DISCIPLINARY MEASURES FOR EFFECTIVENESS OF CLASS CONTROL
FOR SUNEKA ZONE, KISII SOUTH DISTRICT

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
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DECLARATION

I GLADYS KEMUMA ORINA do hereby declare that this is entirely my original work and has never been presented before to any university or institute of higher learning for the award of degree, diploma or certificate.

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Signature:...................................

Date:......14/8/2010......................

SUPERVISOR APPROVAL

This research report is submitted for examination with my approval as a university supervisor.

Ms. Onkangi

Signature:................................

Date:.......14/08/2010.......

DEDICATION

This research work is dedicated to my beloved husband Samuel Moroti ,my children Chris, Kevin and Davis for their moral support and encouragement, it would have been difficult to reach this far.

ACKNOWLEDGEMENT

I owe a lot of appreciation to all those who assisted me in carrying out this research. I indebted to all my lecturers for their professional guidance and counseling through this course.

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LIST OF FIGURES

TABLE OF CONTENTS

ABSTRACT

This research was about the measures pre-school teachers take when faced with misbehavior from children in and outside class. Efforts have been made to emphasize the aspects of misbehavior which the research is intended to investigate. In the statement of the problem, it is stated that the poor adjustment of young children, leaving the safety of their homes for the first time, does make it very hard for teachers to control them. The aim of the study was to find out the methods used to keep the children in control, and how such methods are effective or ineffective.

Reviews of several authors on issues of discipline and class control. Among the control methods addressed in the literature review are; power based methods, good teaching methods, counseling, peer tutoring and use of play. This research is considered a survey study in the sense that it is geared towards observing what is actually taking place in the pre-school centres without influencing the outcome in any way. Random sampling was used in selecting the respondents from different schools. Interviews and questionnaires were used to collect data. Data collected was analyzed using descriptive statistics in which tables and relative frequency were generated.

The findings are presented in various tables and graphs. The graphs were designed to illustrate clearly the relationship between different types of misbehavior, and further to show how control methods in use, relate to the increase or decrease of specific types of misbehavior according to gender is also given.

Lastly, conclusion and recommendations of the researcher as to how best misbehavior at pre-school level can be controlled. It is worth noting that peer tutoring was observed to be effective method of class control, while laziness was discovered the most common type of need to structure learning activities in a manner that captures the imagination and deep interest of the children are emphasized

CHAPTER ONE
INTRODUCTION

1.0 Overview

Children in pre-school centres are punished everyday for one form or other of misbehavior. Although parents look upon their children as good and perfect, the children are poorly adjusted to the formal learning situation. Many teachers try to restrain themselves from acting in a punitive manner towards these very young, pitiable learners, but sometimes it becomes clear that some action has to be taken, if learning has to go on. Besides, the demands of a full class of children cannot all be satisfied, so teachers' device measures to keep some order.

1.1 Background of the Study

Teaching in a pre-school centre is a complicated matter because social order is supposed to be maintained among children who are selfish and headstrong. Some of them are so poorly adjusted that they expect to get away with any kind of mischief. Others are yet to control their bowels and so keep peeing in their clothes, or at some carefully selected spot in the school premise. Some children are violent, other don't see the sense in keeping up with the teacher's institutions.

In actual classroom teaching, children appear well set to learn when the teacher is teaching. The situation changes when the children are given work to do on their own or when the teacher is out of sight. Individual children then assume different roes and try to dominate the class each in his own way. Some children intimidate others by use violence, while others are terrorized into submission. On occasion, pre-school children have been known to cause great physical harm on others by pushing, beating or chasing them around.

In a recent incident, a three year old child seriously injured another child by pushing her off a chair. The injured child nose bled very alarmingly and had to get medical attention. It is on record that some children have even blinded others by stabbing them with sharp objects to the eyes. A good number of children drop out of pre-school, only to resume later, because of being bullied by the mates.

Many pre-school teachers have experienced one form of embarrassment or other from children. Lack of appropriate home training can make some children very hard to control in a classroom or school situation. To some, even threatening to beat them up raises greater resistance. Sometimes, after a child has been admonished for misbehaviors, may continue crying uncontrollably, until the teacher is forced to abandon class activities and attend to the particular child.

The control of children in pre-schools is important because; the children are poorly adjusted, the children are weak to receive heavy punishment, it is hard for the child to understand mistake, and each child demands individual attention. Against such factors, the teacher is expected to maintain a form of class control. Therefore the researcher established the disciplinary measures at pre-school level for effectiveness of class control.

