THE ROLES OF SCHOOL IN MAINTAINING DISCIPLINE

IN SELECTED SECONDARY SCHOOLS IN

KABARNET DIVISION IN BARINGO

DISTRICT. KENYA

BY

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BED/7007/51/DF

A RESEARCH REPORT SUBMITTED TO THE INSTITUTE
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SEPTEMBER 2008

DECLARATION

I Kibichii Mulwo do hereby declare that is entirely my own original work, except where acknowledged and that it has not been submitted before to any other University or Institution of higher learning for the award of a degree.

Sign ....

KIBICHII MULWO

BED/7007/51/DF

Date ...18th Sept, 2008......................................

APPROVAL

This report effort resulting from the researcher's effort in the area of the role of schools in maintaining discipline in selected secondary schools in Kabarnet Division Baringo District Kenya. Was carried out under my supervision and, with my approval, it is now ready for submission for the award of DEGREE IN BACHELOR OF EDUCATION IN ARTS OF THE KAMPALA INTERNATIONAL UNIVERSITY.

SIGN ....

      MRS. NABUSETA DEBORAH TALIGOOLA

DATE ....

DEDICATION

I would like to pass my dedication to my children Prudence, Kelvin and Novembrietta for their tolerance and support in my research work.

ACKNOWLEDGEMENT

I sincerely thank my Supervisor Mrs. Nabuseeta D. Taligoola for introducing me to research, giving me suggestions, corrections and sacrificing her time to go through my research work.

Special thanks also go to my dear wife Belinda for encouraging me and inspiring me to do this work. I also want to thank my research colleague Henry Kiptoo for ideas and discussion towards my research project.

I would sincerely want to thank the president of Uganda, Honourable Yoweri Museveni for giving me an opportunity to study in Uganda.

I would also want to thank the owner of Kampala International University Bassajja Balaba for starting a University for me to come and study.

May God bless you all.

TABLE OF CONTENTS

ABSTRACT

The purpose of this study is to access the role of schools in maintaining discipline in selected secondary school in Kabarnet division Barungo District Kenya.

The researcher sampled out seven schools out of the thirteen schools in the division and designed questionnaires that were used to collect the data. The respondents were head teachers and teachers of the schools that the questionnaires were sent to.

In the schools the researcher used random sampling to get the respondents who were to fill the questionnaires.

In Kenya student misconduct is prevalent in schools. Although this seems to be a new phenomena attributed to availability of television and video programs. Students discipline has grown into an epidemic in African schools because of culturally irrelevant strategies and employed.

The researcher summarized the findings in tables, pie-charts, bar-graphs, then analyzed interpreted them.

The researcher recommends that all teachers to be given authority to administer any kind of disciplinary measures without any discrimination.

CHAPTER ONE

1.0 Introduction

Mannerism are peculaties of behaviour that people develop unconsciously, they can be disturbing to others and when they occur in a teacher may compete with his teaching for the attention of his pupils and therefore reduce its effectiveness. Mannerisms may take you an object of ridicule to the children.

Indiscipline in the family and in the society is a growing problem and it's effects are reflected in the schools. The causes of indiscipline are to be found in society's changing standards, the Maladjustment caused by broken homes and stress within the traditional family systems, also the feeling anonymity felt by children in very large schools and the growing recentment among pupils that conventional schooling no longer leads to assured employment as once it did.

1.1 Background of the study

A teacher as a leader in a school has a delicate responsibility of moulding and accounting the behaviour of the learner. So as to meet the expectation of the society and the nation at large. It is the classroom teacher who ensures that teaching learning process is both affection and smooth. The planning and organizing put in place by a teacher plays a critical role in the realization of objectives of an education process.

Particularly countries in the African continent. This problem coupled with other issues like illiteracy, violence, crimes, teenage pregnancy, unemployment, poverty, brain drain and lack of skilled people are crippling the nation.

1

These schools are part of communities suffering from poverty, unemployment and violence. They also share a number of features like sporadie and broken attendance by learners and educators, vandalism, criminality, gangsterism, rape and substance abuse.
(Christine, 998:283).

The learners and the school cannot be isolated from the socio-cultural context. They must be viewed in terms of the inter-relations and interactions with each other (Gibson, 1965:7) children who grow up in the environment of poverty have severe limitation on their freedom of choice compared to those who grow up in an environment of abundance.

Late coming, absenteeism teenage pregnancy, vandalism and robbery are some of the activities that they may indulge in rather than to concentrate in education. A generation of moral values, commitment and self discipline is essential to the attainment of the goals and aspiration of the learners in those schools. The leaders of a school have an important and a vital role to play in transforming a school into a centre of excellence. Through dynamic visionary leadership for far sighted principal dysfunctional schools can be turned around into institutions where **effection** teaching and learning takes place. A leader will en sure the provision of quality education.

The role of parents in the management of the education of learners cannot be undermined or ignored in the poor performing schools. If one would like to turn around the situation at those schools that are performing poorly, the parent who is the most important and effective partner in education has to be used carefully and the learner. There is a steady growing acknowledgement of the value of parents as an important educational resource. There are many things that parents know in the

education of their children which schools are just beginning to recognize (Bestiain, 1995:7).

1.2 Statement of the problem

Since the introduction of free primary education in Kenya in the year 2003, there has been an increase in the enrolment of pupils in Primary Schools and also in Secondary Schools in Kenya. Also the removal of corporal punishment in all schools in Kenya has contributed to the discipline problems in our schools hence lowering the academic performance of students as well as mean scores of subjects and of schools.

Majority of Secondary Schools are no longer performing well. In the Kenya Certificate of Secondary Education Examination (K.C.S.E) and hence students who attain the minimum qualification to join the National Universities is experiencing a downward trend. This is a clear indicator that students in these schools are not prepared adequately enough to face the exams administered at form four. It also means that one of the causes of students' failure is the discipline of the students.

1.3 Purpose of the study

The study aims to examine the effects of discipline on academic performance in selected Secondary Schools in Kabarnet Division Baringo District.

1.4 Objectives

1. To assess the teachers working relationship with the learners in schools.
2. To investigate the level of discipline in secondary schools.

3. To assess the role of head teachers in maintaining discipline in their schools.

1.5 Research questions

- Do teachers have cordial working relations with learners?
- What role do teachers play in maintaining working relationship with learners?
- To what levels are students liable for blame on schools unrests?
- What is the level of discipline in selected Secondary Schools in Kabarnet division, Baringo district?
- To what extend to head teachers contribute to discipline deterioration in secondary schools?

