

**THE STUDY SET TO FIND OUT THE EFFECTS OF INDISCIPLINE ON
ACADEMIC PERFORMANCE OF LEARNERS IN OKWATA
PRIMARY SCHOOL AMUKURA ZONE TESO-SOUTH
DISTRICT - KENYA**

BY;

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
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OF THE REQUIREMENT FOR AWARD OF
THE DEGREE OF BACHELOR OF
EDUCATION WITH ARTS OF
KAMPALA INTERNATIONAL
UNIVERSITY**

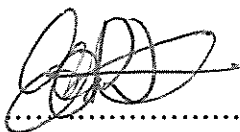
APRIL 2010

DECLARATION

I, Richard Ochula Emojong; declare that the information contained in this study is my very own effort and has not been submitted to any other institution for any academic award.

RICHARD OCHULA EMOJONG

SIGNED



DATE

17TH APRIL 2010.

APPROVAL

This research report has been submitted for examination with my approval as a Supervisor.

Signed


.....

REV : EZEKIEL OLUPOT ELIKO

SUPERVISOR

DATE: *17th 4/10/10*.....

DEDICATION

I dedicate the study to my dear wife Mrs.Ochula Francisca Muchika Nakliakha, and our dear daughters; Rehema Akiru;Naomi Akolong, and dear sons; Gad Ochula and Gameliel Muchika Ochula, for the sacrifice you had to undergone, due to my absence from home from this long, academic pursuit,; thus, meaning that, I couldn't fulfill my obligations as a father in the home, due to this study. Dear you have acted and always stood as a substitute on my behalf. May you all be blessed, for having accepted to endure all to stand together with me.

On the very vine, allow me recognize, my bosom friend Rev.Ezekiel Olupot Eliko, who doubles as my supervisor and my lecturer, who has painstakingly, undertaken the mantle to see to it that am granted all necessary. You sow a strong foundation in my life .its my prayer that, the lord blesses you mighty in whatever you put your hands too!

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I take this opportunity, in a special way, to thank Rev. Ezekiel Olupot Eliko, who doubles as my lecturer and supervisor for being so dear to me, whenever I was needed to consult on academic issues, thus; acting as spring board that gave birth to the writing of this study report. I further, want to take this opportunity to thank the entire administration and entire academic staff of Kampala International University, just to mention Mr. Paul Edabu, for having acted as a father academically. It's the inspiration that I got from you that acted as the impetus thus, resulting for the exploration of the heights. Mr. Oporu Alfred, the Deputy Head teacher of Okwata Primary school, who always stood in my absence, in terms of management of the school, while I was away. The same way, goes to the entire staff of Okwata primary school, for the good solid cooperation you accorded me while I was in and out office, seeking for accomplishment of this demanding task for the entire betterment of the academically. We share the success and joy together, by His Blood! Sis. Faith Nakalema for having been good friend, as missions leaders for Kiu s&s Christian fellowship.

DEFINITION OF TERMS

According to the study the following terms were defined;

Academic performance: The achievement of learners in school that is what the pupils score in tests or national examinations.

Academic performance also includes the way one participates in class and school activities and how one copes with the school environment.

Discipline: training of the minds and characters to produce self control and obedience. It also includes how children behave at school or class and how they relate with others.

Pupils: This refers to the children or learners at the level of primary.

The primary section consists of standard one to standard eight. This means that pupils spend eight years in primary.

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ABSTRACT

The major purpose of the study was to determine the relationship between indiscipline and academic performance of pupils

The specific objectives of the study were to determine the impact of indiscipline on the academic performance of pupils, investigate the causes of indiscipline in primary schools pupils. And Identify solutions to the problem of school discipline in Okwata primary school.

The methods used for data collection were questionnaires to the pupils and interviews with the teachers. The study revealed that indiscipline pupils do not excel in academics. Poverty, ban of corporal punishment, large classes and lack of parent's ability to discipline their children were mentioned as the major causes of indiscipline in Okwata

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

Parents and teachers should work hand in hand to discipline children. Parents 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 .

CHAPTER ONE

INTRODUCTION

1.1 Back Ground Of The Study

School indiscipline is a problem that worries parents, school administrations, and teachers to day; this predicament is on a rampage increase in both developing and developed countries. In Kenya the problem of indiscipline is tougher than ever, amidst all the changes that have taken place in the schools system, because of the nationwide increase of troubled families and disorderly children. Some schools especially those in inner cities even have pupils who are literally violent felons.

The impact that these students have is amazing, in that some students find them frightening others, intrigued and other forms of indiscipline acts as rebel's heroes.

Many educators and students are also gravely concerned about disorder and danger in school environments, and with good reason: Each month approximately three percent of teachers and students in urban schools, and one to two percent in rural schools, are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention. Harvard Education Letter (1987)

School personnel, students, and parents call attention to the high incidence of related problems in school environments, thus; problems such as, drug use, cheating, insubordination, truancy, and intimidation which result in countless school and classroom disruptions and lead to nearly two million suspensions per year. Harvard Education Letter 1987).

In addition to these school discipline issues, American classrooms are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up

with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton 1990).

Kenya clearly spells out discipline as one of the aims and objectives of education at all levels of the education system .MOE (1991) However school discipline is deteriorating in Kenyan schools, as seen from the recent on and on strikes and burning of schools, by unknown sources, though there is evidence to support that have been cited as the perpetrators of this immoral inhuman acts and this can be attributed to the changing family structures, households in Kenya and the influx of foreign students coming to Kenya, a case in point are the Somalia border pupils who are known to be very aggressive and wild. As the saying goes “charity begins at home...”

