

**The Role of Discipline in Academic Performance of Children in
Primary Schools: Case Study of Lambwe Division, Suba District,
Kenya**

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**The Dissertation Submitted To the Institute Of Open and Distance
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DECLARATION

I, **Samuel O. Maira** declare that this dissertation is my original work and has not been submitted for the award of Degree / Diploma in any other University / College / Institution.

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APPROVAL

This dissertation entitled “**The role of Discipline in Academic Performance of Children in Primary Schools**” has been submitted to the Institute of Open and Distance Learning Kampala International University with my approval as University’s Supervisor.

Sign.....

Date.....

Supervisor: Ms. Onego Roseline

DEDICATION

This dissertation is dedicated to my wife Perez Anyango who was very tolerant and patient all through as I carried out my study.

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ABSTRACT

This study was conducted to determine the relationship between discipline and the academic performance of pupils in Primary schools by taking the case of Lambwe Division in Suba District. The study particularly sought to establish the relationship that exists between discipline and the poor academic performance of pupils in Primary Schools.

The study was conducted by correlation research design, data collected during the month of May 2008 using questionnaire responses from 200 respondents consisting of 160 pupils, 20 assistant teachers, 5 head teachers and 15 class parents' representatives randomly selected from the accessible population. The data was analyzed using correlation and percentage distribution technique using bar graphs.

The study establishes that there is significant relationship between the degree of discipline and the level of academic performance and that the pupils have been performing poorly in the National Examinations due to the rampant indiscipline prevalent in the schools. The study concludes that discipline must be improved in our schools and therefore recommends that some strategies be used like involving pupils in planning and decision making of matters, allowing free discussion between pupils, teachers and parents and identifying and rewarding distinguished well behaved pupils in the school among others.

CHAPTER ONE

INTRODUCTION

1.0 Introduction and Overview

This chapter covers the introductory aspects of the study. It presents the background to the study problem, statement of research problem, study objectives as well as justification of the study. The scope of the study is also included.

1.1 Background to the Study

Lambwe Division is a division in the interior part of Suba District. It borders the lake to the Western part and is also tsetse fly infested area with the Nagana disease outbreak very common to the cattle keeping which is the major economic practice of the people. Since much of the time, the parents used to be out of their homes rearing the cattle, they seemed to take very little time guiding their children who are never regular at school. At times, the parents who would like to tend to other duties, like farming or planting may charge the pupils to take care of the cattle in the fields making the pupils to absent from the schools for much of the time and when they come to school they trail behind in the lessons.

Because the area borders the lake shore, another major economic activity of the community is fishing. One finds that even the school going pupils do sneak to go fishing at times at night and even at day time, when they come back to school, they have much money in their pockets, are able to buy what they desire they therefore become very defiant when given instructions.

As the pupils could sneak to go fishing at times, the parents could also at times absent some of their pupils to take care of the cattle as they go to attend other duties, there seemed to develop from such meetings practices of drug abuse for in many schools teachers complained of pupils continued reluctance and disinterest in studies . It therefore followed that for four consecutive

years pupils continued failing in the national Kenya certificate of primary education (K.C.P.E) examinations . There is a public outcry that their schools are not doing well; their pupils could not join any good secondary school after completing primary school. Many of the school leavers just joined fishing activities around.

It was last year when the results were so poor that neither a single child from the whole division managed to join a national secondary school nor a provincial secondary school but only a few joined the district day secondary schools.

The cry was so all over and the situation was so pathetic that it became the wish of every one that something should be done. Even the teachers became demoralized in their work and there seemed to be a general disgust between the teachers and the parents. The concern to find out how to improve on the performance of the pupils in the school was raised, hence some factors were looked at but the most significant one 'Discipline' was decided upon.

In many occasions, teachers have tried to employ discipline in the form of punishments, sometimes by suspending children who have to stay home for some times only to come back with a few explanations from the parents to be allowed to resume lessons. All along it has been believed that strict disciplinary measures like caning, ridiculing and even beating and expulsion of pupils from schools may make pupils acquire good behaviour and therefore improve their academic performance but only to the people's dismay, the pupils continued to register low grades until last year when it came out worst. Discipline is therefore one such significant factor that when researched well and proved successful, then will help both the pupils and teachers of Lambwe division to improve on their academic performance.

1.2 Statement of the Research Problem

Despite the fact that teachers were striving to ensure that pupils perform well, the provincial administrators have stretched their arms against indiscipline related behaviors with no exception of the parents who have repeatedly convened meetings deliberating on the kind of influence that may affect their children from meeting academic excellence. Nothing much has been put on ground to explain the relationship between academic performance and discipline.

Enough responses that have been given to the schools and the preparation for learning, yet still there is no significant evidence to show that there is improvement in the pupils academic performance. This research aimed at shedding more light on the scenario.

1.3 Study Objectives

The key objective was to determine the role of discipline in academic performance of children in Primary Schools.

1.3. 1 Specific Objectives

- (i) To determine the level of academic performance of the pupils
- (ii) To examine the relationship between the degree of discipline and the level of
- (iii) Pupil's academic performance.
- (iv) To come up with the best strategies to curb the situation.

1.4 Research Questions

- (i) What is the level of academic performance of the pupils?
- (ii) What is the relationship between the degree of discipline and the level of academic performance of pupils?
- (iii) What are the best strategies that can help to curb the problem of indiscipline?

1.5 Scope of the Study

This study was basically concerned with the effect of discipline on academic performance of Primary School Pupils. It was conducted in Lambwe Division of Suba District between January and August 2008 by using a sample cross sectional survey design. The study was conducted from 200 respondents selected randomly from thirty schools grouped in five regions of Lambwe Division called bases. The Northern base, Eastern base, Western Base, Southern

Base and Central Base. From each base one school was chosen at random to represent the base. All the upper primary classes from Standard four to Eight and the gender were given equal representation. Data was collected using questionnaires. The area was chosen for the study due to its very low performance in the National Examinations. It is also accessible both by land and sea since it borders the lake and as well it is a familiar place to the researcher.

1.6 Significance of the Study

It is hoped that the study is useful and shall help add new knowledge to the body of knowledge already existing about enhancement of performances.

The study is also expected to improve practice because even pupils will get it handy to use the information. The policy makers such as the Ministry of Education, the National Examination Council and even the Non Governmental Organizations (NGO's) that assist in education shall also find the study useful because it shall provide proper planning, decision making and further implementation of work and knowledge.