1.6 Significance of the study

From the research findings, various stake holders in education sector will find them useful. This is why the area of my school effects of indiscipline on academic performance is important in a schools and education sectors.

The Ministry of education will be able to advice the headteachers of schools to be responsible and create conditions that are essential for effective teaching and learning. This can be provided by placing effective management system and strategies that are essential for the provision of quality education and utilize the maximum participation of all stake holders, for better performance and higher academic standards for learners.

The schools in the Division will establish effective discipline practices that are critical to ensure academic success and to provide a safe learning environment. It will assist headteachers to understand the effects of whole school positive behaviour support on discipline problems and academic problems and academic outcomes of students in Secondary schools.

The school management committee will also understand the technical and consultation with teachers in improving instructional methods formulating behavioural expectation, increasing classroom activity engagement, reinforcing positive performance and monitoring efficacy through data-based evaluation. The future researchers will be able to use on other aspects in Secondary schools in Kabarnet.

1.7 Scope

The study will be conducted in selected Secondary Schools within Kabarnet Division, Baringo District Kenya, the study is expected to take between four months to six months in the year 2008, from April to September.

Map of Kabarnet Division

BARINGO DISTRICT

8

1.8 Limitation and Delimitation

1.8.1 Limitations

The researcher used a lot of finance to and from the sampled secondary schools during the data collection stage. There were also much expenses on writing materials like fullscaps and biro pens which caused a lot of financial constrain.

Some respondents never co-operated to the expectation of the researcher because some questionnaires were not returned in time particularly from two schools. A lot of questions were not answered in some questionnaires. All these forced the researcher to adjust his time frame of carrying of the research.

1.8.2 Delimitations.

Due to the co-operation of the head teachers, head teachers from the sampled schools, the researcher was able to collect the information without a lot of effort and within the least time possible. The head teacher and teachers of the researcher's schools were also supportive during this tedious exercise.

1.9 Definition of terms

For the purpose of this study, the following terms are defined operationally.

1. Academic performance – It is the outcome of studies i.e. the measure of the degree ion which objectives of teaching and learning in a school are attained.

2. Discipline – It is a "Training that is expected to produce a specified character or pattern of behaviour" or controlled behaviour resulting from such training, but it can also be "Punishment intended to correct or train". Another variation is that it is the business of enforcing simple classroom roles that facilitate learning and minimize disruption or the slow, bit-by-bit, time consuming task of helping children to see the sense in acting in a certain way. It is a system of guiding the individual to make reasonable decisions responsibly.

ACRONYM

K.C.P.E - Kenya Certificate of Primary Education an examination that is administered at the end of eight years of primary education.

K.C.S.E - Kenya Certificate of Secondary Education an examination that is administered after four years of Secondary Education.

P.T.A - Parents Teachers Association, it is an organization formed by parents of a certain school, to deal with problems affecting students in school.

B.O.G - Board of Governors, it is a Governing Council In charge of running the day-today functions of a secondary school.

TYPES OF DISCIPLINE

There are two types of discipline, namely preventive discipline and corrective discipline. In preventive discipline the administrative action taken by an educational manager to encourage employees and students to follow the standards, rules and regulations which prevent infractions.

The principle in preventive discipline is to instill self discipline among the organizational participants. The educational managers should strive to attain self discipline within their organizations since this vases morale and therefore productivity in order to encourage preventive discipline, educational managers should provide an enabling organizational climate in which expected standards are stated positively.

In corrective discipline the administrative action which follows an infraction of a rule. Corrective discipline is aimed at discouraging further infringement of a rule. The Administrative action meted out is a disciplinary action. Educational managers should strive to minimize, if not eliminate, corrective discipline by strengthening preventive discipline, they should understand the basic tenets of a disciplinary action. These are to reform the offender to deter others from similar actions, and to maintain consistent effective group standards.

Educational managers should be able to apply disciplinary actions in a progressive manner. In what is known as progressive discipline. A progressive discipline follows a procedure which proceeds from an oral warning to a written warning to a suspension and finally to a dismissal. The main purpose of a progressive discipline is to give an employee an opportunity for self correction before more serious penalties are imposed. Progressive discipline enables an educational manager and an employee enough time for remedial actions which ensures employees conformily to the set standards.

Two views of discipline

There are two opposing views on discipline and these are in line with Douglas McGregor's theory X and theory Y assumptions about people. In theory X view about discipline only as a punishment are applying theory X. Although theory X assumptions about people are viewed as being negative and therefore, autocratic, there are cases when workers have to be treated as prescribed by theory X for instance there are cases where a teacher, a student or a member of non-teaching staff just does not want top follow the set code of behavior in an Educational organization despite the application of the various leadership skills by the supervisor. In such a case a disciplinary action should take theory X assumption. Educational managers who take the above theory X view about teachers, students and non teaching staff will use discipline as a means to enforce external demands for responsible behavior. Such leaders should not recognize the importance of self discipline and will, therefore, expect orderly behavior to depend mainly of fear of penalties.

Discipline is thus exercised as a punishment to both deter and retribute the offenders. This approach is a negative view about people in their work places and is an autocratic approach to enforce organizational standards.

Theory Y view about discipline looks at discipline as a process of encouraging workers to move uniformly towards meeting the objectives of education are applying the theory Y assumption about people. Educational managers who take the theory Y approach to discipline strive to provide intelligent leadership in their organizations so that maximum potentials can be realized from their subordinates. Such leaders use discipline as an effective by – product of efficient application of leadership skills so as to gain willing cooperation from teachers, students and other workers within the role and regulation set by educational management and duly accepted by all members in the

organization. The main aim of this approach is to inculcate among all organizational members a voluntary self discipline.

This approach takes a positive view about discipline. However, a few people in an organization will fail to comply with established roles and standards even after repeated appeals by management. The organizational roles and standards are more applicable to such workers than to majority who have acquired self discipline. All educational managers should thus see the primary purpose of discipline among the individuals and the entire work group or teachers, students and other workers'

CHAPTER TWO

2.0 Introduction

Children discipline –is as old as the existence of mankind. In the garden of Eden, Adam and Eve transgressed God's law and disciplinary action was taken against them. Thereafter discipline became an integral part of human growth and development hence the proverb "Spare the rod and spoil the child".

In fact the Bible controls the sparing of the rod as an open act of child neglect and hate. Parents are therefore expected to correct or discipline deals with good behaviour and every society wants it's children to get proper socialization, hence the saying "a rod is easily bent while still tender". However gone are the days when a black African child showed respect and honor to elderly people regardless of whether they are related or not.