There have been great changes, which are seen from the family pattern, this is as a direct result of economic pressures that mean that, more and more parents spend time trying to make ends meet. Children are deprived of parental care and guidance from an early age, and little problems with behavior that could be nipped in the bud go un-noticed until it is too late. Castle E, (1998).

It starts however with parents because they are the children's first teachers and if they fail to find appropriate ways to discipline their children then the responsibility falls squarely on the shoulders of the teachers who cannot effectively discipline and teach the curriculum without the help and co-operation of the parents and children. Myra Pollack Sadka and David Miller Sadka (2000)

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.

1.2 Statement Of The Problem

In many instances the school management does not have a clear perception of how indiscipline influences academic performance .They give attention to content delivery, teaching materials and on syllabus coverage without having an understanding of students personalities as human beings and because of these schools don't excel in their academic undertaking. They even lack the tools they used to have for dealing even with the unruliest kids .Formally they could expel such kids permanently or send them to schools for the hard to discipline .These schools have largely vanished and education laws usually don't allow for canning.

Government further world over, have been busy in making transforming and prospering their economies and forgetting the greatest pillar of the economy development of making their people to have discipline, and parents do not have time to discipline their children which has left the school responsible for children's discipline which makes it difficult for the schools to manage alone. Engwel, N.O (1989) The sad part is that discipline problems not only affect the individual but the nation at large and hence need for the study.

1.3 Purpose Of The Study

To determine the effects of indiscipline on learners academic performance in okwata school primary in Amukura zone, Teso-South district.

Specific objectives

1. To examine various types of indiscipline problems experienced in okwata primary school
2. To determine the causes of indiscipline in okwata primary school
3. To find out factors that influence academic performance.

4.To determine the ways in which school management authorities can deal with indiscipline pupils.

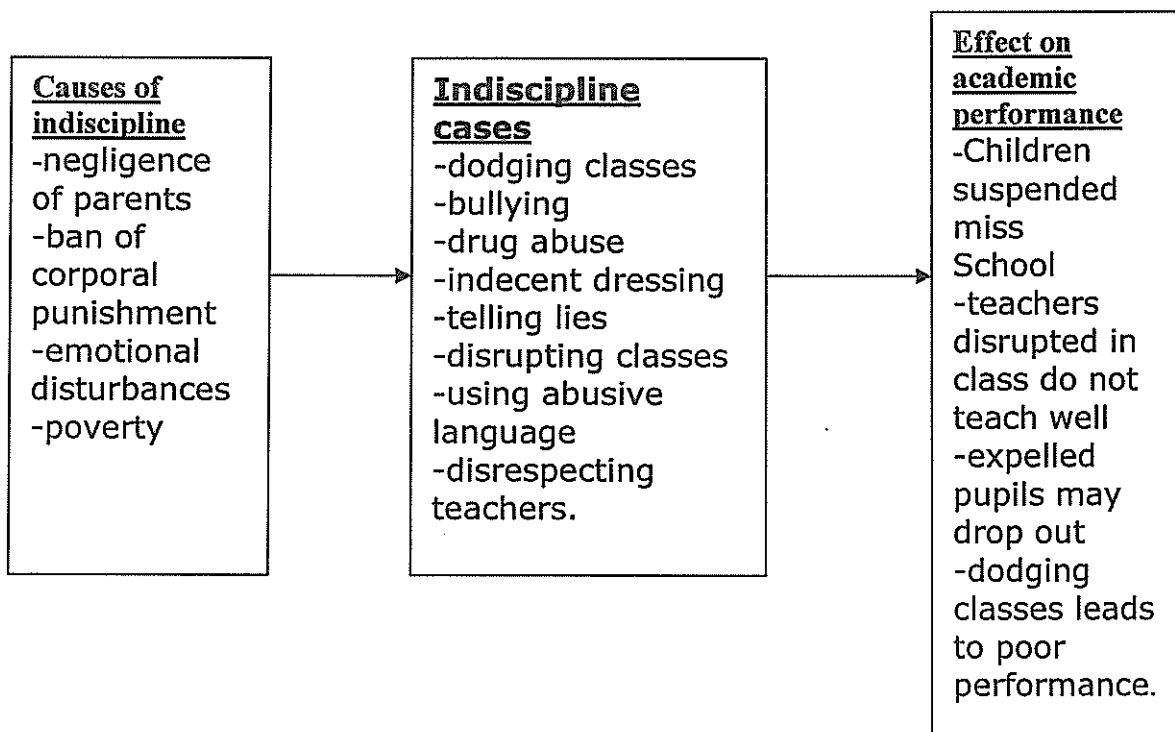
1.4 Research Questions

1. What are the types of indiscipline problems experienced in okwata primary school?
2. What are the causes of indiscipline in okwata primary school?
3. How does the management of deal with the cases of indiscipline?
- 4.Do all stake holders take part in ensuring discipline?

1.5 Conceptual Frame Works

Indiscipline and academic performance of pupils

The causes of indiscipline lead to undesirable acts which in turn affect academic performance as illustrated below;



1.6 Significance Of The Study

The study will increase awareness of the Head teachers, staff, school management committees and PTA on the problems of indiscipline and its effects on the academic performance of pupils.

Findings of the study will help the current school management authorities to adopt other procedures and means of curb indiscipline problems. This will hopeful lead to improvement of work methods and systems; monitoring and evaluation procedures.

The study will help educational administrators, teachers, and policy makers in the entire education system in Kenya to establish realistic targets and seek the most effective ways of achieving them based on researched information geared towards achieving set national standard for student's academic performance and discipline standards.