Lambwe is one of the isolated divisions of Suba District since it was at first a settlement scheme. For quite sometime, the performance in the schools has never been so good. Many times the teachers have been employing strict discipline thereby punishing wrong doers and even using other measures like canning, suspending pupils from schools for sometime or calling parents in some discipline issues yet the schools have continued to perform poorly. It is therefore hoped that this study shall yield data and information that will be useful for proper change of action and for efficiency in the school, enhancement of performance and for entire development of education in Kenya.

The findings will be useful to teachers and even educational administrators of the school, therefore they will cease to rely on the haphazard personal experiences or even subjective expert judgments or traditional or even old fashion teaching methods and disciplinary measures

but will base their methods, decisions and actions on concrete knowledge of issues for improvement of performance supported by the research findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature of the research findings which are published or unpublished together with the journals particularly relating to discipline and pupils' academic performance. In the Longman's dictionary of contemporary English by Professor Radolph Quirk, the word discipline means to punish someone in order to keep order and control. It also means to teach someone to obey rules and control their behaviour so that you do what you are expected to do.

The new shorter English Dictionary (Vol. 1) by Lesley Brown has this to say on discipline. An instruction fitting one to perform an activity. It is also training or moral support brought about by adversity. Or a controlled and orderly behaviour resulting from training. It also means to train in habits, obedience or bring under control. And also it means learning to control behaviour. The world book dictionary by Clarence L. Banhart and Robert K. Barnhart says that discipline is a trained condition of order and obedience or order kept among school pupils, soldiers or members of any group. A particular system of rules for conduct. An area of knowledge or teaching especially one such as history, Chemistry, Maths that's studied at the University.

From all the above explanation we can agree that discipline would mean a way of controlling behaviour and obeying rules in order to make somebody learn. Likewise many people do understand a way of controlling behaviour and obeying rules as punishment to control behaviour and obey rules in order to make pupils learn yet this is not the case. Likewise according to the same Randolph quirk academic is all relating to education at the institutions. It is also concerned with the studies from books, which means performance is how well or badly a person or a company does in a particular job or activity. It is also the act of doing a piece of work or duty. Therefore academic performance would mean how good or bad pupils do in their examination result from their studies.

These definitions are considered appropriate because from the authorities cited here, all agree that discipline involves the training learning and the teaching that pertains to behaviours control while academic performance relates to the pupils out come of examination results from their work. Several theories have been advanced on the relationship between discipline and academic performance. According to Hymes (1963) and Barton et all (1961) they agree that a mild reprimand of discipline enhance cognitive development, increase identification, psychological techniques gain in power to influence internalization of standards

While Born Fenbrener (1961 a) says that girls are subjected to love oriented discipline, they become obedient and cooperative and excel over boys in responsibility and social acceptance, while boys are subjected to physical and more achievement demand discipline and excel in traits like leadership and competitiveness. In view of the issue raised above it therefore follows that discipline and academic performance are related and therefore improved discipline would result into improved academic performance.

Following this understanding, Breckenridge's advancing in their book child development and physical and psychological growth through adolescent said that discipline may range from a mild reprimand to a severe beating. Hymes (1963) recommended for the child under six years a mild reprimand that is easy to give and take and said that in certain instances physical punishment is in order As it seems, it is true but in many occasions punishment have failed to improve performance therefore its generally not an acceptable idea.

2.2 Discipline and the Teacher

According to Part Dutty Hutcheon (1962), what we term as discipline problems are symptoms of such loss of authority by the teacher. The teacher may be operating his class in authoritarian manner demanding total submission to his dictates and providing on opportunity to the pupils for the experience of choosing. This encourages irresponsibility and dependence on part of the pupil as well as generating attitudes of rebellion against all authority or else the teacher may be permissive seeking the approbation and friendship rather than the learning of his pupils.

Therefore it appears that the demand for total submission and lack of opportunity for choice which yields rebellious attitudes and irresponsibility which breeds defiance to knowledge acquisition thereby resulting in the low academic performance of children. The teacher may also be inconsistent in his expectation and reward either from pupils to pupils or from day to day or inflexible compulsively repeating techniques and responses which may not work or he may not be sufficiently authoritative (as opposed to authoritarian) due to deficiencies in personality or knowledge background. Such a teacher will deliver very little to the pupils which will eventually reflect on the lower performance of the child.

All too often, however discipline problems are caused by factors beyond the control of the teacher, in this case if the teacher is sociologically aware that he can salvage the situation by involving the cooperation of the school, staff and the community in attacking the problem and its roots for instances the individual child with social behavioural problem can be removed from classroom and not allowed to experience the rewards gained from disturbing the class, yet this must be done with full knowledge of parents and other teachers willing to take him into their classes temporarily and even the head teacher who may have been with special arrangement for the child.

The removal of the stubborn child will ensure full participation of the rest of the pupils in the lesson, hence total acquisition of the given knowledge to the children, this will further reflect in the examination performance. Sometimes the problem of discipline are created and nourished by aspects of formal organized action of the school itself like pupils going on a strike because of system of complicated rules set for them to follow in order to pursue learning. But in such cases the staff, the administrators and the pupils should sit down to revisit their rules and even formulate new rules when together with pupils. We remember that this inclusion of pupils in formulation of rules will make them feel the ownership and so refrain from actions like the strike. This will ensure regular and smooth attention of classes and therefore eventually enhance class performance.

2.3 Punishment and Time

Rousseau (1964) emphasized the use of love oriented discipline such as displays of affection, reasoning and appeals to standards. But when looking at timing of punishments upon strength of response inhibition, he suggested that early punishments of any given act are more effective than late punishment in producing response inhibition. And also found out that response inhibition is more readily produced in girls than in boys. He therefore emphasized consistency in punishment. That is to; punish undesirable behavior sometimes and not other times appears to be ineffective, particularly if the expected change is for the improvement that brings better performance.

However it's known now that punishment that is harsh and unrewarding is inclined to develop children who employ denial as a defense against it. With increasing severity and amount of punishment at home, children tend to show increasing aggression at school. Children of high socio-economic status who are punished severely at home are most aggressive at school and therefore seriously under perform in class work at school.