1.2 Statement of the Problem

Although pre-school teachers experience the biggest challenges of misbehaviour from their learners, society has assumed that the children are too young to misbehave. The children joining pre-schools are poorly adjusted, because they have just left their homes for the first time, and so the class becomes a collection of poorly adjusted, ill behaved individuals.

Although spanking is not allowed, many teachers in pre-school use physical violence in one form or other to keep the children in control. Discipline as an issue in pre-schools has been assumed on the pretext that the children are too young to offer any problems, but it is a reality teachers experience on a daily basis. Teachers need to know the signals of trouble from their learners by identifying them early, and devising strategies to accommodate such children. Therefore the researcher established the need for disciplinary measures at pre-school level and assessing the effectiveness of various techniques in maintaining class control.

2

1.3 Objective of the Study

1.3.1 Main Objective

The researcher established the need for disciplinary measures at pre-school level and assessing the effectiveness of various techniques in maintaining class control.

1.3.2 Specific Objectives

1. To identify different types of misbehavior among pre-school children.

2. To find out the various methods used in pre-school centres within the zone in trying to control misbehavior

3. To increase the teacher's self critical understanding of his own motivation and his sensitivity to the needs of children who fail to fit into their school.

1.4 Research Questions

1. What are the different types of misbehavior among pre-school children?

2. What possible methods can a teacher use to minimize misbehavior in pre-school centre?

3. To what extent can a control measure used by teachers result in other types of misbehavior in the class?

1.5 Scope of the Study

The study was conducted among pre-school students of selected school in Suneka zone, Kisii South District. It focused on the need for disciplinary measures and assessing the effectiveness of various techniques in maintaining class control.

1.6 Purpose of the Study

The purpose of the study was establish the need for disciplinary measures at pre-school and assessing the effectiveness of various technique in maintaining class control in Suneka zone, Kisii South District.

1.7 Significance of the Study

Assist teachers to handle indiscipline more readily by providing greater insight into its causes and the available alternative methods of handling it.

Encourage the teachers to promote self-critical understanding of their own motivation and their sensitivity to the needs of the children who fail to fit into their schools.

Assist teachers and school management to develop and use more appropriate organization and practice of classroom teaching, so as to curb indiscipline cases arising directly from poor teaching.

Provide alternatives to corporal punishment, which although banned by the Ministry of Education, is still in wide use.

Help create a more conducive learning environment for young children by promoting pastoral care, guidance and counseling in pre-school centres.

1.8 Limitations of the Study

The main limitation was finance because the lack of money affected the extent of the study, the geographical area covered, the number of school surveyed, the number of respondents reached, and even the amount of time spent on making observations.

As a student-teacher, there was limited time, since much had to be squeezed into a limited time. Demands on a student's time included attending classes, preparing for examinations, attending to family issues and writing the research.

Inexperience in research methods proved one of the biggest challenges because it slowed down the writing of the literature review and the collection of data.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter discusses the review of related literature on the variables under the study. The review focused on the disciplinary measures at pre-school level for effectiveness of class control. For the purpose of the study the following concepts are discussed.

2.1 Understanding Discipline and Indiscipline

C.M Charles (2002) said that teachers contend with five broad types of misbehavior. In descending order of seriousness as judged by social scientists, they are as follows:

i Aggression :physical and verbal attacks on teachers, students or property.

ii Immorality; acts contrary to accepted morality, such as cheating, lying and stealing.

iii.Defiance of authority; refusal to do as the teacher requests

iv Class disruptions, talking loudly, calling out, walking about the room, clowning, tossing things.

v Goofing off; fooling around. Out of seat, not doing assigned tasks, dousing, day dreaming.

According to Gordon(1989) noncontrolling methods of behavior change are available for teachers to use in influencing students to behave properly. It is counterproductive for teachers to use authoritative power or rewards and punishments to control students. Power-based methods more often than not create new problems that range from rebellion to withdrawal, and praise and reward do little to change student behavior for the better.

Gordon argued that students develop coping mechanisms, which are strategies they use when confronted with coercive power. The three coping mechanism are: fighting (combating the person with whom they have conflict); taking flight (trying to escape the situation);and submitting(giving in to the other person).however, participative classroom management permits students to share in problem solving and decision making concerning the classroom and class rules.