The study will enable teachers to manage and deal with unruly pupils in class and also help those with indiscipline problems.

It will also contribute to the existing literature about school indiscipline and provoke further research in this field.

1.7 Scope of the Study.

The study on the effect of indiscipline on academic performance was carried on the pupils of Okwata primary school, Amukura zone, Teso-South district. The study will involve the teachers and students who are to be administered with questionnaires and give their responses on issues concerning discipline, and academic performance.

CAPTER TWO

LITERATURE REVIEW

INTRODUCTION

2.1 Definition Of Discipline

School discipline has a diversity of connotations, as may people perceive it to mean many different things. According to Kasozi (1997) discipline refers to a situation of remaining inside legal bounds of law as laid down by the school administration.

The oxford students' dictionary of current English refers to both prevention and remediation. It can be "training that is expected to produce a specified character or pattern of behavior" or "controlled behavior resulting from such training"; but it can also be "punishment intended to correct or train." Rusa, C. (1999)

Jones (1979) says that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption". Variations on this definition are offered by Duke (1989), Gettinger (1987), Strother (1985), and many others.

According to Musaazi (1982) student discipline means that students are provided with an opportunity to exercise self control to solve school problems, to learn and to promote the welfare of the school.

Ssekamwa (2000) in agreement with Musaazi adds that discipline is the development of self worth, self control, respect for self and others and the adherence to the school routine set up in terms of schedules and school regulations.

2.2 Discipline Of pupils And Academic Performance

Scheviakore (1955), Musaazi (1982) emphasizes 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 not

motivated and hopeless since the environment is uncondusive for them to impart positive values in the learners. The researcher agrees that without discipline there is lack of effective communication between the teacher and pupil.

Kimalu (2001) says arising number of urban slum children are not attending formal schools. And the few who attend do not go to school regularly and others do not complete assignments given to them by teachers, these challenges affect their concentration on the learning tasks during teaching learning process. The end result therefore, becomes poor performance in class.

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 Problems In Schools.

Goldman R. (1999), the society in general must take blame for the recent decline in moral and spiritual values which helped to shape the characters of young people into becoming disciplined citizens. The researcher agrees because today in the children are left in the hands of the teachers and the schools and yet discipline should also be enforced at home.

Kariuki Waihenya (2001), the removal of corporal punishment in Kenyan schools has caused even more indiscipline to develop among students, not because it was necessarily the wrong thing to do, but because it was not first thoroughly discussed among all the stakeholders that is parents, students and teachers with a view to replacing it with measures of discipline that are just as or more effective.

As a result teachers feel more vulnerable and are increasingly attacked by students and parents, who feel that they now have the right to behave as they like with no effective consequence to their actions. This creates an even more violent school atmosphere. Kimalu, P.et al (2001)

Genetic disorders are seen to be a contributing factor to severe psychotic disorders that begin at an early age of puberty. Ongera (2002)

Ongera (2002) adds that the socio economic status of the family, poverty and poor living conditions may affect children's behavior. However in Kenya society today the rich parents have very little time to socialize with their children. To seek their parent's attention such children become rude and disobedient, thus, here the researcher disagrees with the argument put forward by Ongera, and instead affirms that, discipline does not necessarily have to do with the parents social-economic status. Some cultural practices like circumcision are likely to be a cause of indiscipline among learners.

As a teacher, the researcher realized that some pupils behave the way they do because of cultural factors.

Maltreated children are more likely to behave in disruptive ways that increase their risk for out-of-school suspensions or other interruptions to classroom learning (Rapport, Denney, Chung, & Hustace, 2001).

Emotional and behavioral problems may also result in cognitive impairments—greater concentration difficulties (Carlson & Kashani, 1988; Manly, Cicchetti, & Barnett, 1994); poorer motivation (Carlson & Kashani, 1988; Shonk & Cicchetti, 2001); impaired short-term memory (Lauer, Giordani, Boivin, Halle, Glasgow, Alessi, & Berent, 1994); or higher impulsivity and impaired executive function (Manly et al., 1994)—that result in reduced ability to perform well on school assignments and tests also lleald to cases of indiscipline among students.

School factors that can cause emotional behavior difficulties include the environment, teachers' attitude, the curriculum and peer pressure.

Sabwa, P. (2000) .The attitudes of children can also lead to indiscipline cases. Pupils may have a negative attitude towards something or someone and therefore reacts negatively towards it. For example negative attitudes towards mathematics have led to failure in the subject. Even Shavand Wright (1997)

The free primary education policy in kenya has increased the teachers pupil ratio from thirty (30) pupils to fifty (50) pupils per teacher (Kimalu 2001). The teacher pupil ratio is a measure of the school quality this means that a low teacher-pupil ratio increases a pupils contact with the teacher and this results in a better teaching and learning process. In the researchers school the number of pupils soared high.

In fact some classrooms had up to sixty learners to one teacher. This makes it difficult for the teachers to control the learners effectively as a result some learners become indiscipline.

Biological factors that may affect behavior of learners are "chromosomal factors which include such disorders as down syndrome and kilnefelters syndrome". Learners with these disorders may have low intelligence coupled with emotional behavioral difficulties. Secondly the hormonal imbalance at puberty can cause chemical imbalance that leads to change in behavior (Ongera 2002). It is therefore likely that some of the causes of indiscipline among the adolescents may be attributed to the hormonal imbalances.

2.4 Solutions To Discipline Problems

It is very important for school authorities to give freedom of the leaenrs; 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).the researcher appreciates that this approach can work at Okwata primary school when applied, because

most of the learners live in abusive homes. Thus a little empathy on the part of the teachers will go a long way in raising the learner's life skills such as self esteem and self confidence.