Although its acceptable that the display of affection and reasoning and early punishment is more effective than late punishment in producing response and also that the consistency of punishment in encountering any undesirable actions is good, but the essence of punishment producing response inhibition and more particularly in girls is more pronounced and so makes the punishment kind of discipline very useless because for effectiveness in learning, the characters and responses should be enhanced and pronounced thereby enhancing the academic performance of pupils.

2.4 Social Class and Discipline

However Kegan (1963) confirmed that severity of maternal discipline inversely correlates with social class, the greater severity being shown in the lower class. It is known that learning is behavior change. If high power assertion of parents results in social withdrawal or control based fear then we have no business using this type of discipline but better resort to low power

assertion which will bring a socially acceptable behaviour change which is learning, hence improved performance, however its necessary for prevention of conduct problems of the older children while among the younger children paternal affection looks most important.

In the study of parents, children relationship, lox and leaper (1961) defined parental love for the child that parents behaviour should be expressive of a set of attitudes termed as child oriented, develop mentally relevant and child respectful . The child oriented attitude is expressed in using what the child actually needs and what the child might want to need.

Looking at the ideas of Cox and Leaper where the parents who expresses positive attitude of the child also produces positive attitudes and behavior expressed by writing (1960) supporting that both parent-child affectional and identification together with parent practices in rearing children have decisive influence upon development of personality, physical welfare as well as mental development, hence the realization of good performance.

2.5 The Effect of Direct Reward and Punishment

There are different hypotheses about how child rearing exert influence on the child's behaviour. This is based on the effect of direct reward and punishment. According to this theory accompaniment of punishment is fear which becomes associated with the stimuli involved when parental punishment of a forbidden act is administered. This fear becomes a secondary negative reinforcement which tends to deter the child from performing the response even when the parents are not physically present. This will generally inhibit the functions of the child thereby restraining the performance of the child.

2.6 Utilizing Emotion

We have seen what happens when emotions is suppressed rather than directed. It is important that discipline should not be of unduly severe type which sets of the automatic nervous system or which forces the child to suppress or cover up his emotions or to explode. It should rather be of type which helps the child to understand himself as well as the world around him which teaches him gradually. Increasing control and socialized expression. This one therefore will improve the child's academic understanding and performance.



Discipline is most effective when it permits the child to feel freely his emotional reactions but at the same time help him to express his feelings in constructive rather than destructive ways. The object is not to avoid emotion but rather to utilize and guide it. If a child were cared but never disciplined he /she would presumably develop skills but not character. Constructive emotions need to be preserved. It is only the destructive emotions which mostly need direction and control. Parents and teachers alike have great influence upon the pattern and speed of the child's emotional development. Such like methods which stimulate rivalry, jealousy, material greed, fear or revenge should be avoided where as values such like courage, desire for approval (if not over done), sympathy, love of fellows, joy in hard job well done and other such constructive emotions should be cultivated. As we have seen, some vigorous emotions are desirable since emotion is at the root of all purposeful motivation and provides the drive not only for reality up hill work but which includes the academic work. Since emotions can be destructive as well as constructive. It therefore necessitates the need for research whose outcome will be very important even for the later developments in the academic field.

2.7 Abused Children

It may seem hard to believe that any adult would so severely abuse a child that the child would require hospitalization. Some parents are so immature in self control and so impulsive in action that they do so abuse their children. It's only fortunate that for such children some states have laws designed to protect them (Elmer 1963). Little is known about long term effects of abuse on the child. But again one will realize that abused children have no opportunity to improve their time day dreaming and traumatized

2.8 Parental Love

However it is possible that the effect of using a too much love pattern of discipline may have the effect of undermining the capacity for initiative and independence. Bronfenbrenner (1961) found out that the extreme of either affection or discipline are damaging for children, although the reactions of the child to these extremes differs between the sexes. It therefore follows that a child should never be given too much love but some setting of limits and control must also be exercised for a good pattern of discipline. It then follows that the failure to develop initiative and independence down plays and even hinders performance in academic. Our research

shall therefore determine what love pattern will help increase the academic performance of the child.

2.9 Sex Differences in Punishments Given or Received

There are also differences in sex reactions to punishment given or received according to Bronfen Branner (1961). Girls are exposed to more affection and less punishment than boys and are also subjected to love oriented discipline and therefore more cooperation and socialized than boys of comparable age level. At the same time girls appear to be timid, anxious and dependent, factors that appear to be academically disoriented. Yet again if these defenses in treatment of sexes and reactions are true according to the study where girls are cooperative and better socialized then why do many girls defy schooling, drop out of school and also desert their parents and go roaming in the urban centers or even leave for early marriages yet the study says that they are more cooperative and socialized, factors that are performance oriented therefore there seems to be a difference according writer. This is another reason why this research should be done and so it is necessary.

2.10 Social Behavior

Child educators assert that human nature is naturally good then how does anti social behaviors, delinquency and crime arise. You find adults using punishments as a way of instilling discipline in children. Thereby suppressing good impulse which are not allowed to find expression, the impulses get discouraged, neglected and frustrated and therefore expression in undesirable ways like incase of a child offering to join a parent to help but being unskilled end up spoiling. The child is then punished and sent off. Later when the child's help is needed the child becomes defiant, uncooperative and selfish. Hence children's good nature impulses should be allowed free expression and encouragement and with good guidance will eventually result in learning new knowledge which will render the child to perform better in the examinations.

Laura E Berk (2001) has this to say on discipline. When parents decide that punishment is the alternative, then its effectiveness can be increased in several ways. Firstly, consistency punishment that is unpredictable is related to a special high rate of disobedience in children. When parents or adults allow children to act inappropriately on some occasions but scold then

on others children get confused on how to behave and unacceptable behavior persists. While Parker and Walters (1967) says that warm parent's child relationship increases the effectiveness of an occasional punishment because they find the break between the warmth enjoyed very unpleasant and would like to regain it very quickly. Since inconsistency in punishment yields disobediences, confusion and even warmth breakage, it evidently doesn't favor learning experiences and therefore react negatively with the child's academic performance.