Good mannered teenagers in an African setting are indeed a history. One would ask why it is that the problem of indiscipline seems to be ubiquitous in the 21st century. Because child discipline is part of socialization, every culture has it's own approaches, informed by norms and believes crafted by people of that culture.

2.1 A modern scheme of discipline
In modern terms, discipline is a system of arranging conditions for healthy learning and living. The child needs to be helped to develop his unique and his individual personality but with the cultural background and group consciousness.

Since life is a continuous series of choice the child must be trained to make these choice reasonable and independently. Nevertheless, adult guidance is necessary, the teacher or parent must, however, bear in mind the fact that a guide does not mean rebuke or ridicule. Guidance includes counseling and suggestions. In this connection there are extreme discipline choices which should be avoided.

2.2 Classroom management

Piaget 1952 emphasized that teachers should consider the child's knowledge and the level of thinking in teaching. This implies that students do not come to class with empty heads but they rather have many ideas about the physical and natural world. Teaching therefore should begin with the immediate environment, then progress outwards. The knowledge, concepts and ideas of student about the surrounding environment can be used as a base of teaching before imparting abstract concepts to the student.

This makes the student to appreciate physical and natural world and also develop interest in learning. When teaching, teachers needs to use common examples and experience that are familiar with the student. This ensures a smooth flow in teaching and promotes understanding in the learner. Since she / he is able to see the relevance of learning to the daily life activities and the socio-environment.

The role of secondary education as a stepping stone for individuals to identify and nourish their abilities and talents cannot be undermined. Secondary school education gives opportunities for learners top various higher institutions where they acquire knowledge and skills that will help them become part of a work force that can build up the economy of this country. However it is evident from the Kenya certificate of secondary

education results that come out every year that while there are some secondary schools are on the verge of success. Many schools are producing very poor K.C.P.E results.

The success of an institution depends mainly on the discipline, type of management and leadership provided by the principal and the management of the school. Although the responsibility of turning ground schools into successful institution and to improve academic standards of the school mainly depends on the school management. The role played by other stake holders are equally important in this regard an effective participation of the stakeholders in management of the school is essential for the development and improvement of academic performance of learners in the National Examination. The type of leadership provided by the principal has a major role to play in co-ordinating and managing tasks that one needed to improve academic standards of a school.

In the child centred Kindergarden (roop marine and Johnson 2000) Education involves the whole child and includes concerns of physical, cognitive and social development. Student background contributes immensely to indiscipline in school.

Students have a tendency to bring a bad behavior from homes, some of which are rooted in the society which they live.
Some of the social evils associated with indiscipline students include, negative towards work, drink beer, smoking, drug taking and illicit sex.
Mannerisms are peculiarities of behavior that people develop unconsciously, they can be disturbing to others and when they occur. If a teacher may compete with his teaching for the attention of his students and therefore reduce it's effectiveness. Mannerism may make a teacher to an object of ridicule to his students.

Indiscipline in the family and the society is a growing problem and it's effects are reflected in the schools. The causes of indiscipline are to be found in society's changing standards and managements caused by broken homes and stress within the traditional family system also the feeling anonymity felt by children in very large schools and the growing resentment among students that conventional schooling no longer assured employed as one it did.

Kamii (1985 and 1989) explains that teachers should turn classrooms into a setting of exploration and discovery. That is teachers should emphasize students own exploration and discovery. Practical work enables students to get more interested in the subject matter by seeing and performing for themselves. The enthusiasm in learn, subject matter is therefore enhanced it also enables students to conceptualize with a lot of ease and to develop the scientific culture. This is in line with a Chinese saying that "I hear and forget, I see and I remember, I do and I understand.

2.3 School wide discipline
Duke (1989); stallings and Mohaman (1988); wayson, etal (1982); and wayson and Lasley (1984). Conducted comparative studies of well discipline and poor disciplined schools to identify critical differences in discipline practices.

Commitments, on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning well discipline schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions which inhibit learning.

High behavioral expectations. In contrast to poorly disciplined schools, staff in well disciplined schools share and communicate high expectations for appropriate student behaviour clear and broad based rules. Rules sections and procedures are developed with input from students are clearly specified and are made known to everyone in the schools. Researchers have found that student participation in developing and reviewing school discipline programs create a sense of ownership and belongingness.

Wide spread dissemination of clearly stated rules and procedures. Moreover, assures that all students and staff understand what is and is not acceptable. Warm school climate. A warm social climate, characterized by a concern for students as individuals, is typical of well disciplined schools teachers and administrators take an interest in the personal goals. Achievement and problems of students and support them in their academic and extracurricular activities.

A visible, supportive principal many poorly disciplined have principals who are visible for "Official duties such as assemblies or when enforcing school tend to be very visible in hall ways and classrooms, talking to them by name and expressing interest in their activities.

Principals in well disciplined schools take responsibility for dealing responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed.

It has been generally found that well disciplined schools are these which have communities they serve. These schools have a higher than average incidence of parent involvement in school functions and communities are kept informed of schools goals and activities. Duke (1989) writes, what is known about organization of elderly schools is that they are

characterized by commitment to appropriate student behaviour and clear behaviour expectations for students.

Rules, sanctions and procedures are discussed, debated and frequently formalized into school discipline and classroom management plans. To balance this emphasis on formal procedure the climate in there organization conveys concerns for students as individual. This concerns manifests itself in a variety of ways, including efforts to involve students in school decision making, school goals that recognize multiple forms of students achievement and de-emphasis on homgenous grouping. Short (1988) says that well- disciplined schools indicates that a student centred environment, inco-operating teacher student problem solving activities as well as activities promote self esteem and belongingness is more effective. In reducing behaviour problems than punishment.

Students have to be motivated to succeed. A low performing school is the product of low-performing students. Underestimating their ability to change is a huge mistake they need to realize that a change in the attitude is necessary.

Character posters hanging on the walls are not enough. Student success at some level is the responsibility of each student but there students need to be stimulated by the curriculum. When they are at home they choose to play sports, video games, this has to be brought into the classroom in an educational way so that schools become a place they want to be. Then integrating more traditional curriculum can be done with success. Motivating these students to learn is the responsibility of the teacher and is the responsibility of the teacher and is the first step in changing a school. Teaching for tests and adhering to no child left behind is not the way to inspire students.

