, Kenya..

The first objective sought to investigate discipline and the academic performance of pupils. The findings indicated that pupils perform well in class.

The second objective sought to investigate the causes of   indiscipline by primary pupils. The respondents named poverty, lack of parental guidance, emotional stress and joining gang groups.

Lastly the solutions to the problem of school discipline were investigated and results reveal that suspensions and punishments are the most effective.

5.4 Recommendations

Looking at the findings of the study, the following recommendations are made;

School authorities and teachers should identify the reasons for children's misbehavior and therefore deal with the problem.

Relatives of the pupils and teachers should work hand in hand to discipline children.

Guardians of the pupils should realize that they play a bigger part in disciplining their children.

Effective and less violent means of disciplining children should be devised. For example schools should make sure they have counseling services to help such children.

The relatives of the pupils should try harder to see that these children do not go on streets.

Teachers should implement other solution if the ones in place are not working.

5.5 Areas for further studies

The researcher appeals to other researchers to go deep into the study of indiscipline and the effects it has on education. Few researchers have ventured on the topic.

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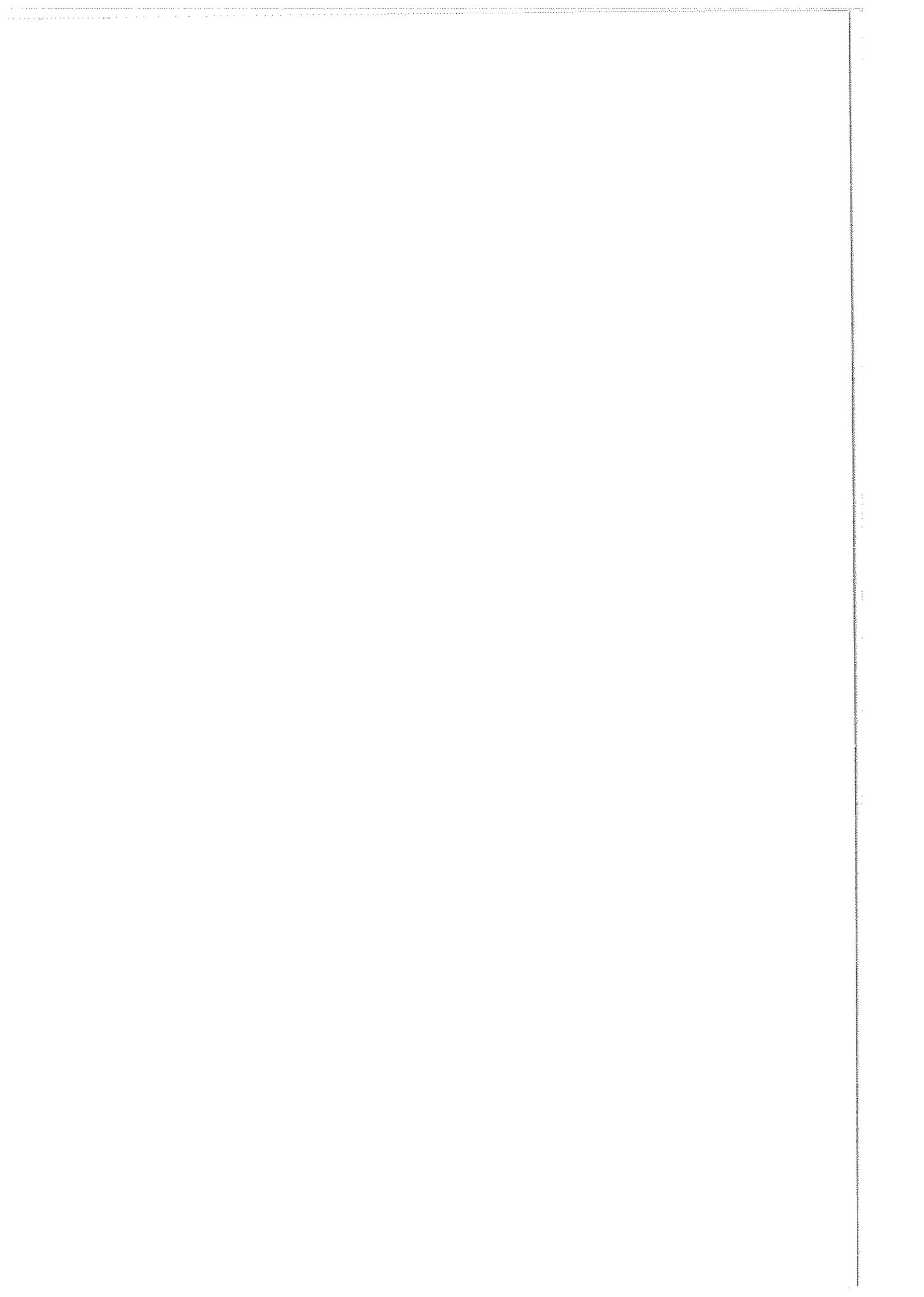
APPENDIX A: TRANSMITTAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY
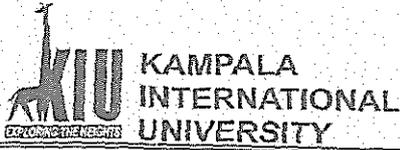
Ggaba Road - Kansanga
P.O. Box 20000, Kampala
Tel: +256- 41- 266813 / +256 41 267 n
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: . . . .