In summary, parenting and teaching practices that do not wait for children to misbehave but that encourages and reward good conducts are the most effective forms of discipline, meaning, to let children know a head of time how to act, serve as a good example and praising children when they behave well. Also free expression of child's emotional reaction coupled with display of affection and reasoning seems to be most effective form of discipline that should be used. It is therefore understood that effective discipline can be concluded by the following behaviors:

2.10.0 Providing a warning

You have an obligation to give warning before initiating a disciplinary action, meaning that the *child must be aware of the rules and accept its standard of behavior*. Children are more likely to interpret disciplinary action as fair when they received, that a given action will lead to discipline and what that discipline will be.

2.10.1 Respond Immediately

The more quickly a disciplinary action follows an offence, the more likely the child will *associate the discipline with the offence than with you as the dispenser of discipline*; it should be done immediately a violation is noticed.

2.10.2 State the Problem Specifically

Give the date, time, and place and any mitigating circumstance surrounding the violation. Be *sure to define the violation in the exact terms*. Explain why the behaviour can not be continued

by showing how it specifically affects the child's academic performance and mutual relationship between pupils.

2.10.3 Allow the Child to Explain His or Her Position

Regardless of what facts you have uncovered, due process demands that you give the child the opportunity to explain his or her position, what happened and what is her or his perception of rules and regulations and circumstances.

2.10.4 Choose a Kind of Discipline That Is Appropriate To the Crime

Penalties should get progressively stronger if or when offence is repeated. Progressive disciplinary action begins with a verbal warning and then proceeds through a written reprimand, suspension and even expulsion in most serious cases.

2.10.5 Discipline Should Include Guidance and Direction for Correcting the Problem

Let the child state what he/she plans to do in future to ensure that the violation won't be repeated, thus good discipline should permit a child to feel freely his emotional reactions as well as express his feelings in constructive ways. Sometimes even allowing the child to discover from the consequences of his actions. Such a discipline will wholesomely improve the child's performances including his/her academics.

2.10.6 Theory of Education

This study was guided by the theory of education advanced by Margaret Sutherland. The theory states that education in childhood should be a time of happiness when children have freedom to develop their in born abilities and to follow their own interest. It was adopted for this study because the theory of education addresses the wholesome development of the child's both physical and inborn abilities.

According to the theory, Rousseau (1964) another education theorist accepted one kind of discipline the discipline of natural consequences. The failure of many attempts to improve the children's behaviour and academic performance, he thought, may be due to the artificial nature of punishment, making the child to believe that punishment are arbitrarily done just because the parents feel like so. This brought the child to reason that there is no reason to avoid the behaviour so long as the adult is prevented from knowledge of behaviour. The theorist proposed that the child should learn about the cause and effect in any cause of action. There are certain actions that have naturally inevitably unpleasant consequences, so there is reason to refrain from them in future, for example, a child is made to stay in a room without window panes after breaking the window to realize effect of the action. This realization will make the child to learn of the new experience and will refrain from such actions in future. This is therefore knowledge added and which will translate to performance in academics of the child.

There is also another way, by a kind of innate conscience; it's believed a human being is born naturally good. If he is well educated and protected from corrupting influences during the formative years, the human can be guided by an inner feeling, can consult to the heart and will spontaneously judge what is right and wrong. This makes the child to decide for the correct influences and educations which in turn will show out in the child's performance in the examinations.

There is also discipline aspect which comes with play. Though earlier on it had been viewed with less importance. When a child is provided with suitable toys and games, the child will develop positive morals and motives and acquire knowledge as well. These are of course positive aspects which boosts the academic performance of the child.

2.10.7 Status Frustration Theory Of Discipline

Another version of discipline status frustration theory was proposed by Albert Cohen (1995). According to him, lower class boys like their middle class peers want to have status. An important place for them to achieve status is school which they are forced to attend. But the school turns out to be the most unlikely place for lower class boys because it ensures their failure. How so? The school run by the middle class teachers promotes middle class values and behaviors and judges the student achievement by middle class standards of behavior and performances.

The school then is middle class status system. To achieve the status of successful competent or good student in middle class setting, young stars must possess middle class values, traits such as verbal fluency academic intelligence, ability to delay gratification, courtesy, opposition to fist fights and respect for property. In this status system middle class boys obviously have good chance of becoming successful and perform high in academics. Yet lower class boys who have not been socialized in the same way fail disastrously.

Theories emphasize the consideration of the relationships between the child's discipline and his / her achievement at school. However the researcher is also aware of its short coming like the theory talking only of the boys and not the girl child and also that good academic performance is brought by other factors besides discipline.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used in carrying out this study. It highlights the area of study and population size and the methods to be used in its section. It further looked at how data was processed and analyzed for final presentation.

3.1 Research Design

This study was conducted through survey research design. The study was concerned with understanding the relationship between the discipline child and his / her academic performances. The survey research design was used. The design enabled the researcher to rapidly collect information and provide understandable data. It generally entails investigation of information, selection of samples, presentation and analysis of data and final presentation of the results.

3.2 Population and Sampling

The target population was all the pupils of the thirty Primary Schools and the teachers of Lambwe division. The accessible population was upper Primary Classes and the teachers since all the target population is too large to be successfully reached. There were two hundred respondents. These consisted of one hundred and eighty pupils drawn from upper primary classes of Standard four to eight, ten assistant teachers, five class parent representatives and five head teachers.

The study employed stratified sampling to select the sample. The stratified sampling technique refers to identified sub groups technique refers to identified sub groups in the population and selecting from each sub groups in the population and selecting from each sub group to form a sample. The population was grouped in homogenous sub sets that share similar characteristics. In the study, it was used to ensure that all the population i.e. pupils and teachers are

proportionately as pupil representatives were selected from schools drawn from each base consisting of six schools, the schools were chosen at random to represent the whole division both teachers and pupils. It was preferred for this study because it ensured that the population was proportionately represented and accounts for the difference in sub group characteristics.

3.3 Research Instrument

The researcher will used questionnaires as the main tool for collecting data. The selection of this tool was guided by the nature of data to be collected, the time available as well as the objectives of the study. The overall aim of this study was to determine the effect of discipline on academic performance of pupils. The research was mainly concerned with views, perceptions, opinions and feelings and attitudes. Such information can best be collected by use of questionnaires.

The researcher used designed questionnaire. This enabled him researcher to collect data and analyse the information for full explanation of the problem. Questionnaire was used since the study is concerned mainly with variables that could not be directly observed such as views, opinions, perceptions and feelings of the respondents. Such information was best collected through questionnaires. The sample size was also quite large and given the time constraints together with the target population largely literate, questionnaire was the ideal tool for collection of data.

