THE ROLE OF GUIDANCE AND COUNSELING IN INSTILLING DISCIPLINE AMONG ADOLESESCENTS WITHIN KARUNGA ZONE, NAIVASHA DISTRICT (KENYA)

BY

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DECLARATION

I KEZIAH WANGARI KAREGA, declare that this research project is my original work and has never been submitted to any university for any award. Where the works of others have been cited acknowledgment has been made.

Signature. ~~Wangari~~..............

Keziah Wangari Karega

Date. 30th Aug. 2008.

APPROVAL

I certify that the work submitted by this candidate was under my supervision. Her work is ready for submission, to be evaluated for the award of a Bachelor of Education at Kampala International University.

Supervisor.................................

Mr. Derrick Ssekajugo

Date...25/28/28.....

ACKNOWLEDGMENTS

DEDICATION

My sincere gratitude goes to God the Almighty for enabling me financially and giving me sound health. To my beloved sons, Clief kiriko, Edwin Mwangi and Kelvin Maina for their cooperation and patience while I was away for studies.

DEFINITION OF TERMS

The following terms will commonly be used in terms study.

Behavior — way of behaving (manners) can be good or bad

Behavioral problems: troubles cased by unbecoming! Undesirable /defiant behavior (manner) in a person, bad /deviant behavioral is never accepted by one's community group in this case the school.

Deviant — non conformity to standard behavior of a group/society in thus case the school It may also mean violation of cultural norms and depends on time place, individual and evidence meaning a behavior can be termed as deviant by one school and but not by another.

Norms- Rules of standards of behavior expected by a given group.

Guidance- giving advice: and is a service

Counseling- leading a counseling/pupil to get a lasting solution to his problem that it is one in existence and be ready to solve other problems in life even without consulting the counselor/teacher

Adolescent- a person who has grown from childhood and not yet an adult in the case of primary pupils, they are those with 12— 16 years

Discipline to train and control the mind and character of a person in this case the pupils

Modify — make changes in, make different, makes less severe, violent etc. make the sense something less general. In this study we are modifying! Changing the behavior of the deviant/destructive child in class/school.

Tool — instrument in aid of something, in this study guidance and counseling will be transformed into an instrument tool to aid the school led by the teacher to achieve the desirable discipline in the society today more so the school.

Punishments — penalty for doing wrong, rough treatment, This has been banned by the ministry of education in Kenya and an alternative must be sought hence need for this stud

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CHAPTER ONE

1.0 INTRODUCTION

The main problem was the discipline of the pupils in primary schools which have not been shaped much by punishments and disciplining the culprits especially at adolescence.

1.1 Background of the study

Discipline is of paramount importance to all human races as stated in the book of proverbs" Spare the rode spoil the child! Hebrews 12: 1; those who have been disciplined reap the peaceful reward of a righteous life: discipline is a great concern to the whole world: Nations races, tribe's clans and families always seek for proper if not perfect discipline; it shapes the destiny of one's life.

In Africa it is of great concern right from childhood every community has its own values traditions that make discipline evident hence acceptable or unacceptable values in the society.

In Kenya today discipline is vital in all areas of life: homes, schools, places of work and leadership among o thers. This is e specially noticed in schools where one's conduct is reflected in the learning certificate which is a necessary document in all learning institutions and in employment. It is also evident in those who work with public e.g. matattu owners: one must produce a letter of good conduct and a job.

Meetings, seminars a nd i nsets are a lways held at national provincial district divisional zone and school levels all trying to cultivate the acceptable discipline in our primary schools.

Discipline has also become a great concern to the churches hence the youth rallies, camps and peer counseling all aiming at seeing to it that out youth acquire the best values in terms of disciplines.

1.2 Statement of the problem

This is the high time that we identify various tools to aid in the cultivation of discipline in our primary schools. We should avoid confusing punishments with discipline and instead try other tools among them Guidance and counseling. This is because punishments have proved to harden the pupils even more and ignorance does more harm e.g. burning of schools, defacing or damaging school property, assault and verbal abuse of teachers.