In order to achieve success in these low performing schools, the attitude of students regarding learning needs to be changed. Inspiring students with curriculum built around their interest make a schools fun, and can change the environment which they learn. Only once you get these students to be part of this cooperative effort and buy into learning. (www.scobre.com)

2.4 Student Discipline In Botswana Schools.

According to Matsoga (2003) violence and misbehavior exist in Botswana schools. This lack of discipline which interferes with the teaching and learning process, manifests itself in various ways including bullying, vandalism. Alcohol and substance abuse, truancy inability or unwillingness to do homework, etc (Moswela, 2004, Matsoga, 2003). Vandalizing school property is at rampant and this has influenced the government to introduce schools fees in order to mend that which was broken such as window panes, furniture and walls.

Theft is also common, for instance, in 2003 students in one senior school broke into a biology lab to steal ethanol (Banda, 2004) some of these students lost their lives and others lost their sight in another senior secondary school a 19 year old boy committed suicide after fighting with another student over a borrowed plate (maleke, 2003). These horrible acts left the nation speechless, not knowing where such behavioiur originated from these incidents sprang the debate on the use of corporal punishments in schools which concluded by acknowledging that Botswana cannot do away with it, but is has to be used quardetly (Maleke, 2003, Kereng, 2004).

Experience has it that, teachers may ask for transfers; while parents widthraw their children from schools with numerous cases of students misconduct such as the one mentioned above.

Schools have to introduce and implement strategies to improve learner attendance and discipline for quality education and to improve academic performance. Academic performance of schools cannot be improved without providing sufficient individual support to learners and educators. Based on the needs of educators and learners, schools have to organize various programmes to support them to improve the academic performance in the K.C.S.E examination.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter looks into the research methodology that is used by the researcher to work out his findings. It covers the research design, organization of study, sampling size and sampling technique, target population sampling procedure and data analysis.

3.1 Research design

The collection of data in this research was done by use of answering questionnaires and the respondent answered and returned them. Out of the forty two questionnaires the researcher got 38 of them back.

3.2 Organization of the study

3.2.1 Study area

The researcher carried out the study within selected schools in Kabarnet Division Baringo District in Kenya.

3.2.2 Types of data gathered

The researcher gathered both primary and secondary data from the study. The latter was got from the field by use of questionnaires and the former was sourced from journals, periodicals, newspapers and magazines as well as text books from libraries.

3.2.3 Data collection

The researcher visited the schools sampled to distribute the questionnaires and collected them later from the head teachers or deputy head teachers.

3.2.4. Reliability of the instruments

The researcher devised his own questionnaires which were tailor made purposely for the study. The set of the questions were reliable and clear for two groups of respondents namely head teachers and teachers. The questions were both open and closed ended. The instruments allowed the researcher to cover a large number of population within the shortest time possible.

SAMPLING PROCEDURE

Simple random sampling procedure was used to sample seven schools out of eleven schools in the division. This method gave every school an equal chance to participate in the study. Hence it removed any case of biasness during the study; purpose sampling was also used when sampling Head teachers from each sampled secondary school. This method was chosen because the head teachers are the administrators and managers of school under the study and therefore conversant with the school matters.

SAMPLE SIZE AND SAMPLING TECHNIQUES

The researcher took a sample size of five teachers per school and the head teacher of the school. Since only one person was to fill the questionnaire from each group of respondents. The researcher took papers numbered them 1 – 5 folded them and asked them each to pick one, the first 1- 5 where to answer the questionnaires while the head

teachers automatically filled one questionnaire from each of the sampled schools.

TARGET POPULATION

The researcher targeted a population of 210 teachers and seven head teachers from seven secondary schools all drawn from Kabarnet Division Baringo Disrict Kenya.

PROCEDURE OF THE STUDY

The researcher secured a covering letter from Kampala International University to authorize him to carry out the study. After which he went ahead to distribute the questionnaires to the sampled primary schools. The researcher also requested permission letters from the head teachers of the sampled schools to allow him specific dates and time to visit the schools so as to collect data from teachers.

DATA ANALYSIS

The researcher embarked on analysis of the 38 questionnaires that were returned by the respondents from Kabarnet Division Barongo District Kenya.

The researcher analyzed and presented them in frequency tables, pie chart and bar graphs.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter provides for the researcher analysis of the thirty eight questionnaires seven were answered by the head teachers and teachers answered the rest thirty one.

The researcher had sent forty two questionnaires to the respondents in the seven schools but six schools returned the questionnaires on the date specified one school only returned only two out of the six questionnaires sent to them.

4.1.1 Background of information

	NAME	OUT	IN	PERCENTAGE
1	Kabarnet High School	6	6	100
2	Kapropita Girls' High School	6	6	100
3	Kituro Secondary School	6	6	100
4	Pemwai Girls' Secondary School	6	6	100
5	Kewamoi Academy	6	2	33.3%
6	Kaptimbor Day School	6	6	100
7	St. peters Day secondary	6	6	100
	TOTAL	**42**	**38**	**90**

From the table 1 it shows the number of selected secondary schools and questionnaires given to each school. It is only one school that did not submit back all the questionnaires; it submitted only two out of six, making a percentage of 33%. So this shows how disciplined the teachers themselves are.

4.1.2 Gender of teachers

Category	Frequency	Percentage
Male	22	58%
Female	16	42%
TOTAL	**38**	**100%**

The table 2 above shows that majority of teachers are male 58% while 42 are female the discipline of a school can be contained by use of various ways like guidance and counseling. Corporal punishments and others. And for this to happen it requires teachers to give motherly love or fatherly love for students to accept to change their behaviours.

4.1.3 Age bracket of teachers

Category	Frequency	Percentage
Above 50 years	2	5%
45-49 years	3	7.9%
40-44 years	12	31.7%
35-39 years	16	42%
30-34 9years	4	10.6%
Below 30 years	1	2.8%
TOTAL	**38**	**100%**

The table 3 shows the age bracket of teachers from this table majority of the teachers are between 35 years to 44 years with a percentage of 31.7 %, this shows that the teachers are energetic enough to deal with discipline or experienced since most of them have taught for a long period of time.

4.1.4 Religious background of teachers

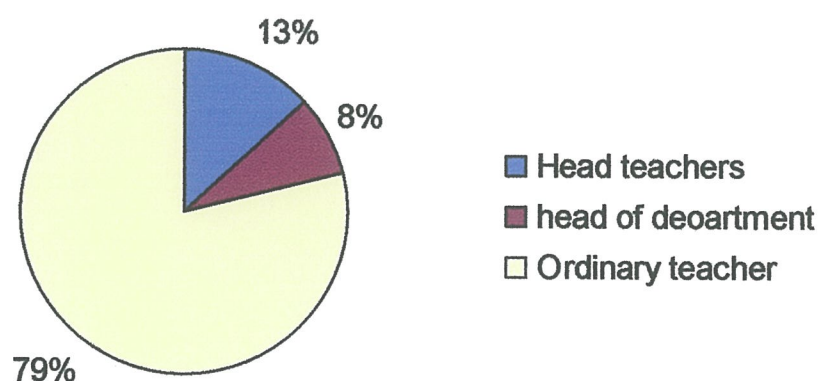| Category	Frequency	Percentage
Christian	30	79%
Islam	7	18.3%
Others	1	2.7%
TOTAL	**38**	**100%**

Table 4 indicates clearly that Christianity is a major religious with 79% while Islam is 18.3% while others have 2.7%, since religion deals with spiritual nourishment, and it is part of human nature Christianity is prevalent in my area of study.