3.4 Validity and Reliability of the Instrument

The research used the randomization technique of sampling because the sample was large and therefore gave equivalent representation, hence eliminating biasness in sampling. The researcher ensured that the questions asked were clearly presented, precise and exact to the point presenting no ambiguity to the respondent allowing her / him to understand better first before giving an answer. The responses to the questionnaire explained the views, opinions, perceptions, feelings and attitudes of pupils and this showed the standard of discipline they had. The findings from the questionnaire were expressed as a percentage in which above fifty meant a better discipline. The results obtained were verified with other results according to the

findings by the other authorities about the same variable. It was also be used to test the concept of the stated research hypothesis.

3.5 Data Collection Procedure

Before proceeding to collect data, the researcher obtained an official letter of introduction to the schools from the Institute of Open and Distance Learning (IODL). The researcher visited schools to inform them of the intended exercise and sought permission from the head teachers of the different schools. The arrangements for answering the questionnaires were made among pupils, teachers, class parent representatives, head teachers, and the researcher. The thirty schools of the division were grouped into five bases (regions) of six schools each. The Northern base, Eastern base, Southern base, Western base and Central base. Two schools were picked at random in each base. From these ten schools, two hundred respondents were selected randomly to be given the questionnaires to answer. There were one hundred and fifty pupils, twenty five assistant teachers, twenty class masters and five assistant teachers, twenty class parent representatives and five head teachers. The researcher briefed the respondents on the importance of the study and assured them that confidentiality will be observed in the information they gave. After the completion of the data collection, the researcher then compiled the data with the help of the research supervisor who approved, affirmed, monitored and guided the researcher making alterations where necessary.

3.6 Data Analysis

Correlation technique using bar graph and percentage distribution technique were used to analyze the data. The percentage distribution technique was used to show the particular frequency of respondents who accepted a particular alternative (disciplined or undisciplined) and to give a face value of implication of effect of discipline on academic performance. Correlation technique was also used to measure the degree of association between two or more variables that have been obtained from the same group of subjects. This technique was chosen because the study needed to explain the significant relationship between discipline and academic achievements of pupils and this could be done by the technique well. The researcher

converted both the positive and negative discipline responses to percentage and used bar graphs to carry out analysis, reach the findings and draw out conclusions according to the analysis.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This study investigated the effects discipline has on the academic achievements of primary pupils. This was in the light of the “Role of Discipline in Academic Performance of Primary School Pupils”.

4.1 The Level of Academic Performance of Pupils Is Low

The pupils, the teachers, the class parent representatives and the head teachers were asked to give their opinion on the level of academic performance of the pupils. Their responses are as summarized in the table below.

Table 1: Opinion of the Respondents on the Level of Academic Performance of Pupils

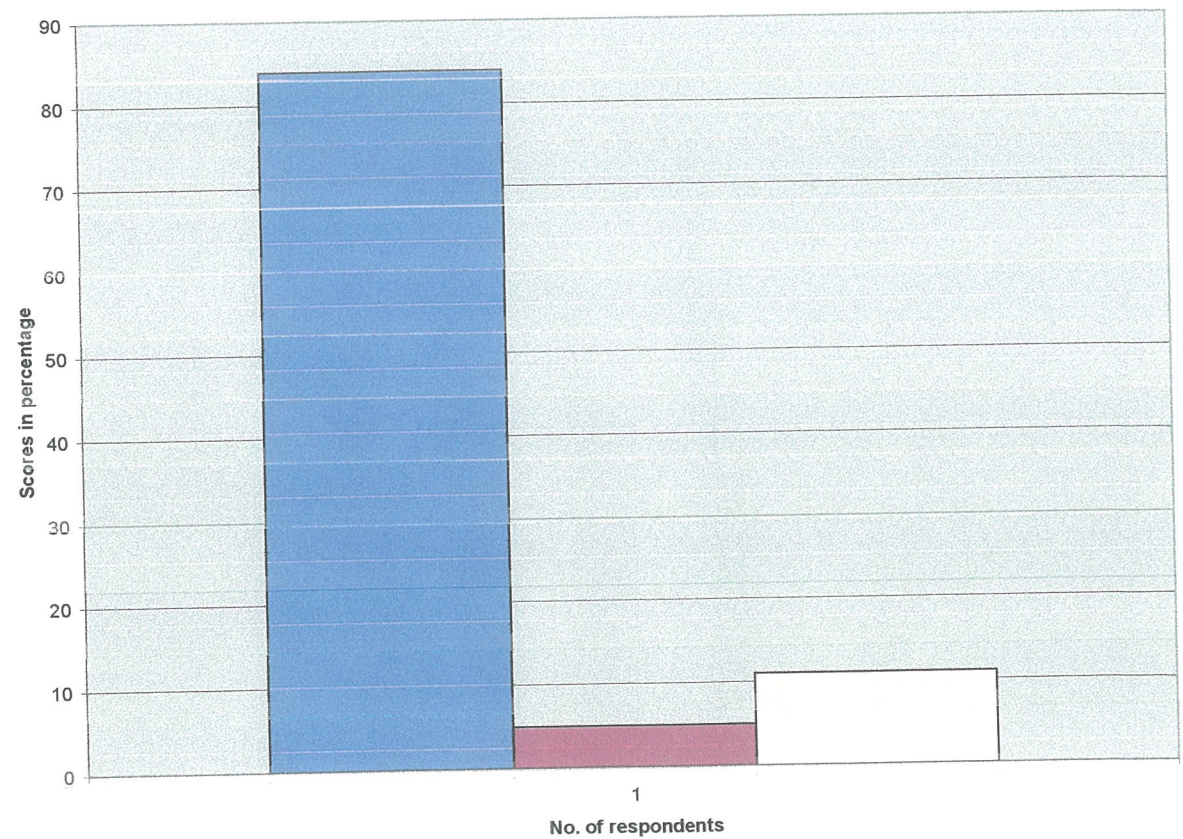
The level of academic performance of pupils is	Agree	No opinion	Disagree	TOTAL
Frequency (f)	168	10	22	200
Percentage (%)	84 %	5 %	11 %	100 %

Source: Field Data

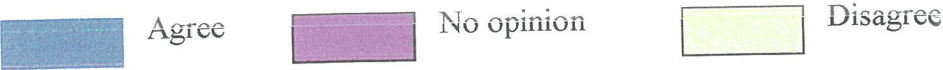
The result shows that 168 or 84% of the respondents agree that the performance is poor. 22 or 11% disagree while 10 or 5% expressed no opinion. With a bar graph using correlation technique, the results were analyzed as below

Figure 1: Summary of the bar graph analysis on the level of academic performance of

Pupils



KEY:



Source: Field Data

The results statistically show the opinion of the pupils, teachers, parents, and head teachers on whether the academic level of performance of Lambwe Division is low. There were specifically more respondents (168% or 84%) agreeing that the level of academic performance is low than

those disagreeing (22% or 11%). Thus it can be said that the people are seeing that the level of academic performance is low.