All the above mentioned leads me to carry Out a research on the role of guidance and counseling in of discipline on the adolescents to try and find out a lasting solution to indiscipline in schools.

1.3 Objective of the study

1.3.1 General objective

The general objectives to the study were;
To determine the role of guidance of and counseling and on discipline on primary school adolescents.

1.3.1 Specific objectives

To identify the root causes of behavioral problems in adolescents in primary schools

This study will find out how the adolescents behavior can be modified to fit the school setting

1.4 Research questions.

1. Do primary schools in Karuga Zone, have guidance and counseling services for students?

2. Do primary school children have guidance and counseling needs?

3. What factors influence discipline in primary schools?

I. 5 The significance of the study

The study of guidance and counseling as a tool to aid in discipline in primary schools are used by the teachers especially the guidance and counseling teaches. These results empowers the teacher counselor with advice to other teachers who later find an alternative to the punishment that have been banned in Kenya.

The results helps the teachers, parents and pupils to be free and well equipped to identify the learners problems, tell them to the concerned teachers who will help them get lasting solutions to these problems and the better ways of getting solutions in their future problems.

These results also helps pupils to strive to meet their desired goals in the higher institutions of running having brought down the strike teachers assents

The individual researcher gains the ability to research further on the gasps in the same study. The researcher is well equipped and can relate pupils problems to the research findings. And also be of great assistance to the education field if given open chances.

To the community such as the parents church ministers and other stakeholders this research help them to accept that as children grow they need close attention for they meet with problems which need to be solved by the concerned to help them fight their anxiety and stress that can lead to education depression.

Generally our country will be a better place to live in for the criminal offences will be fought right from primary schools.

1.6 Limitations of the study.

The major limitations of this study might be the following;-

(i) Since the study targets the whole of Karunga Zone, the time allocated might be limited are therefore the finer details might not be possible.

(ii) Some school administrators might not be willing to divulge information about their schools freely due to fear of being in the limelight.

(iii) Pupils might not be willing to volunteer credible information due to fear of being of victimized by their teacher.

(iv) Shortage of funds to carry out the research extensively.

CHAPTER TWO

REVIEW OF THE RELATED LITRETURE

This study is supported by the learning. Theory based on the ideology of John Kambottz. The theory states that:

"The client (counselee) suffers from learning problem. It further holds that the counselor is truly a learning specialist and that the inherited genes and other constitutional determinants are not important in oneself but instead the observable pattern behavior is of importance.

In this case the client (counselee) is the pupil who has several problems that have to be attended to by the counselor who is the teacher and of course trained personnel hence a specialist. The problems the pupils is experiencing are not originating from his/her inherited

Genes or determined by fixed obstacles but are rather through the individual pupils behavior pattern to the better or to the worst. Therefore this requires the teacher to strive to fight the problems affecting individual pupils to make it possible to curb learning problems in the school settings.

The learning problems vary from one school to another and also amongst the pupils in class and in school as a whole. It is thus the duty of the teacher counselor to observe the needs and expectations of the pupils both at school and in the outside environment that can largely affect their learning.

The counselor in this case is teacher, servant of the public registered by the teacher's service commission under cap 2.2 section 7 laws of Kenya. The teacher is put in charge of the young Kenyans whose destiny is in the hands of these teachers. This teacher therefore must never allow his work to be interfered with by these learning problems but instead should work hand in hand with the pupils to get lasting solutions to the problems

trying as hard as possible to make haste to prevent these problems pulling the pupils too *far* from the school setting.

It is thus the teacher duty to help problems when the pupils are really to get the information but not advice to get ensure the information but not advice to ensure long lasting solutions to the already existing problems and be able to handle future problems by themselves.

Though pupils may have come from one family they should be treated as individuals for their behavior determines their way of life and reaction towards learning if the teacher handles these problems.
Closely the behavior of every pupil so as to know the source and cause of the behavior basing them on the pupils age for it is a main cause of denant/ undesirable behavior in children are fractions, financial problems, lack of commitments among others.