Gordon T.(1976) defined misbehavior as an adult concept in which a specific action is seen by the adult as producing an undesirable consequence for the adult. It is therefore the teacher, not the student, who experiences the sense of "badness" in student behavior. Punishment's long-term negative effects include:

    i)   punished students experience feelings of belittlement, rage and hostility

    ii)   Punished students loose their desire to cooperate willingly with the teacher.

    iii)   There is an increased likelihood that punished students will lie and cheat in order to avoid punishment.

    iv)   Punishment engenders a false notion that might make right.

2.2 Discipline as a co-efficient of good teaching

Dreikurs, R. and P. Cassel (1995) defined discipline as self-control, based on social interest. Self-controlled learners are able to show initiative, make reasonable decisions, and assume responsibility in ways that benefit both themselves and others. Social interest refers to students' effort to make the classroom comfortable and productive, based on understating that such classrooms better meet their personal needs.

Dreikurs explained that when students are unable to gain a sense of belonging in the class, they often turn to the mistaken goals of attention, power, revenge and inadequacy. When seeking attention, students talk out, show off, interrupt others, and demand teacher attention. When seeking power, they drag their heels, make comments under their breath, and sometimes show that the teacher can't make them do anything. When seeking revenge, they try to get back at the teacher and other students, by lying, subverting classes' activities, and maliciously disrupting the class. When seeking to display inadequacy, they withdraw from class activities and make no effort to learn.

Canter,L(1976), taught that students have clear rights and needs that must be met if they are to be taught effectively. These students' rights and needs include a caring teacher who persistently works to foster the best interest of students. Teachers' rights include teaching in a classroom that if free from disruption, with support from parents and administrators as they work to help students. Teachers must continually model through their own behaviour the kind of trust and respect that they want students to show towards others.

Canter believed that a good discipline plan, built upon trust and respect, is necessary for helping students limit their own counterproductive behavior. Such a discipline plan contains rules consequences, and it must be fully understood and supported by students and parents. Even the students deemed difficult-to-manage can be reached by learning their needs, interacting with them personally and showing a constant willingness to help.

2.2.1 Discipline in relation to good teaching

Charles, C.M (2002) described three types of teachers, differentiated on the basis of how they relate, proactively and reactively to students;

Hostile teachers; view their students as adversaries and feel that if they are to maintain order, they must keep the upper hand, which they attempt to do by laying down the law, accepting no nonsense and using loud commands and stern facial expressions.

Nonassertive teachers; take a passive approach. They seem unable to state their expectations clearly and are inconsistent in their dealings with students, allowing certain behaviors one day while forbidding them the next.

Assertive teachers; clearly, confidently, and consistently express class expectations to students. They attempt to build trust, they teach students how to behave so learning can progress, and they implement a discipline plan that encourages student co-operation.

2.2.2 Counseling

Maclean,I.C.(1996) wrote that a harmonious atmosphere with skilled teaching, together with a sympathetic understanding of the individual pupils of the class can do much to lesson fear, anxiety and general dissatisfaction. A classroom thus becomes a total learning situation where major contributions can be made to sound personality development.

MacLean believed that the nursery school teacher plays an important role in the emotional and social development of the young. A child learning the sheltered environment of his home where most things are done for him and stepping into a wider group where he must learn to achieve for himself the satisfaction important for his development. He reacts to a certain extent to the protection and climate he has experienced at home, and his first encounter with school may therefore be a joyous or a

serious, the child is helped in this emotional development by the emphasis on play methods.

Galloway, David (1981) said that counseling does not necessarily imply face-to-face discussion between teacher and child. It implies a teacher's careful assessment of the child's needs and the ways in which the school can meet those needs. The assessment and possible solutions are based on systematic observation, on discussion between teachers, and on interviews with the child and with his parents. Most children have personal problems. They all present their teachers with problems, so they are disturbing, even if they are not disturbed. A child may be disturbing because of his aggressive, attention-seeking or unpredictably disturbing behaviour;on the other hand, he may be disturbing because of his tense, nervous or withdrawn manner.

2.2.3 Peer Tutoring

Godlad, Sinclair(1990) asserted that if teachers were to employ a peer tutoring programme they would have more control over the learning situation and be freed to plan the overall strategy of the lesson. The most badly-behaved of pupils were reported to have participated well in peer tutoring schemes, even coming to sympathize with the teacher's role. Ill-disciplined children often cause disruption in the classroom by drawing attention to them; indeed this attention seeking is one of the main factors that divert the teacher from a well-structured lesson plan. Some questions could also be dealt with by a fellow pupil.