Religious background
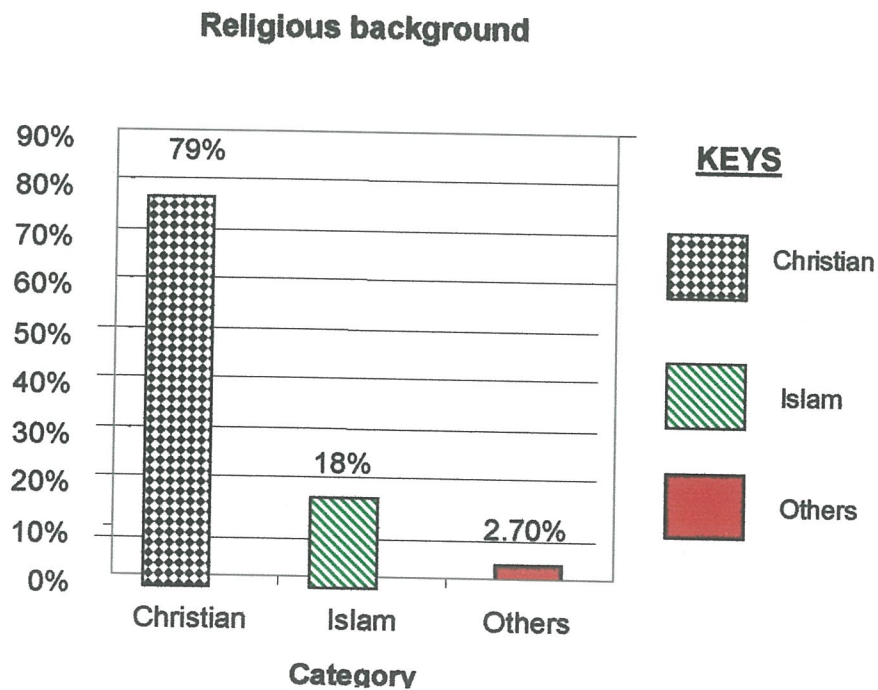
4.1.5 Position in the school

Category	Frequency	Percentage
Head teacher	5	13.1%
Head of department	3	7.9%
Ordinary teacher	30	79%
TOTAL	**38**	**100%**

From table 5 above it shows that majority of the respondents were ordinary teachers with a percentage of 79%, while the head teachers and head of departments cover 21%, from these findings the ordinary teachers answered the questionnaires in large numbers because they are the ones who are always in contact with the learners in class or any other place in school.

4.1.6 The highest qualification of respondents.

Category	Frequency	Percentage
Certificate	_	-
Diploma	3	7.9%
Degree	30	79%
Masters degree	5	13.1%
Doctorate	_	-
TOTAL	38	100%

Table shows that the highest qualification of most teachers is degree level with 79% while Masters Degree is 13.1% and finally Diploma with 7.9% this shows that the more the teachers are educated the more they can handle discipline and can guide the students to be good future citizens who are disciplined.

13%   0% 8%

79%

- Certificate
- Diploma
- Degree
- Masters Degree
- Doctorate
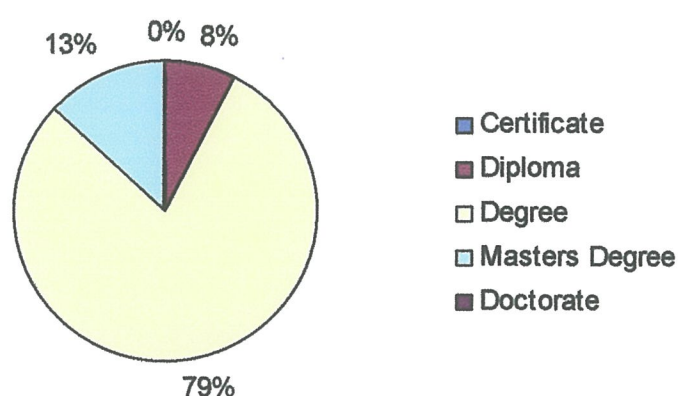
4.2 ROLE OF TEACHERS IN MAINTAINING DISCIPLINE

4.2.1 Table 7: Teachers working relationship with learners in the school.

Category	Frequency	Percentage
Good	38	100%
Average	-	-
Bad	-	-
TOTAL	38	100%

Table 7 shows that in all the schools, there is a good working relationship between teachers and learners in the school, it is evident from the 100% response (Kamii 1985 and 1989) explains that teachers should turn classrooms into a setting of exploration and discovery.

Teachers working relationship with learners in the school
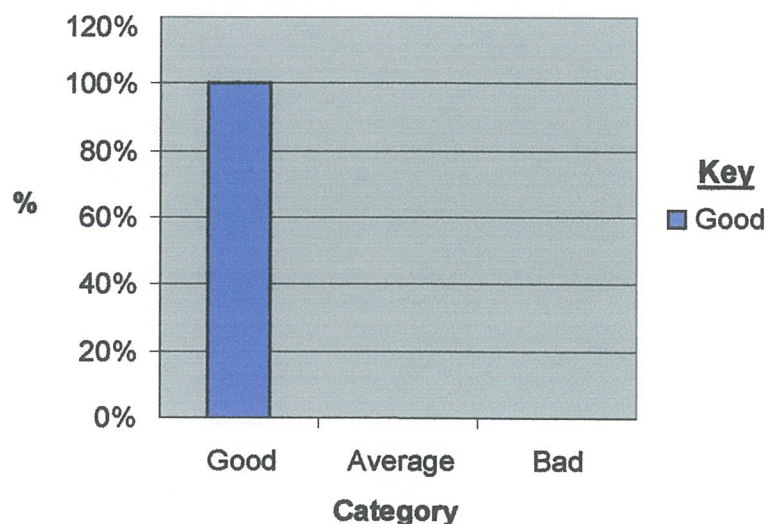
Table 4.2.2 Table 8: Teachers giving personal attention to students in the classroom.