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR . . . .

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:

. . . .

. . . .

Case Study:. . . . .

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE
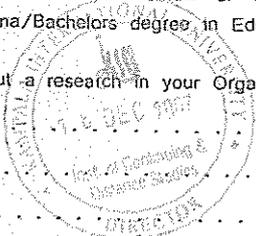
APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Dear respondent

I am a student of Kampala International University carrying out an academic research on the topic "descipline and academic performance of the pupils of Kithiani Division, Machakos District, Kenya." as a case study. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

A) PERSONAL INFORMATION

GENDER

Male   [   ]   Female   [   ]

AGE

20-30yrs   [   ]   31 yrs and above   [   ]

Academic level

Certificate   [   ]

Diploma   [   ]

Degree   [   ]

Indiscipline on performance of pupils

1. Do you have pupils in your class?

Yes [ ]

No [ ]

2. What indiscipline cases are they involved in?

Taking drugs [ ]

Bullying [ ]

Shouting in class [ ]

34

Abuse teachers [ ]

Absenteeism [ ]

3. How do they perform in class?

Excellent [ ]

Good [ ]

Poor [ ]

Very poor [ ]

4 Discipline problems lead to poor academic performance

Agree

Disagree

Not sure

5 Discipline problems lead to drop out of orphan

Agree

Disagree

Not sure

Causes of indiscipline by pupils in schools

7 Poverty leads to indiscipline problems by pupils

Agree

Disagree

Not sure

8 Emotional stress leads indiscipline problems by pupils

Agree

Disagree

Not sure

9 Pupils lack parental guidance and hence indiscipline problems

Agree

Disagree

Not sure

10 Pupils are likely to join street gangs which lead to indiscipline

Agree

Disagree

Not sure

Solutions to the problem of indiscipline in Ainabkoi Division, Eldoret East District, Kenya

11 Corporal punishments reduces indiscipline among pupils

Agree

Disagree

Not sure

12 Counseling reduces indiscipline among pupils

Agree

Disagree

Not sure

13 Expulsions reduce indiscipline problems among pupils.

Agree

Disagree

Not sure

14. What does the school do to indiscipline children?

Punish them [ ]

Advice them [ ]

Suspend them [ ]

15. Are the above solutions successful?

Yes [ ]

No [ ]

Not sure [ ]

16. What do you think are the solutions to indiscipline?

....

....

APPENDIX C: FOCUSED GROUP DISCUSSION FOR PUPILS

1. Do you have pupils in your class?

2 What indiscipline cases are they involved in?

3. How do they perform in class?

4. Discipline problems lead to poor academic performance

5. Discipline problems lead to drop out of orphan

6. Poverty leads to indiscipline problems by pupils

7. Emotional stress leads indiscipline problems by pupils

8. Pupils lack parental guidance and hence indiscipline problems

9. Corporal punishments reduces indiscipline among pupils

10. Counseling reduces indiscipline among pupils

11. Expulsions reduce indiscipline problems among pupils.

12. What does the school do to indiscipline children?

13. Are the above solutions successful?