Sinclair suggests two ways in which peer tutoring offers a possibility of reducing discipline problems in the classroom. One, pupils who are very able can be paired together to do extension work and stretch one another's capabilities while the rest of the class are able to complete their assignments. Equally, pupils who are falling behind with the work, or who lack confidence, can be assigned a tutor to help them, instead of the teacher having to spend large portion of a lesson with one pupil.

2.2.4 Use of play

Keen, Sam (1969) stressed that the world of the child is one of imagination rather than logic, of fantasy rather than fact, of play rather than work. In imagination and play, the rules of the game can change. The only laws governing play are those that are made up and adhered to as long as the game gives delight. Thus, the laws of the world of the child can all be broken. Necessity is created only to provide a structure within which delight may be experienced. When delight waves, the necessity is destroyed. When it gets boring to follow the rule, then the rules are changed. There is, for the child, no necessary law that cannot be changed to fit the deepest desires and demands of the heart. Wonder, in the child, is the capacity for sustained and continued delight, marvel, amazement, and enjoyment. To wonder is to live in the world of novelty rather than law, of delight rather than obligation, and of the present rather than the future.

Ginsburg.(1977) wrote that creative movement activities are important in the way they provide children with experiences from which spatial understandings are derived. Imaginatively moving through space toward near objects with eyes closed; and following boundaries of enclosed space provide children with the opportunity to create and know perceptual forms of spatial geometry. These include line, circle and angle. It is from these motor experiences that the ability to symbolically represent space is derived. Such movements are usually provocative enough to capture children's attention.

Arnof, F(1975) wrote that the teacher can use songs to enrich children's enjoyment and understanding of many aspects of the curriculum, including special teacher planned units. Children feel free to express their ideas and emotions in movement and song in the classroom or outdoors. Natural curiosity and the desire for discovery and experimentation are encouraged by opportunities for creative expression in movement, playing instruments and making up songs.

Music can help the shy child to become involved in singing, creative movement, and playing instruments with enough guidelines and teacher support to feel safe. Alternative, the overactive child can be helped to release tension and use energy constructively and imaginatively.

9

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter discusses the research design, area of study and population, sample and sampling techniques, research instrument, methods of data collection used in the research study, data collection procedure and data analysis.

3.1 Research Design

The study employed a simple survey design to analyze the relationship between disciplinary measures and effectiveness of maintaining class control in Suneka zone .both primary and secondary data were collected on both variable and later analyzed using descriptive methods.

3.2 Target Population

The study was carried out in selected pre-school found in Suneka zone located in Kisii South District. Suneka Zone has only ten ECDE centres out of which three are privately owned. They include; Iruma primary, Riamaoncha, Rianyapara, Iterio Elck, Rianyabaro, Suneka Primary among other. The total number of children attending those schools is 469.

3.3 Sample Size

Only four schools were selected for the study so that indebt study of the area can be achieved. The teachers and administrators were selected from different schools for interview and were distributed with questionnaires.

3.4 Sampling Procedure

Random sampling was used in selecting the respondents. Purposeful sampling was intended in the selection of the four schools for the study. First, the worst behaved school was selected, according to the general reputation in the area. The best praised school was chosen and the other two schools were randomly sampled. Questionnaires were

administered and interview conducted. A total of sixty six respondents including students were selected from the four schools.

3.5 Data Collection Procedure

The recommendation letter from the faculty was taken to the authorities of the respective schools seeking for permission to carry the research from there. Preparation of data collection instruments which included questionnaires and interview followed after which they were used to collect the data that was finally analyzed and interpreted and report written.

3.5.1 Interview

The researcher used this method to directly get information from the respondents. This method was used to interview head teachers, teachers, students, and administrators. The researcher used interview because it saved time.

3.5.2 Group Discussion

The researcher made discussion with students in pre-school, teachers and administrator, in order to establish the need for disciplinary measures at pre-school level for effectiveness of maintaining class control.

3.5.3 Questionnaires

Comprehensive questionnaires were designed with the view of collecting valuable data and were distributed to the head teachers, teachers, and students. The researcher preferred this method because it was convenient to the respondents as they could answer the questions during their free time.

3.6 Data Analysis

Data Analysis was done using Ms Excel 2007, statistical package for the quantitative data. The data was tabulated using Pie charts, bar graph, and percentages. Qualitative data was analyzed basing on themes derived from objectives of study. The information got from the qualitative data was used to supplement and complement that which was obtained from quantitative data.