Teachers have to identify the reason why such a child is behaving that particular 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 the researcher's school, there is need for the teachers to go through training in the use of counseling skills so that they can identify the learners' problems, thus, be in position to help them make goals and a plan of action.

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

RESEARCH METHODOLOGY

3.0 Introduction.

This chapter discusses the methods the researcher used in carrying out his research.

3.1 Research Design.

The study employed both the qualitative and quantitative approach research design to determine the effect of discipline on academic performance in school.

3.2. Environment

The study was conducted at Okwata primary school, Amukura division, and south district. The school has over 800 pupils and over 20 members of staff.

3.3. Respondents

The respondents included secondary students and teachers. The sample size was 20 pupils and 10 teachers.

3.4. Instruments Of Data Collection

Questionnaires and observation were used to obtain the data. Questions were administered to staff members and students while observation was done with the use of an observation checklist.

3.5 Sampling Methods.

The researcher used stratified random sampling to select the 20 respondents in primary seven and the purposive sampling to select the teachers who were included in the interview.

3.6. Data collection procedure

A letter of introduction from the institute of continuing education was to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires

were distributed to pupils and interviews held with the teachers. The data collected was sorted and categorized after which, it was analyzed. The conclusions and recommendations were made.

3.7. 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;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

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

CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND PRESENTATION

4.0 Introduction

This chapter has the 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 in Okwata primary school.

4.1. Profile of the respondents

Table 4.1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	11	55
Female	9	45
Total	20	100
Class		
Standard 8	10	50
Standard 7	10	50
Total	20	100
Age		
13 yrs and below	5	25
14-17 yrs	11	55
18 yrs and above	4	20
Total	20	100

Source: field data

Twenty (20) questionnaires were distributed to the pupils and 20 were filled and returned .This therefore represents 100% of the total number of questionnaires that were distributed.

The study covered 20 randomly selected students of whom 11 (55%) were male and 9 (45%) were female

The learners were selected from standard 8 10(50%) and another 10(50%) and

The age category of the respondents was divided into three categories that is 13 and below were 5(25%), 14-17 years were 11(55%) and 18 years and above were 4 representing (20%) of the total number of the respondents.

Interviews were carried out with teachers, both male and female.

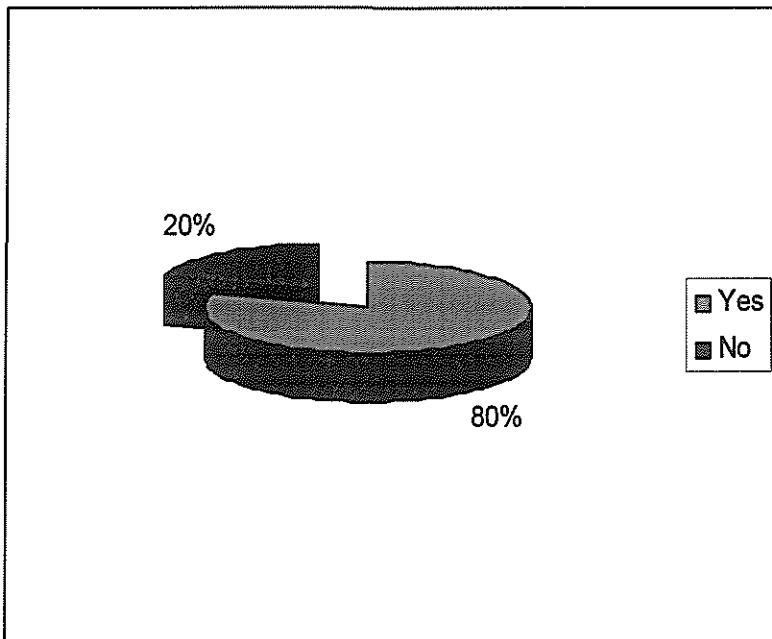
4.2 Discipline and academic performance of pupils

The respondents were asked whether they have indiscipline pupils in their class and this was their response.

Table 4.2: There are indiscipline pupils in the class

Response	Frequency	Percentage
Yes	16	80
No	4	20
Total	20	100

Chart 4.2: There are indiscipline pupils in the class



The table and chart indicates that 16(80%) of the respondents agreed that they have indiscipline pupils in their class while 4(20%) disagreed. this implies that in almost all schools and classes there are indiscipline children.

In interviews held with the teachers they revealed that almost everyday in class they encounter interruptions by indiscipline children.

“.....there are stubborn learners who disrupt the class everyday by making funny gestures or commenting on whatever the teacher talks.....”(interview with a teacher)

The respondents were asked what indiscipline cases are they involved in and this was their response;

Table 4.3: Indiscipline cases are they involved in

Response	Frequency	Percentage
Taking drugs	-	-
Bullying	2	10
Shouting in class	10	50
Abusing teachers	2	10
Dodging classes	6	30
Total	20	100

The table shows that 2(10%) of the respondents said that the indiscipline cases the pupils are involved in is bullying, 10(50%) said shouting in class while 2(10%) said abusing teachers and 6(30%) said dodging classes. This shows that shouting in class and dodging classes are the most indiscipline cases faced by the school.

The teachers revealed that most indiscipline students engage in all almost all the indiscipline cases that is shouting in class, abusing teachers, bullying and dodging classes.