Category	Frequency	Percentage
Yes	38	100%
No	–	–
TOTAL	38	100%

Table 8 shows that teachers give personal attention to students in the classroom. Piaget 1952 emphasized that teachers should consider that child knowledge and level of thinking in teaching, because students do not come to class with empty heads but they rather have many ideas about physical and natural world.

Teachers working relationship with learners in the school
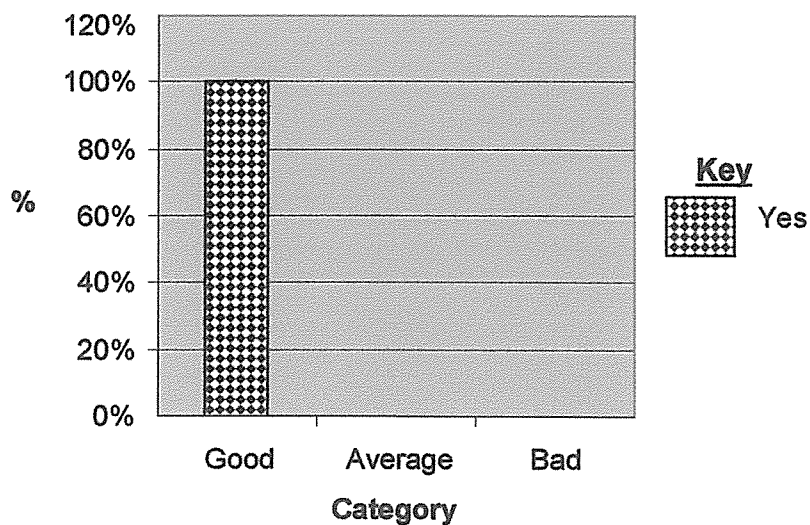
4.2.3 Table 9: To investigate if teachers discipline students in school.

Category	Frequency	Percentage
Agree	38	100%
Disagree	-	-
TOTAL	38	100%

The table 9 above shows that in all the schools students are disciplined, child discipline is as old as existence of mankind. In the garden Eden, Adam and Eve transgressed God's law and disciplinary action was taken against them. Therefore discipline became an integral part of human growth and development hence the proverb "spare the rod and spoil the child".

Teachers discipline students in school
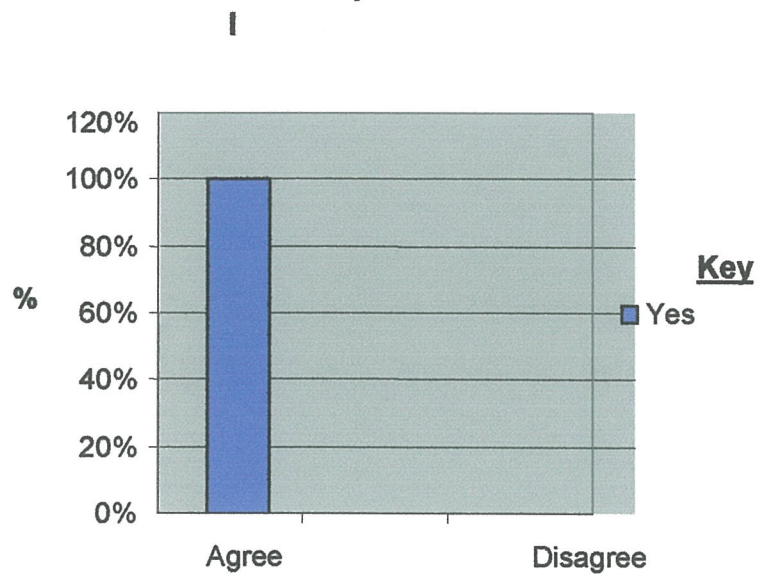
4.3 ROLE OF HEAD TEACHERS IN MAINTAINING DISCIPLINE IN THE SCHOOL.

4.3.1 To investigate if the regulation on corporal punishment have changed over years.
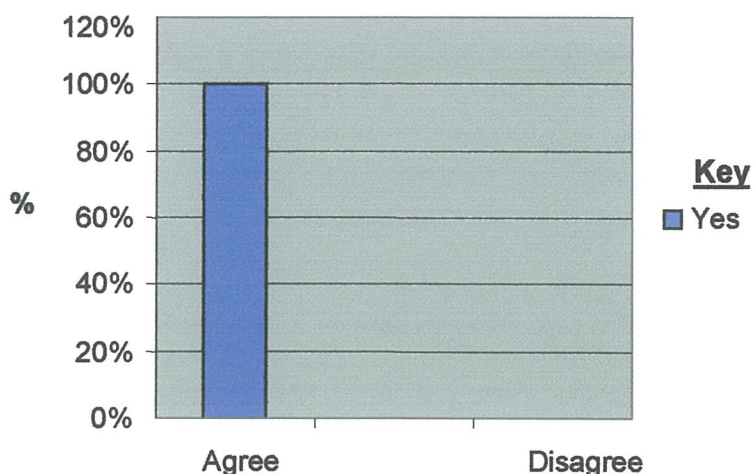
Category	Frequency	Percentage
Agree	38	100%
Disagree	-	-
TOTAL	38	100%

The table 10 above shows that the regulation on corporal punishments have changed over years because of the response of 100%. In the modern scheme of discipline, discipline is a system of arranging conditions for healthy learning and living. The child needs to be helped to develop his unique and his individual, personality but with the cultural background and group consciousness.

4.3.2 How regulation of corporal punishment affects discipline and academic performance;

The above findings have shown that regulation of corporal punishments have affected discipline. Regulation of corporal punishment has changed over a long time in that corporal punishment has been done away with, in many countries in the world, Kenya included and this has boosted the student's teacher relationship. Since students no longer fear teachers but respect them.