3.7 Ethical Consideration

The ethical consideration in this research was considered when the researcher assured the respondents of the confidentiality of the information they were giving out. This was to assure them that the research was for academic purposes only and it would not be used for any other use.

CHAPTER FOUR

DATA FINDINGS AND INTERPRETATION OF THE RESULTS

4.0 Introduction

This chapter presents the various findings deduced from the data collected during the field research. The figures were initially collected as raw data, but are interpreted in various forms such as bar graphs, Venn diagrams, percentages and fractions. The results and discussions are centered on the set objectives of the study.

4.1 Finding on Types of Misbehavior

The six types of misbehavior mentioned in the literature review were found to be present in the schools under study. The classification was also found to be appropriate and fitting for the actual learning situation in the pre-school centres and even outside. The types of misbehaviors specified were; verbal aggression, physical aggression, defiance of authority, class disruptions, immoral behavior and goofing off.
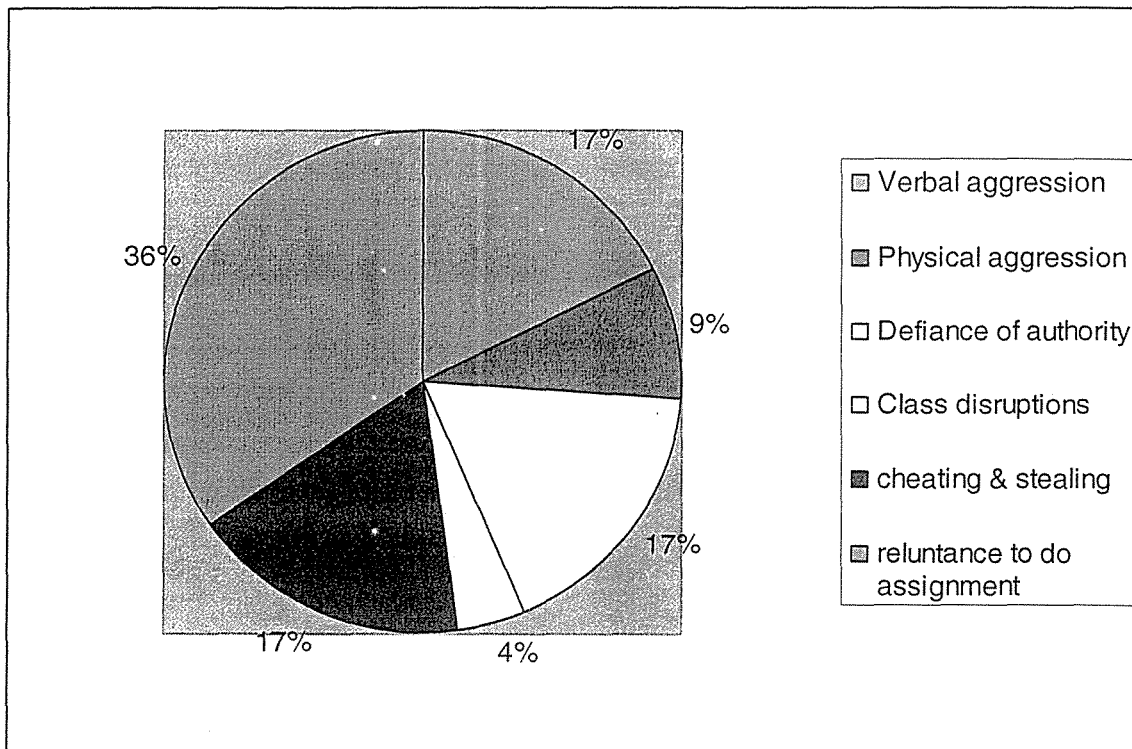
Figure 1: *Showing the types of misbehaviors in school*

Goofing off (reluctance to do assignment) is the major type of misbehavior in school which takes 36%.The respondents were able to recognize that verbal aggression, cheating and stealing and defiance of authority(17%) were the major misbehaviors in school that contributed much in effectiveness of controlling the class. class disruption(4%) was a minor type of misbehavior.