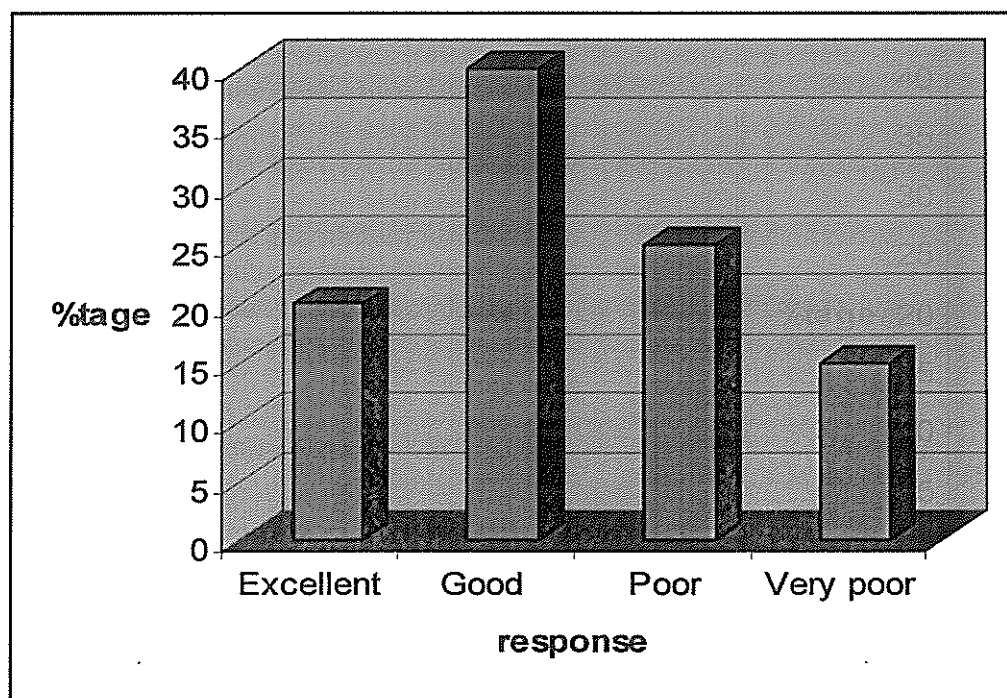
“.....indiscipline children do not only engage in case but almost all the cases.....” (Interview by a teacher)

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

Table 4.4: How undisciplined pupils perform in class

Response	Frequency	Percentage
Excellent	4	20
Good	8	40
Poor	5	25
Very poor	3	15
Total	20	100

Chart 4.4 How undisciplined pupils perform in class



According to the table and chart 4(20%) of the respondents said that the indiscipline pupils perform excellent in class, 8(40%) said they perform good while 5(25%) said they perform poor and 3(15%) said that they perform very poor.

According to the teachers most indiscipline children dodge classes even when they attend they disrupt lessons and end up not understanding what they have been taught they therefore perform poorly in academics.

The respondents were asked how their indiscipline affects their studies and this was their response:

Table 4.5: How indiscipline affect's their studies

Response	Frequency	Percentage
Shout and we do not hear what the teacher teaches	12	60
Disturb the teacher and interrupt him/her	3	15
Pinch those who are attentive	5	25
Total	20	100

12(60%) of the respondents said that indiscipline pupils affect their studies in that they shout in class and they do not hear what the teacher teaches while 3(15%) said that they disturb the teacher and interrupt him or her and 5(25%) said they pinch those who are attentive.

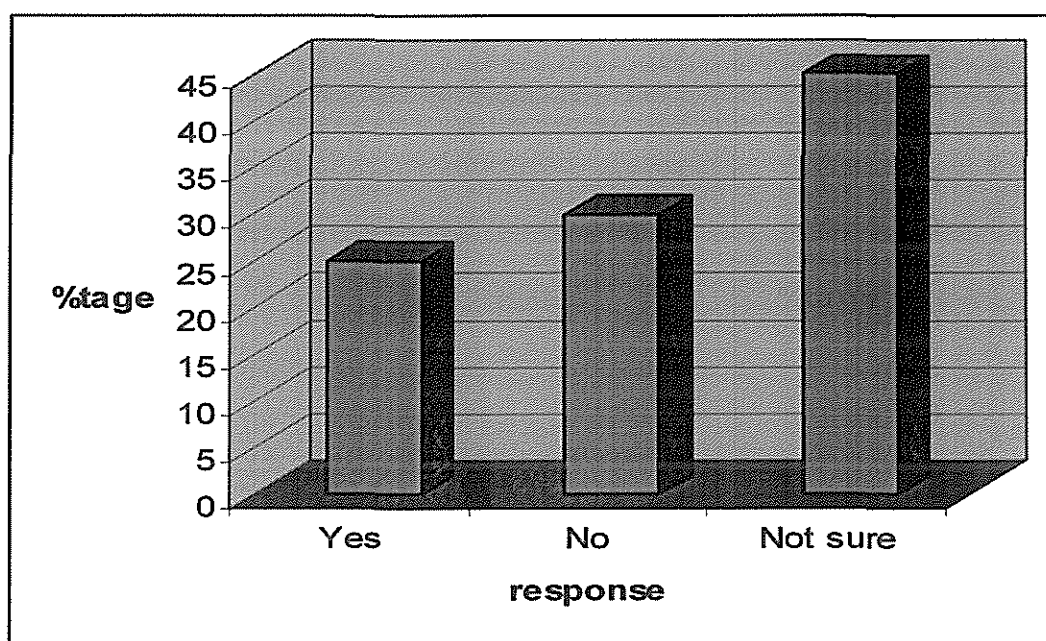
The teachers revealed that by disrupting the class undisciplined children affect other children who need to be attentive. For example, they shout or make jokes which attract the attention of other children who are supposed to be studying.