4.4 LEVEL OF DISCIPLINE IN SCHOOLS OF KABARNET DIVISION BARINGO DISTRICT KENYA.

4.4.1 Level of discipline of learners in the school

Category	Frequency	Percentage
Excellent	_	-
Good	2	5.2%
Average	35	92.1%
Poor	1	2.6%
TOTAL	**38**	**100%**

Table 12; The table above shows that 92.1% of students have average discipline while 5.2% of students have good discipline. Finally 2.6% of students have poor discipline. (Roop marine and Johnson 2000) Education involves the whole child and includes concerns of physical cognitive and social development. Student background contributes immensely to discipline in school. Students have a tendency to bring a bad behaviour from homes, some of which are rooted in the society which they live in.
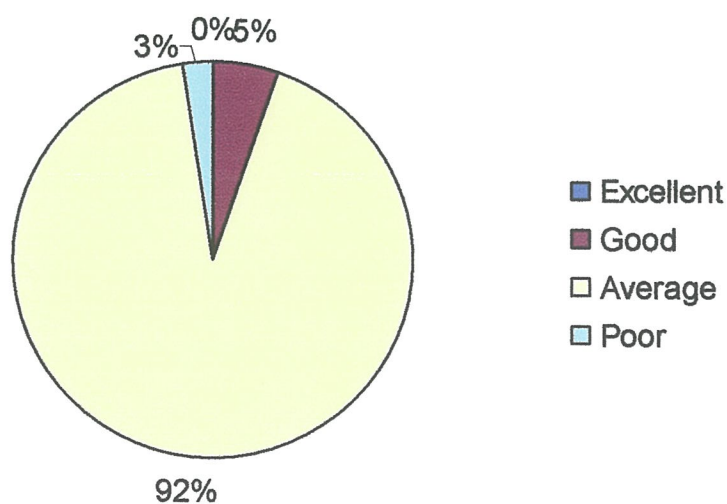
4.4.2 Table 13: How students have disciplined.

Category	Frequency	Percentage
Corporal punishment	10	26.3%
Suspension	2	5.3%
Peer counseling	4	10.5%
Guidance & counseling	22	57.9%
Expulsion	-	-
TOTAL	38	100%

Table 13 shows that the mode of disciplining students in many schools is guidance and counseling, it is evident by 57.9% response. Also corporal punishments are used in other schools 26.3%. other means of punishments are used including suspensions and even expulsions. The Bible controls the sparing the rod as an open act of child neglect and hate. Parents are therefore expected to discipline their children since discipline deals with good behaviour.
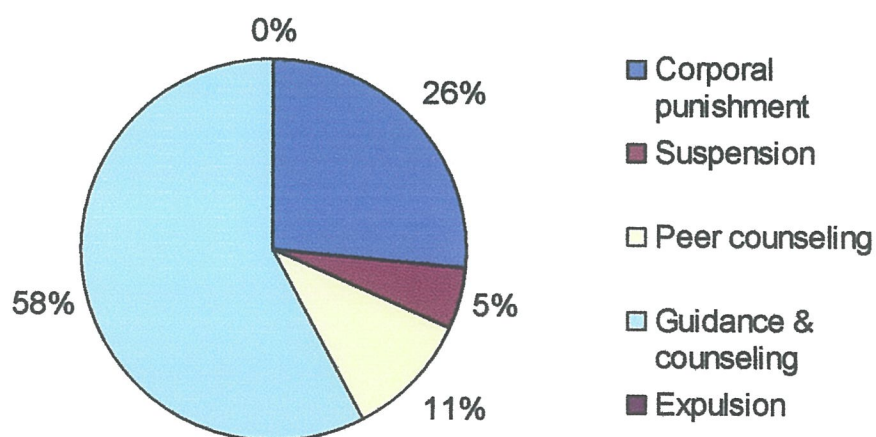
4.4.3 Class attendance of students

Category	Frequency	Percentage
Excellent	4	10.5%
Good	28	73.7%
Average	6	15.8%
Poor	–	–
TOTAL	**38**	**100%**

Table 14: it is evident from the above findings that class attendance of students is good with a percentage of 73.7% while excellent is 10.5% and finally average which is 15.8%. This is due to the sending of students for school fees each and every time, others come back early while others take long before they resume classes.
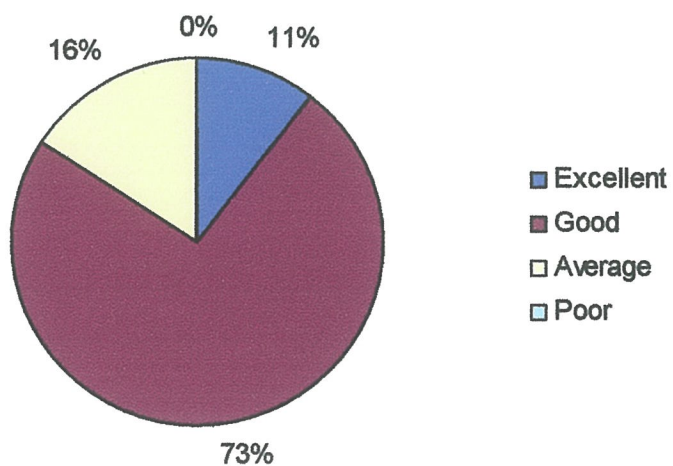
4.4.4 Table 5: Showing television programs and video shows have any influence on student's misbehavior.

Category	Frequency	Percentage
Agree	38	100%
Disagree	–	–
TOTAL	38	100%

From the above findings it shows that television programs have an influence on students misbahaviour because it is evident from the 100% response that it really influences the misbehaviour in that they try to imitate what they see or hear in terms of lifestyle, language, dressing style and behaviour in general.

Televisions programs & videos
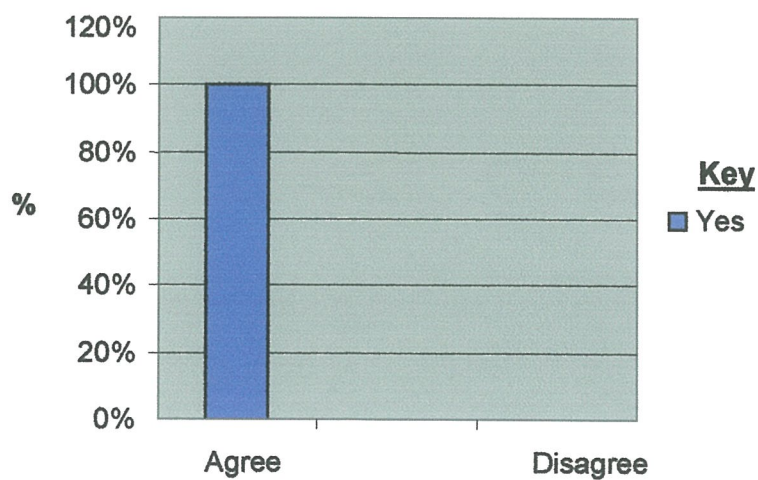
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter deals with the summary of the findings discussions, conclusion and recommendation of the study.

5.1 Summary

The purpose of the study was to evaluate the effect of discipline on academic performance in selected Secondary schools in Kabarnet Division in Baringo District. The researcher summarized the content of the topic s by beginning on the background of discipline, its meaning from several scholars benefits to the learners and a case study of Botswana.