4.1.1 Misbehavior in school coded "x"

During the study, one school, here coded "x" was found to be a balanced presentation of the situation in most of the other schools. In total, five schools were thoroughly investigated. In this analysis, the researcher thought it important to present school "x" in greater detail because it was a clear and very real situation in terms of incidence.

|	Boys number	% of class total	Girls numbers	% of class total	Total number of students	%
					36	100
Verbal aggression	3	8%	3	8%	6	17%
Physical aggression	2	5%	2	5%	4	11%
Defiance of authority	5	14%	3	8%	8	22%
Class disruptions	2	5%	-	0%	2	5%
Immoral behavior	2	5%	5	14%	7	19%
Goofing	9	25%	6	17%	15	41%

Table 1: *Misbehavior in school*

Verbal aggression is common among both boys and girls. About 6(17%) out of every 36 children exhibit verbal violence. As can be seen, both boys and girls practice this vice on

almost equal basis. Physical aggression was also balanced with a 5% among boys and girls. Specific individuals were known to have a record of physical violence from time to time. Defiance of authority was more common among boys(14%) than girls(8%).

According to the findings in school "x" it shows that;

i.   a very large number of children were reluctant to do their assignments, especially if the subject was considered difficult for them

ii.   Children who were physically aggressive also tended to defy authority, cause class disruptions and use verbal aggression.

iii. A good number of verbally aggressive children were not physically aggressive but all the physically aggressive children used verbal abuse.

iv.   About one half of the pupils in the pre-school centre had the potential to misbehave while the other half was always obedient and law abiding.

4.2 Gender and Misbehavior
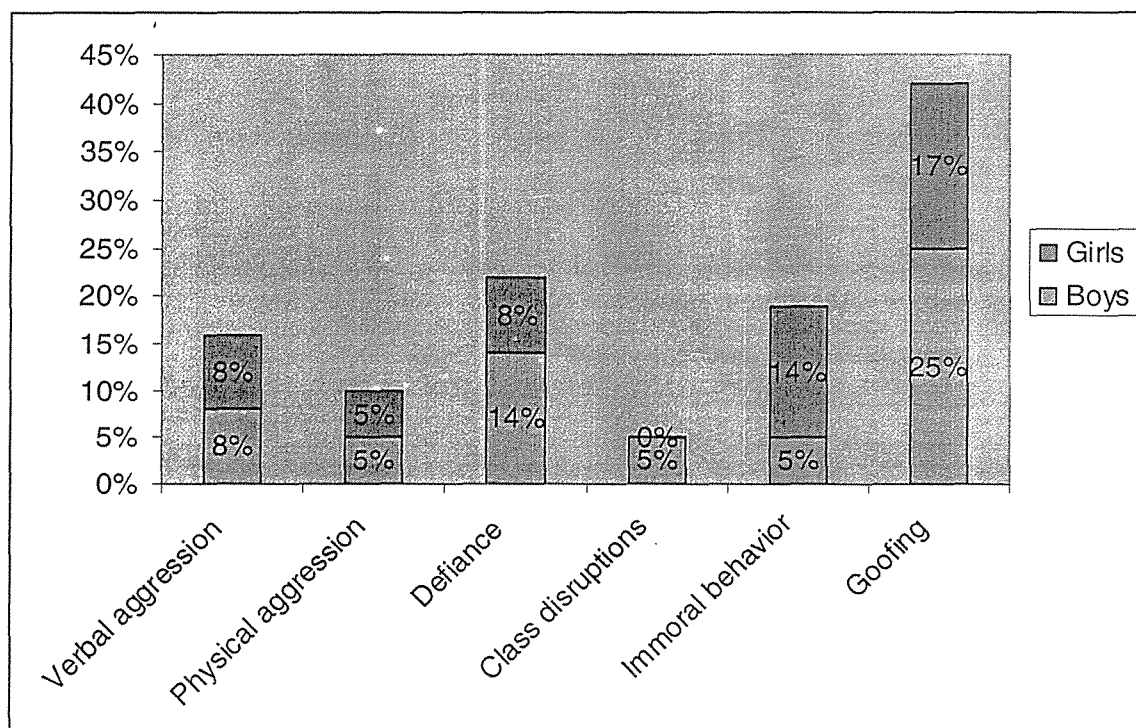
Figure 2: *Respondents view on the gender and misbehavior in school*

i.   Verbal aggression was found to an equal degree among boys and girls.

ii.   Physical aggressive was found equally among boys and girls.

iii.   Defiance of authority was more common among boys and girls, but it manifested itself in some different forms according to gender

iv.   Class disruptions were done by boys' cases among girls were very rare.

v.   Cheating, stealing (and other immoral behaviors) was double among girls as compared to boys, maybe because girls were more scared of punishment.