The respondents were asked whether they finish their assignments in time and this was their response.

Table4.6: Whether indiscipline pupils finish their assignments in time

Response	Frequency	Percentage
Yes	5	25
No	6	30
Not sure	9	45
Total	20	100

Chart 4.6: Whether indiscipline pupils finish their assignments in time



According to the chart 5(25%) of the respondents agreed that they finish their assignments in time while 6(30%) disagreed and 9(45%) are not sure. This implies that most indiscipline children do not finish their assignments in time.

The teachers complained that indiscipline children do not finish their assignments in time for no good reason. Even when they are punished they seem not to learn.

“..... Sometimes these children refuse to do the assignments deliberately and according to them they look heroes in the face of their fellow students when they rebel against school rules.....” (Interview with a teacher)

The respondents were asked whether they have groups that influence them and this was their response.

Table 4.7: They have groups that influence them

Response	Frequency	Percentage
Yes	3	15
No	5	25
Not sure	12	60
Total	20	100

The table shows that 3(15%) of the respondents agreed that they have groups that influence them while 5(25%) disagreed and 12(60%) were not sure

The teachers revealed that most indiscipline pupils are not influenced by peer pressure.

4.2. Causes of Discipline Problems

The respondents were asked whether Emotional behaviors led to discipline problems and this was their response:

Table 4.8: Emotional Behavior Lead To Discipline Problems

Response	Frequency	Percentage
Strongly agree	7	35
Agree	6	30
Strongly disagree	3	15
Disagree	4	20
Total	20	100

The table shows that 7(35%) of the respondents strongly agreed that emotional behaviors lead to discipline problems, 6(30%) agreed while 3(15%) strongly disagreed and 4(20%) disagreed.

The teachers agreed that most pupils with indiscipline cases are emotionally disturbed. The teachers revealed that sometimes they have problems or are ignored by their busy parents at home and the only way to get attention is to get involved in some bad behavior that will attract the attention of their parents.

'.....some indiscipline children are not stable at home and therefore end up causing commotion for attention.....' (Interview with a teacher)

The respondents were asked whether Parents do not have time to discipline their children and this was their response

Table 4.9: Parents Do Not Have Time To Discipline Their Children

Response	Frequency	Percentage
Strongly agree	5	25
Agree	6	30
Strongly disagree	4	20
Disagree	5	25
Total	20	100

According to the table 5(25%) of the respondents strongly agreed that parents do not have time to discipline their children, 6(30%) agreed while 4(20%) strongly disagreed and 5(25%) disagreed.

The teachers revealed that with the demanding world parents have to go for work leaving the children in the hands of the school. According to the teachers charity begins at home and therefore if the parents do not discipline their children right from the start then it becomes difficult for the school to handle such children.

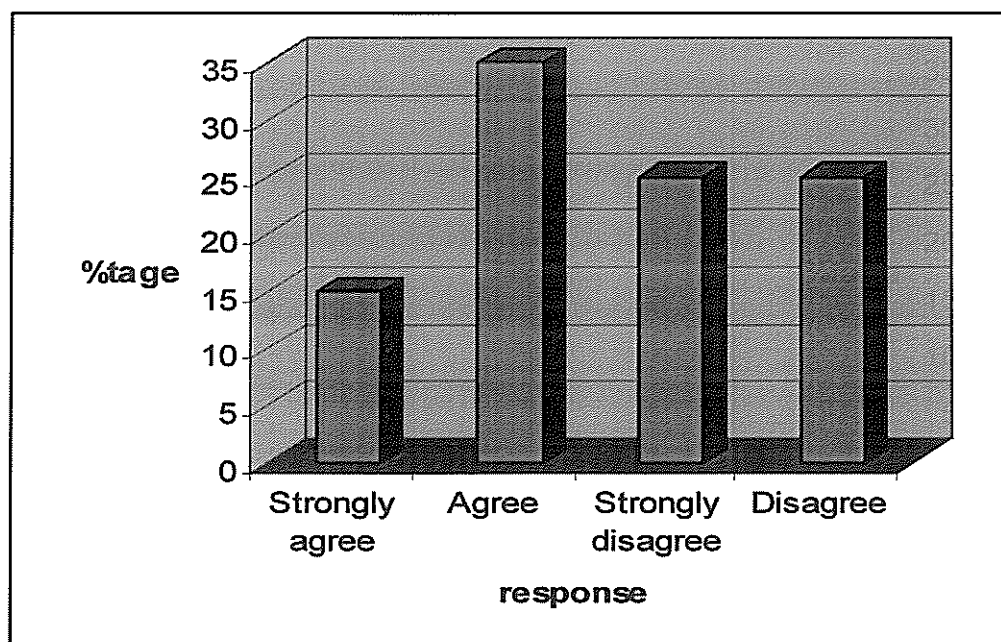
“.....disciplining children is something both the school and parents have to do together to succeed. However parents have ignored their part and duty to discipline children and this has made matter worse.....” (Interview with a teacher)

The respondents were asked whether Because of poverty indiscipline cases are on the rise and this was their response

Table 4.10: Because Of Poverty Indiscipline Cases Are on the Rise

Response	Frequency	Percentage
Strongly agree	3	15
Agree	7	35
Strongly disagree	5	25
Disagree	5	25
Total	20	100

Chart 4.10: Because Of Poverty Indiscipline Cases Are On The Rise



The table shows that 3(15%) of the respondents strongly agreed that because of poverty, indiscipline cases are on the rise, 7(35%) agreed while 5(25%) strongly disagreed and 5(25%) disagreed

According to the teachers poverty is not the main cause of indiscipline but is a contributing factor. For example girls from poor families admire those from rich families and therefore get involved in bad behaviors to get what their friends have.