The study revealed that student misconduct is prevalent in Kenya schools. Although this seems to be a new phenomena attributed to availability of TV and other media gadgets, parents are held responsible for not being firm on their children, the attitude displayed at first was that unless parents teach their children desirable conduct, schools would not be free from disruptive students hence poor academic performance.

While the Ministry of Education perceives the school discipline regulations as an endeavor to promote and maintain order and safety in schools, teachers, the corporal punishment, suspension and expulsion regulations are a scheme which expulsion regulations are a scheme which strips them off their rightful authority over students. They feel disempowered. They claim that these regulations contravene the cultural practice of child upbringing where every adult in the society was

regarded as a parent and had a right to discipline any child as he/she sees it fit. Similarly, teachers regard themselves as parents, Aunts Uncles of the student community.

Each and every teacher, as a parent would have to be given the privilege of moulding students characters into that of desirable citizentry. This they believe would be a successful approach to student discipline hence improving academic performance.

Because the school head, who is the only person designated to punish students cannot be simultaneously be available at all times in all classrooms, teachers experience indiscipline at an alarming rate. They feel powerless. They assert that it is difficult to be a teacher these days. They complain that the Ministry of Education is not giving them enough support especially in cases of suspension and expulsion. Time and again the school heads are ambivalent when making such decisions. This lack of action brings chaos in the school.

The school heads have limited power over expelling students is regarded by teachers as violation of his / her rights. As the saying goes "If you can't exercise discipline in the classroom, you'll teach nothing, and the students will learn nothing of significance. Teachers in this study reported that it is difficult for them to teach because they are afraid of the students. Also, much time is being wasted in solving disciplinary process. As a result schools perform poorly.

5.2 Conclusion

Student discipline has grown into an epidemic in African schools, because culturally irrelevant disciplinary strategies are employed. Every culture has it's own values and norms (Zaslavasky, 1982; Mbiti 1988) and these are communicated to its young generation through disciplinary strategies and being culturally conceptualized and negotiated. These strategies and the language therein can only be understood by the members of identifiable cultural group. This sentiment is intelligently captured by Mbiti's assertion. "Each people have it's own religious system, and a person cannot be converted from one tribal religion to another: he has to be born in the particular society in order to participate in the entire religious life of the people.

Too often there are significant deficiencies in student teacher interactions deficiencies that restrict student initiative and achievement. Harsh **indictment** of educational system have come from numerous critics, including some who are experienced teachers. John Holt for example has decries the manner in which traditional teaching practices inhibit true learning in (How children fail) Holt (1964) descries how schools even take bright and destroy their capacity for learning and intellectual growth. Teachers essentially make children afraid of not pleasing others, of making most of all, of failing. This strips the children off their curiosity, they initiative their ability to experience and to grow.

The fear of failure is used to control children, to maintain the upper hand in the disciplinary power struggle that characterizes many classrooms. As most people see it schools themselves do not create the violence, rather, disorder spills into schools from the surrounding society. But in recent decades teachers have lost much of their authority in dealing with trouble makers, especially young people who have little interest ion school in the first place (Toby, 1998).

Nevertheless, schools have it in their power to effect change for the better. The key is set and enforce firm disciplinary policies with school personnel supported by parents and if necessary (police). Violence is a problem deep in the society itself. But school can control violence by forging alliances with parents and community leaders (Gup, 1992).

If schools are plagued by violence many more are afflicted with passive bored students, some of them blame for passivity can be placed on Television which now consumes more of young people's time than school. On parents who are not involved enough with their children and on the students themselves. But schools also play a part since our educational system itself generates student passively (Coleman, Hoffer and Kilgore,1981).

5.3 Recommendation

In reference to the above conclusion and summary, this study makes the following recommendations about the effect of discipline. Our academic performance of students in selected secondary schools in Kabarnet Division Baringo District. A teacher is more like a gardener who tends each plant, examines water and seas that the plant may take its own nourishment. The teacher should be a guide, a helper and a friend, the teacher must study the child, must know the effect of environment and should know the laws of learning for which a study of psychology is necessary. The teacher is an integral part of the process of Education. He imparts Education and teaches his students the subject matter prescribed for them, he has to perform a difficult job. In addition to teaching in classroom he has to look after extra curricular activities. Thus a teacher is expected to discharge varied functions. The teacher is expected to create in the students the interest for the subjects through proper appreciation of the achievement of the students through personal contact and knowledge, he can create love for the subject.

The researcher recommends that:

1. All teachers are given the authority to administer any kind of disciplinary measures without any discrimination. This will rekindle the old African heritage and corporateness. Every adult in the country would be responsible for every child's behaviour, even if that particular child does not belong to the adults disciplining him or her.

2. A parent teacher. Partnership against student indiscipline should be established. Both parents and teachers should educate students in the impact of indiscipline in the school and in particular about "at home, at school, in the community and how it affects the academic performance.

3. School discipline support groups should be formed in school communities. In these forums, peer to peer education must be encouraged. It is through the assistance of them equals that those struggling with alcohol and substance abuse can quit. .

4. Teachers need to know students in terms of their personal, social and academic characteristics so has to form perceptions, expectation and interaction patterns and practical knowledge which is necessary when interacting with learners. Parents and guardians of students need to be keen to monitor the progress of their children in Secondary school. This enables them to detect any drop in academic performance and hence advise them accordingly.

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APPENDICES A

QUESTIONNAIRE FOR HEADTEACHERS/TEACHERS

1. Your gender

Male	
Female	

2. Your age

Above 50 years	
45-49 years	
40-44 years	
35-39 years	
30-34 years	
Below 30 years	

3. Your religion

Christian	
Muslim	
Others	

4. Your position in the school

Head teacher	
Deputy head-teacher	
Head of department	
Ordinary teacher	

5. Your highest qualification

Certificate	
Diploma	
Degree	

Masters Degree	
Doctorate	

6. How do you rate the level of discipline of learners in your school

Excellent	
Good	
Average	
Poor	

7. How do you rate the class attendance of students

Excellent	
Good	
Average	
Poor	

8. How is the working relationship with the learners in you school

Good	
Average	
Bad	

9. As a teacher, do you give personal attention to student in the classroom?

Yes	
No	

If yes, how? _____ _____

10. Do you discipline your learners in school?

Yes	
No	

If yes, how? _____

11. Do T.V programs and video shows have any influence on children's misbahaviour?

Yes	
No	

If yes, how?

Imitation (dressing)	
Change of lifestyle	
Chang e of language	

12 Have regulations on corporal punishment changed over years

Yes	
No	

If yes, how has this affected student behaviour in general?

_____

13. In the old African culture, a child belonged to the whole community. How did this help in children discipline? _____

_____