4.3 Relationship between Control Methods and Types of Misbehavior in school: a-d

The following associations between misbehavior and control methods were;

4.3.1   School coded "a"

The dominant method of control was canning and scolding

i.   Physical aggression among learners was minimal.

ii.   Norm breaking and verbal aggression were very common learners

iii.   There were no serious class disruptions

iv.   Fooling around was observed whenever the teacher was absent.

v.   There was general fear of teachers and a tendency to avoid getting caught in acts of misbehavior.

vi.   The general class academic performance was not good.

4.3.2 School coded "b"

The school system provided extensive facilities for play and used manual tasks as their main way of correcting misbehavior.

i.   Class disruptions were common as some children extended play to class

ii.   Learner participated more in class activities.

iii.   Teaching had to involve the learners, otherwise classes were unmanageable

iv.   Fighting among learners was very rare

v.   Academic performance was excellent and highly competitive.

4.3.3 School coded "c"

The school practiced a form of guidance and counseling programme and had no proscribed punishment for misbehavior;

i. Eighty percent of the cases of misbehavior involved physical and verbal aggression

ii. Norm breaking such as stealing was low.

iii. No class disruption were reported

iv. Some learners had excellent academic performance while other (about 30%) performed very poorly.

v. There was a tendency to label learners as "good" and "bad" so the pupils behaved according to their roles.

vi. Guidance as practiced in the school was very different from the one described in the literature review.

4.3.4 School coded "d"

Peer tutoring was combined with guidance and counseling in the school programs. Manual tasks were used to punish misbehavior.

i. Academic performance was generally very high, infact excellent

ii. Children's self-esteem and respect for others was very high

iii. The children's need to belong motivated them to conform to accepted behavioral norms, misbehavior was rare.

Reluctance to do assignments was the broadest kind of misbehavior, the common denominator in which all the other kinds seek to hide. Although not always detectable, it took many forms such as children doing assignments in a hurry regardless of the score.

Physically aggressive children are also involved in all other types of behavior, namely verbal aggression, norm breaking, clan disruptions and reluctance to do assignments.

Some children are verbally aggressive but are never physically aggressive. Not all physically aggressive children are defiant of authority.

17

Most of the children who are defiant of authority are never involved in any other kind of misbehavior; they tend to avoid "trouble" with teachers. The majority of classes disrupting children are physically aggressive.
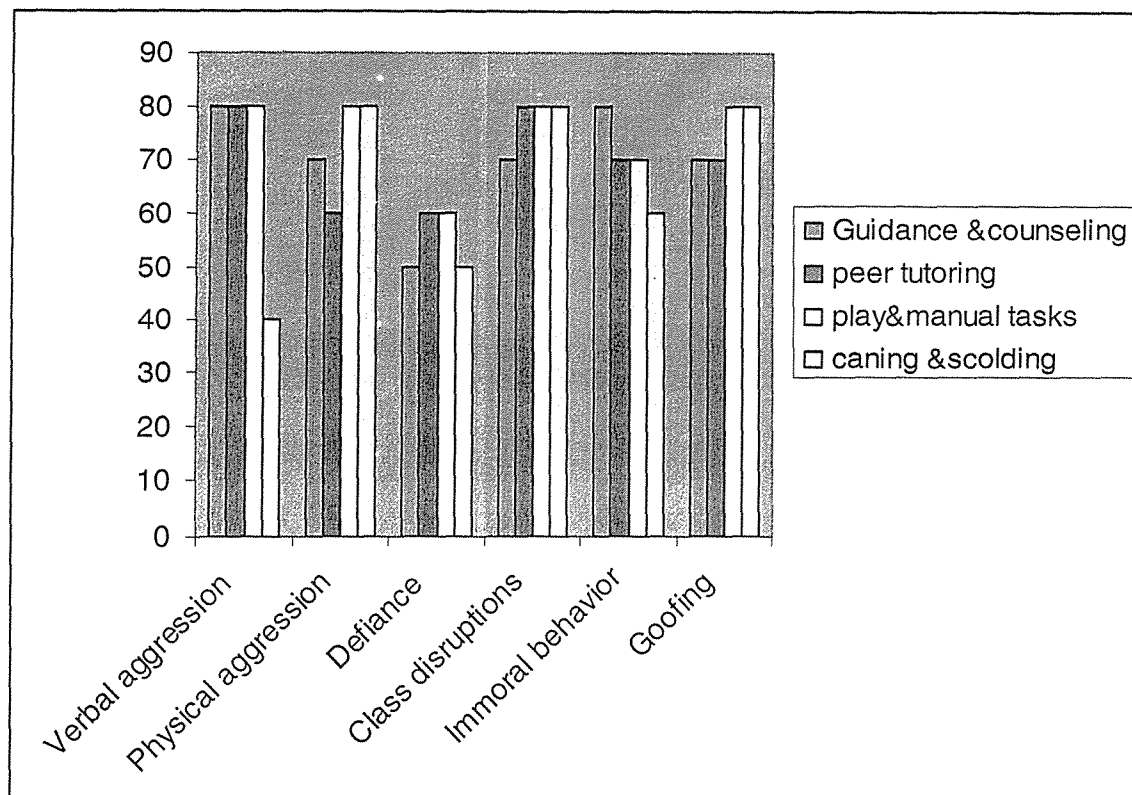
Figure 3: *Showing how control methods used relate to resultant misbehavior*