The respondents were asked whether ban of corporal punishment has led to increase in indiscipline cases and this was their response

Table 4.11: Ban of corporal punishment has led to increase in indiscipline

Response	Frequency	Percentage
Strongly agree	6	30
Agree	6	30
Strongly disagree	5	25
Disagree	3	15
Total	20	100

Table 4.11 shows that 6(30%) of the respondents strongly agreed that ban of corporal punishment has led to increase in indiscipline, 6(30%) agreed while 5(25%) strongly disagreed and 3(15%) disagreed.

The teachers revealed that corporal punishment was the only way children could be disciplined and they learn but ever since its ban pupils are punished in other ways like suspending the child which is not effective because most indiscipline children dodge classes and therefore do not mind when you suspend them.

".....I do not support beating the child all the time but I think a little beating will straighten the child. Remember spare the rod spoil the child....." (Interview with a teacher)

The respondents were asked whether large classes lead to increased indiscipline cases and this was their response

Table 4.12: Large Classes' Lead To Increased Indiscipline Cases

Response	Frequency	Percentage
Strongly agree	2	10
Agree	3	15
Strongly disagree	8	40
Disagree	7	35
Total	20	100

2(10%) of the respondents strongly agreed that large classes lead to increased indiscipline cases, 3(15%) agreed while 8(40%) strongly disagreed and 7(35%) disagreed.

The teachers admitted that large classes are difficult to handle because pupils take advantage of that and do all sorts of funny things and sometimes it is difficult to identify the real culprit.

4.4 Solutions To The Problem Of School Indiscipline

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

Table 4.13: What the School Does To Indiscipline Children

Response	Frequency	Percentage
Punish them	9	45
Advise them	7	35
Suspend them	4	20
Total	20	100

According to the table 9(45%) of the respondents said that the school punishes them while 7(35%) said that the school advises them and 4(20%) said it suspend them.

The teachers 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 grass in the compound.

The respondents were asked how the teachers deal with pupils who disrupt classes and this was their response.

Table 4.14: How Teachers Deal With Pupils Who Disrupt Classes

Response	Frequency	Percentage
Punish them	7	35
Warn them	5	25
Counsel them	6	30
Chase them from class	2	10
Total	20	100

7(35%) of the respondents said that teachers deal with pupils who disrupt classes by punishing them, 5(25%) said they warn while 6(30%) said that they counsel them and 2(10%) said that they chase them from the class.

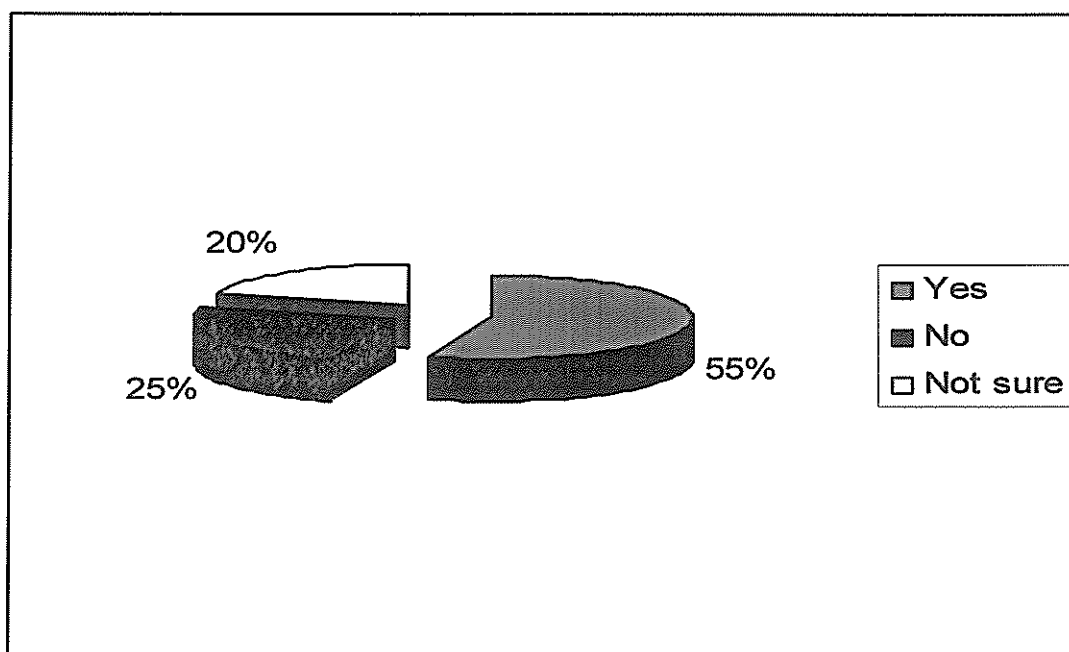
The teachers revealed that they first warn disruptive children and when this fails they punish them by telling them to kneel in front of the class or sometimes tell them to leave the class. According to the teachers children are counseled when they suspect that they are behaving in such way due to emotional troubles.

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

Table 4.15: All The Solutions Successful

Response	Frequency	Percentage
Yes	11	55
No	5	25
Not sure	4	20
Total	20	100

Chart 4.15: All The Solutions Successful



The table and chart shows that 11(55%) of the respondents agreed that all the solutions are successful while 5(25%) disagreed and 4(20%) were not sure.