4.2 Indiscipline Causes Poor Academic Performance in Pupils

The pupils, the class parents' representatives, teachers and the head teachers were asked to give their opinion on the relationship between the degree of discipline and the level of academic performance of pupils. Their responses are summarized in the Table 2

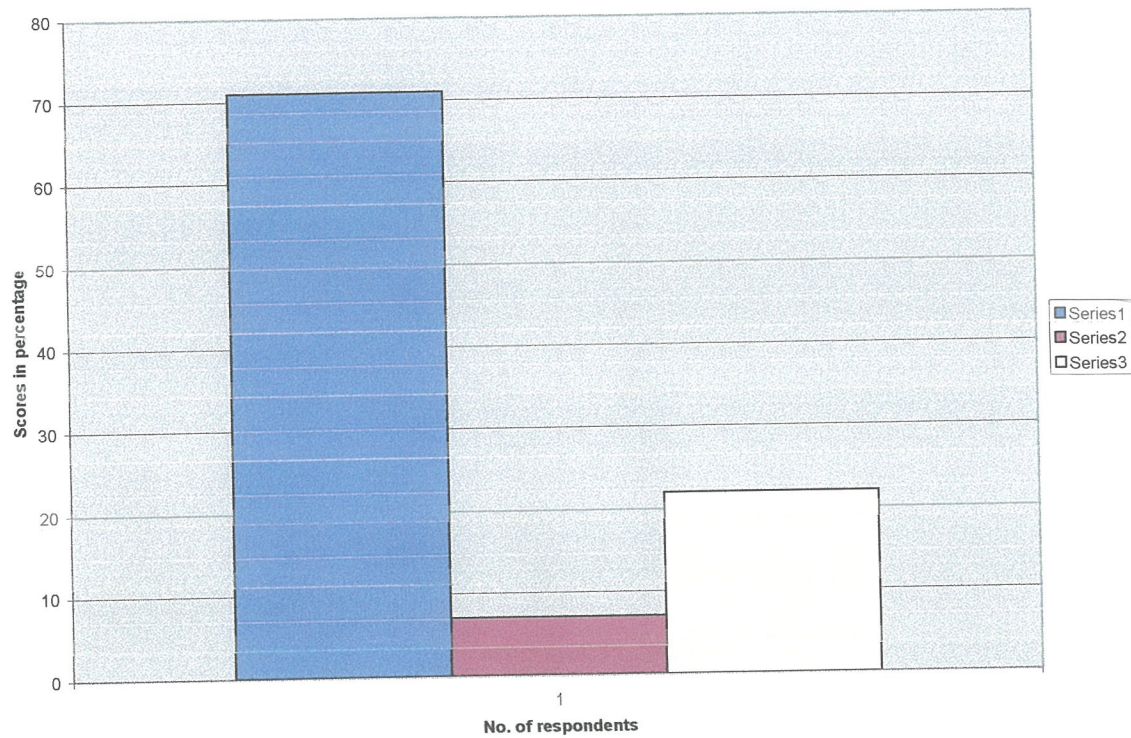
Table 2: Opinion of Respondents on Indiscipline Causes Poor Academic Performance in Pupils

Indiscipline causes poor academic performance in pupils	Agree	No opinion	Disagree	TOTAL
Frequency (F)	142	14	44	200
Percentage (%)	71%	7%	22%	100 %

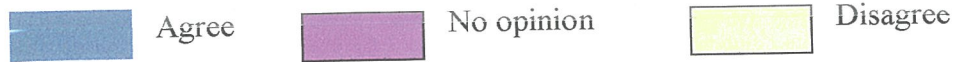
Source: Field Data

The results show that 152 or 76% of the respondents agree that indiscipline causes poor academic performance in pupils. 34 or 17% disagree, while 14 or 7% expressed no opinion. With a bar graph using correlation technique, the results were analyzed as below.

Figure 2: Summary of the Bar Graph Analysis on the Indiscipline Causes Poor Academic Performance in Pupils



KEY :



Source: Field Data

The result statistically shows the opinion of the pupils, teachers, parents and head teachers on whether indiscipline causes poor academic performance in pupils. There were



specifically more respondent (142 or 71%) agreeing that indiscipline causes poor academic performance than those disagreeing (44 or 22%). Thus it can be said that people are of the opinion that indiscipline causes poor academic performance of pupils in schools.

4.3 Strategies Used To Curb the Situation of Indiscipline

The pupils, the class parents' representative, the teachers and the head teachers were asked to give their opinion by suggesting through choosing five best strategies used to curb the situation of indiscipline. Their responses are summarized in the Table 3 below.

Table 3 Suggestions of the Respondents on the Five Best Strategies Used To Curb the Situation of Indiscipline

Strategies to curb the situation of indiscipline	Choose five strategies											TOTAL
	a	b	c	d	e	f	g	h	i	j	k	
Strategies												11
Frequency (f)	178	42	122	30	46	128	54	28	152	56	164	1000
Percentage (%)	89%	21%	61%	15%	23%	64%	27%	14%	76%	28%	82%	100%

Source: Field Data

The result shows that majority of the respondents suggested five strategies.

a. 178 or 89% allowing free discussion between teachers, pupils and parents.

c - 122 or 61% involving pupils in planning and decision making of matters.