i. The analysis of dominant type of misbehavior was based on the total number of incidents of misbehavior witnessed over one week of observation in a centre.

ii. The analysis of the main control methods used was based on school routine and the teacher's response to misbehavior as reported during the one week of observation.

According to figure 3 above, the findings on the relationship between the control methods relating to misbehavior were;

i. Norm breaking was closely related to canning and scolding. Very frequent use of caning was therefore said to lead to norm breaking such as stealing, cheating and other misbehavior.

Caning and scolding⟶ norm breaking (stealing, cheating)

ii.Emphasis on play and manual tasks was discovered to promote class disruptions.

Emphasis on play ⟶ class disruptions

iii. The use of guidance and counseling was discovered to result in aggressive behavior

Guidance and counseling⟶ physical aggression

iv. Peer tutoring was proved to be the most demanding but most effective method of class control because misbehavior was minimal.

CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the findings; conclusion and recommendation. Specifically attention has been put on the respondents' knowledge and attitude towards effective displinary measures at pre-school level for effectiveness of class control.

5.1 Discussion

5.1.1 Types of misbehavior and how they are related

i.   Physical aggressive children are about ten for every one hundred, so in a class of fifty children, at least two are physically aggressive.

ii.   Physically aggressive children are also verbally aggressive, class disruptors, defiant of authority and reluctant to do assignments.

iii.   Some children, though verbally aggressive, are not physically aggressive.

iv.   Most of the children who are defiant of authority are rarely involved in other forms of misbehavior.

v.   The majority of the children who disrupt classes are also physically aggressive.

5.1.2 Types of misbehavior in relation to control methods used in school

i. Caning and scolding can stamp out physical violence but it promotes norm breaking such as stealing and lying.

ii. Emphasis on play and manual tasks harmony among the children but results in very frequent class disruptions.

iii. The use of guidance and counseling is associated with increased use of physical violence among learners. The children tend to find fighting an appropriate way to settle their differences.

iv. The use of peer tutoring was found to be the most effective means of class control because it linked academic work with play. Children's relationship was manipulated for learning purposes and therefore the ability of each child was highly utilized. From observation, no misbehavior was found to develop directly from this method of control.

5.2 Conclusion

Result of this study reveals that disciplinary measures at pre-school level are a necessity in Suneka zone. The study concludes that it's a combination of control techniques that can curb the various types of misbehaviors.

The study also established and concluded that there is a relationship between disciplinary measures and effectiveness of class control in Suneka zone, Kisii South District.

5.3 Recommendations

Teachers should emphasize play methods as a means of promoting children's emotional development.

Teachers should use their influence to impart learning skills, impart factual information and influence the child's attitudes.

More efforts should be directed to helping the child form good habits by instilling discipline applied to work and a positive attitude to authority.

Schools should develop a harmonious atmosphere for skilled teaching, sympathetic understanding of individuals and freedom from fear, anxiety and general dissatisfaction.

Peer tutoring should be used as a means of helping the slow learners, building general confidence among learners and encouraging their participation in learning activities.

All learning activities should be structured in a manner that captures the imagination and deep interest of the children for example the use of play, materials.

Caning should be used as a means of discouraging physical violent children.

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APPENDICES

APPENDIX A: Time Frame of the Study

Activity	Time in Months			
	1	2	3	4
Investigation	███████			
Data collection		███████		
Data analysis			███████	
Submission				███████

APPENDIX B: Budget of the Study

Item	Amount (Ug.)
Stationery-papers - Pens	50,000 /=
Transport	100,000 /=
Phone calls	120,000 /=
Internet	30,000 /=
Typing and printing	100,000 /=
Miscellaneous	200,000 /=
Total	**600,000 /=**