According to the teachers 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

PRESENTATION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2. Summary

Respondents were asked to answer questions on the impact of indiscipline on the academic performance of pupils. 20% of the respondents said that the indiscipline pupils performance is excellent in class, 40% said their performance is good while 5(25%) said their performance is poor and 3(15%) 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 by primary pupils. The respondents named poverty, ban of corporal punishment, large classes and lack of parent's ability to discipline their children as the major causes of indiscipline.

Kariuki Waihenya (2001) the removal of corporal punishment in schools has caused even more indiscipline to develop among students, not because it was necessarily the wrong thing to do, but because it was not first thoroughly discussed among all the stakeholders that is parents, students and teachers with a view to replacing it with measures of discipline that are just as or more effective.

Lastly the respondents were asked to identify solutions to the problem of school discipline. (45%) of the respondents said that the school punishes them while (35%) said that the school advises them and 4(20%) said they suspend them in regards to disruptive pupils (35%) of the respondents said that teachers deal with pupils who disrupt classes by

punishing them, 5(25%) said they warn while 6(30%) said that they counsel them and 2(10%) said that they chase them from the class. 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

5.2 Conclusion

The aim of this report was to investigate indiscipline and academic performance of pupils in Okwata primary school, Amukura division, and Teso-South district.

The first objective sought to investigate the impact of indiscipline on the academic performance of pupils. The findings indicated that indiscipline pupils do not excel in academics.

The second objective sought to investigate the causes of indiscipline by primary pupils. The findings revealed that ban of corporal punishment, large classes and lack of parent's ability to discipline their children as the major causes of indiscipline

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

5.4 Recommendations

From 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.

Parents and teachers should work hand in hand to discipline children. Parents 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.

5.5 Areas For Further Studies

Further research should be carried out in the study to find out the effects of indiscipline on education.

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APENDIX A: QUESTIONNAIRE TO THE PUPILS

Dear pupils the purpose of this research is to determine discipline and academic performance in Okwata primary school, in Amukura Zone, Teso south district, Kenya and you have randomly been selected to participate in the study. Answer the questions by ticking in the boxes or giving opinion where necessary.

NB. Do not write your name anywhere on this paper and the answers you give will be treated with confidentiality.

Personal information

GENDER

Male [] Female []

CLASS

STD 8 []

STD 7 []

Parents or guardians job

Runs small business []

Domestic work []

Farming []

Discipline and academic performance of pupils

1. Do you have indiscipline pupils in your class?

Yes []

No []

2. What indiscipline cases are they involved in?

Taking drugs []

Bullying []

Shouting in class []

Abuse teachers [☐]

Dodge classes [☐]

3. How do they perform in class?

Excellent [☐]

Good [☐]

Poor [☐]

Very poor [☐]

4. How does their indiscipline affect your studies?

Shout in class we do not hear what the teacher is teaching [☐]

Disturb the teacher and interrupt him/her [☐]

Pinch those who are concentrating [☐]

5. Do they finish their assignments in time?

Yes [☐]

No [☐]

Not sure [☐]

6. Do they have groups that influence them?

Yes [☐]

No [☐]

Not sure [☐]

Below are statements in relation to causes of indiscipline please tick the one that you most agree with.

Causes of discipline problems

7. Emotional behaviors lead to discipline problems

Strongly agree [☐]

Agree [☐]

Strongly disagree [] Disagree []

8. Parents do not have time to discipline their children

Strongly agree [] Agree []

Strongly disagree [] Disagree []

9. Because of poverty indiscipline cases are on the rise

Strongly agree [] Agree []

Strongly disagree [] Disagree []

10. Ban of corporal punishment has led to increase in indiscipline cases

Strongly agree [] Agree []

Strongly disagree [] Disagree []

11. Large classes lead to increased indiscipline cases

Strongly agree [] Agree []

Strongly disagree [] Disagree []

Solutions to the problem of school discipline

12. What does the school do to indiscipline children?

Punish them []

Advice them []

Suspend them []

13. How do the teachers deal with pupils who disrupt classes?

Punish them []

Warn them []

Counsel them []

Chases them from the class []

14. Are the above solutions successful?

Yes []

No []

Not sure []

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

.....

.....

.....

.....

APPENDIX B: INTERVIEW GUIDE FOR THE TEACHERS

1. Do you have indiscipline pupils in your class?
2. What indiscipline cases are they involved in?
3. How do they perform in class?
4. How does their indiscipline affect other children's studies?
5. Do they finish their assignments in time?
6. Do they have groups that influence them?
7. Do you agree with the statement that Emotional behaviors lead to discipline problems?
8. Do you agree with the statement that Parents do not have time to discipline their children?
9. Do you think that Because of poverty indiscipline cases are on the rise?
10. Do you think the Ban of corporal punishment has led to increase in indiscipline cases?
11. Do large classes lead to increased indiscipline cases?
12. What does the school do to indiscipline children?
13. How do the teachers deal with pupils who disrupt classes?
14. Are the above solutions successful?
15. What do you think are the solutions to indiscipline?

APPENDIX C: TIME SCHEDULE

<u>Date</u>	<u>Activity</u>
Jan.2009	Seeking for funds for researach study.
March- December 2010	Carry out the research
Jan-March 2010	Compiling of findings while checking with my supervisor for corrections.
April 2010	Submit in my dissertation to my supervisor for approval.

APPENDIX D: BUDGET

<u>Items</u>	<u>Cost (Ug shs)</u>	
Stationary	50,000/=	
Pens and pencils	3,000/=	
Ream of paper		
Transport costs	35,000/=	
Miscellaneous expenses	100,000/=	
Typing and printing charges	150,000/=	
	150,000	
<u>Total</u>	482,000/=	