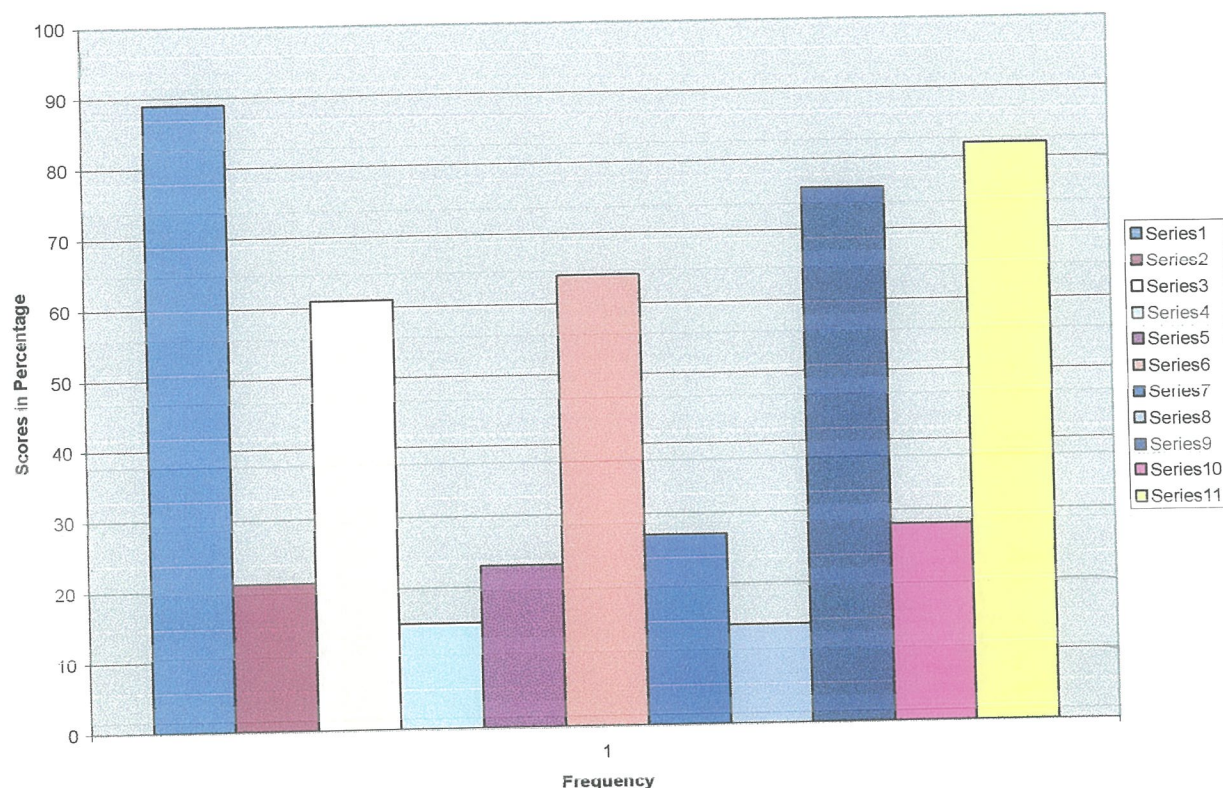
f – 128 or 64% giving children extra class activities and making a good follow up.

f – 152 or 76% identifying and rewarding distinguished well behaved pupils in the schools.

k – 164 or 82% give an appropriate punishment for a committed offence at an appropriate time.

With a bar graph using the mode technique, the results were analyzed as below.

Figure 3: Summary of the Bar Graph Analysis on Suggestion of Strategies Used To Curb the Situation of Indiscipline



Source: Field Data

The result statistically show the five strategies suggested by the pupils, parents, teachers and head teachers which would best be used to curb the situation of indiscipline. Specifically more respondents suggested five strategies ;

- (178 or 89%) Allowing free discussion amongst teachers, pupils and parents.
- (122 or 61%) Involving pupils in planning and decision making of matters.
- (128 or 64%) Giving children extra class activities and making a follow up.
- (152 or 76%) Identifying and rewarding distinguished well behaved pupils
- (164 or 82%) Giving an appropriate punishment for a committed offence at a appropriate time.

Only a few people chose other strategies for example (42 or 21%), (30 or 15%), (46 or

23%), (54 or 27%), (28 or 14%) and (56 or 28%). Thus it can be said that people are of the opinion that the situation of indiscipline can be best curbed by the following strategies.

- Allowing free discussion between teachers, pupils and parents.
- Giving children extra class activities and making a good follow up.
- Identifying and rewarding distinguished well behaved pupils
- Giving an appropriate punishment for a committed offence at an appropriate time.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY OF FINDINGS

The first objective was to determine the level of academic performance of the pupils. Data analysis and interpretation of the questionnaire responses from the pupils, teachers, class parents' representatives and head teachers revealed one major finding under this objective. It revealed that the level of academic performance of the pupils is low. This finding indicates that the Lambwe society is feeling disappointed with the performances of their schools and so they are disgusted with the education standards in the division. This could be due to the rampant indiscipline prevalent in the schools. This finding is similar to the findings from a number of other studies in the literature. Thus, the finding confirms the other findings in the literature and this seems to explain why the parents do migrate their pupils to other schools in the neighboring division for they see no future for their pupils when they continue obtaining poor examination results. The second objective was to examine the relationship between the degree of discipline and the level of academic performance. Data analysis and interpretation of questionnaire responses from the pupils, teachers, class parents' representatives and head teachers revealed one major finding under this objective.

It revealed that people are of the opinion that indiscipline causes poor academic performance in pupils. This finding indicates that our pupils' good performance in academics can be only be achieved when there is complete discipline in our schools. This could be due to the parents' being aware of the indiscipline prevalent in the local schools relating it to the poor performance achieved in the same school. This finding is similar to the other research findings in the literature as is found in chapter II where Barton et al (1961) and Hymes (1963) agreed that a mild reprimand of discipline enhances cognitive development identification, psychological gain in power to influence the internalization of standards and improvement of a person's academic performance.

It is against this background that the society feels that there is a serious need of restoring discipline in schools and that, should this be done then consequently the pupils will start realizing good academic results.

The third objective was to come up with the best strategies to curb the situation. Data analysis and interpretation of questionnaire response from the pupils, teachers, class parent representatives and the head teachers revealed five major suggestions under this objective. It suggested that:-

- There should be allowed free discussion amongst pupils, teachers, and parents.
- The pupils should be given extra class activities and a good follow up be made.
- Teachers should identify and reward distinguished well behavior pupils within the society.
- The pupils should be involved in planning and decision making of matters.
- Only an appropriate punishment should be given for a committed offence at an appropriate time.

These findings indicate that the society wants improvement in the academic standards of their children and which of course can only come with an improved discipline status in the schools. This could be because being teachers who are charged with maintenance of discipline in the various schools and together with parents who are also caring for pupils at home, they are quit aware of what would be required for discipline to be restored back. These findings are consistent with other findings from a number of other studies in the literature. Thus the finding gives more validity to other findings in the literature.

5.2 CONCLUSION

This study investigated the role of discipline in academic performance of children in primary schools. It was intended to find out the nature of the relationship between the discipline of pupils and their academic performance. This was in relation to the poor results that were continuously realized in the schools. The study established that, the level of academic performance of pupils is low, that indiscipline causes poor academic performance of pupils in schools and those five strategies were suggested to help curb the situation of indiscipline, thus:

Allowing free discussion between teachers, pupils and parents,

- ❖ Involving pupils in planning and decision making of matters,
- ❖ Giving children extra class activities and making a good follow up,
- ❖ Identifying and rewarding distinguished and well behaved pupils in the school;
- ❖ Giving an appropriate punishment for a committed offence at an appropriate time.

In view of these findings, the study concludes that there is significant relationship between the degree of discipline and the level of academic performance of pupil and consequently indiscipline causes poor academic performance of pupils in schools. The stake holders like teachers, parents, pupils and Education Officials should come together, talk and work as a team to bring about change in the discipline situation and hence improve the academic performance of the pupils in schools. The given strategies be used in the struggle to deal with the indiscipline situation and discipline will improve eventually improving academic performance of pupils in the schools.

5.3 RECOMMENDATIONS

Recommendations of the study

In the light of the finding of this study the following are recommendations

To the authorities

- i) Indiscipline cases should be reported immediately to authorities and actions be carried out immediately

To the community

- ii) People should be sensitized to have round table discussions with their children in the homesteads
- iii) Social clubs like those for ball games and other plays be started up in different areas in the societies and let the young people participate in them

Centers

- iv) Rehabilitation centers be started up for young people in different areas in the division

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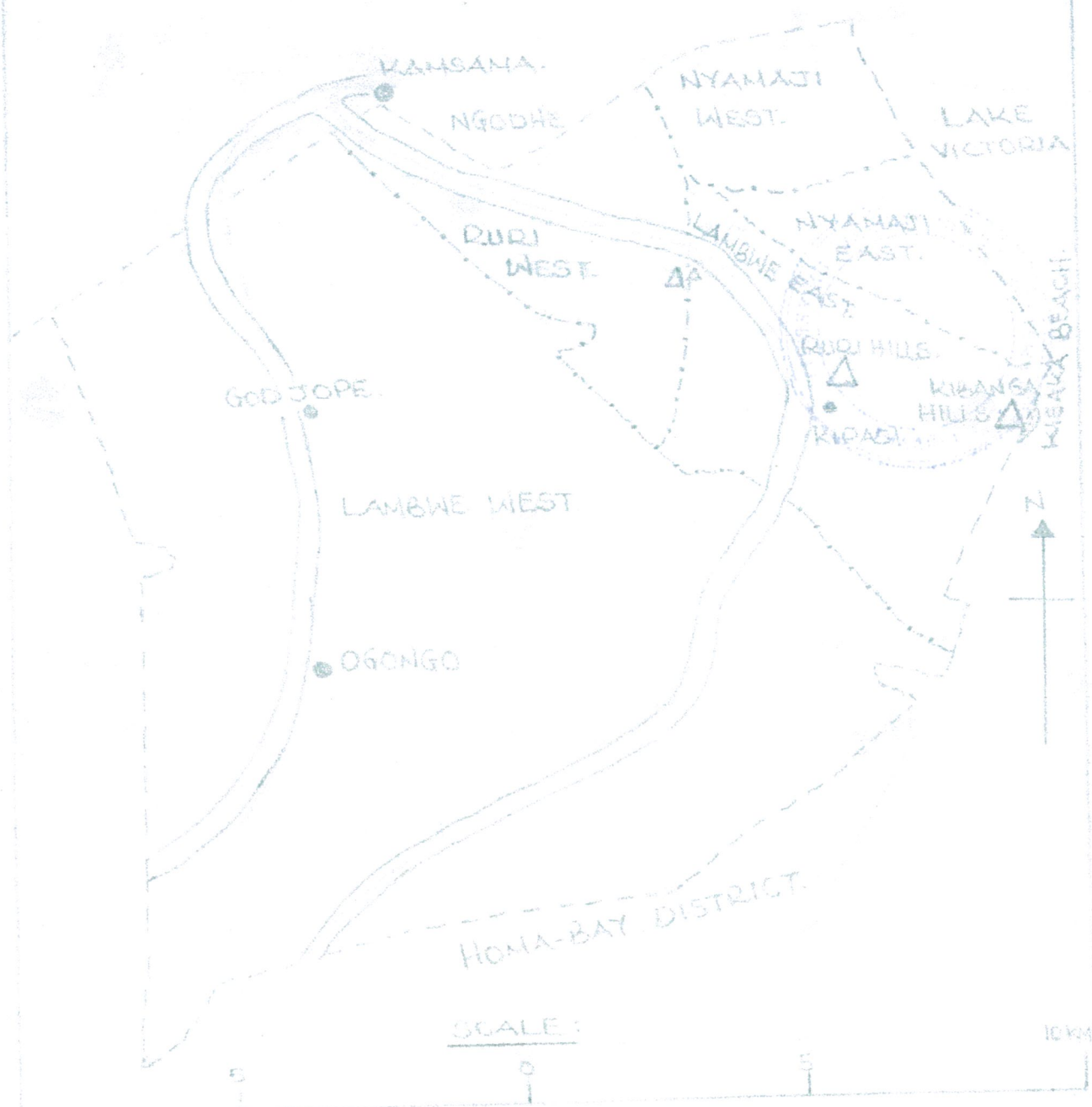
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LAMBWE DIVISION SUBA DISTRICT (KENYA).



KEY:

● BEACH.

--- DIVISIONAL BOUNDARY.

△ HILLS.

..... LOCATIONAL BOUNDARY.

— MURRAM ROAD.

● SHOPPING CENTRE.