By doing so the teacher will be able to help the pupils (counselee) to fit well in the school setting curriculum and thus improve or better performances in schools to help the individual pupils to attain their expected goals free of interference. The pupils are kept within the (norms) skills of standards of behavior expected by their school.

Counseling is of great importance in the Kenyan schools since the cane has been banned by the ministry of education and nothing has been put in place through the pupils behaviors are growing to the worst giving the teachers a hard time in teaching affectively. Both the pupils developed deviant behavior that need close attention. To curb these real life struggles the teacher counselor should recognize that he has to play his role extra careful putting into considerations pupils in the behavioral line and not the believe that the family has a history of a given behavior then their deviant behavior will be modified. By doing so the pupils will be trained and their minds and characters controlled. This will further help the pupils shape their behavior thus no need of punishment for the unrests in schools will hare been done away with.

Since counseling encourages talk the pupils will be able to tell their thoughts and feelings that they are experiencing in the schools. The pupils having realized the teachers concern,

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they will obviously open up and the teachers will be able to help them clarify and rectify their way of life.

Behavior is a very powerful message that is a very result. And thus should be well be well monitored to advice against deveriant (destructive) behavior that usually prevents proper or effective learning. There are some behavior anomalies in children in all stages of life such anomalies are as a result of certain factors in the environment. They may be internal or external and are all harm full in life.

2.2 Behavioral Problems In Adolescent

Behavior and emotional problems have reached high proportions Griffins (1996).
Therefore healthy and standardized measurements are required to help the pupils minimize if not do away with these high levels of behavioral problems. Thus is by use of guidance and counseling offered by professional teachers teacher/educators must be sensitized to the powerful forces that lead to act of indiscipline among pupils in primary schools Congelosis (1997) Argues that the manifestation of anti social behavioral among pupils drop- pouts of school, juvenile activities in the school neighborhood, intruders on compound are unfortunate realities that have changed schools from being peaceful sanctuaries to dangerous communities within cities suburbs and rural areas. This calls both teachers and parents to their natural directly to educate the child on self direction and a sense of responsibility. More so the teacher has a professional duty to mould the child to a better citizen through proper guidance and counseling

Discipline means acting as expected and practicing the values expected in any given society; in this case the school is the area of study and reference
Discipline may also mean behaving in a manner to suggest that respect is well cultivated by an individual one with disciplines is flexible in that he/she fits well in the society one is in at any one time.
For someone to be said to have discipline the following characteristics are evident

- Respect
- Obedience
- Co-operation
- Patience
- Self— control
- Self fulfillment
- Responsibility

2.3 Meaning And Characteristics Of Behavioral Problems

Misconduct of an individual or group may interfere with the learning process. According to Curcio and first (1993) pupils may show aggressive behavior like hitting, punching, spitting, kicking and name calling. As children grow up these behaviors change to bullying extortion and physical fighting hence disrupting the learning process and there arises need for guidance and counseling to shape the life of the child so as to help him grow up into a responsible being and better his/her citizenship.

Behavior problems among pupils are disruptive and they include annoying noses, lack of attention, poor concentration, wondering about snatching other pupils properties among others. Persisting behavior problems makes it hard for the teacher to manage through discipline and hence need for the guidance and counseling based on the pupils background and home (daily) environment. Behavior problems may also be considered from the pupils point of view such problems would include fear of failure, boredom alienation and peer pressure oppression. Some schools seem to succeed in regarding poor conduct while others were producing a high rate (Griffins 1996). Peer pressure is very common in primary school where some pupils have outgrown in their classes and thus take advantage of the young ones. They bully the young ones causing anxiety and stress that leads to poor performance and formation of behavioral problems that becomes destructive to the teacher. Bullied children are reluctant to complain or may appear weak temper **Out** burst in class, often followed by walking out and ignoring staff instructions also occur (Gray et al 1994) other pupils may exhibit.

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Behavior that seem trivial but a sign of serious and severe problems overtly aggressive or passive non complaint pupils may exhibit behavior that can disrupt their learning and that of other (Burdens 1995) patterns of behavior may vary from mild to severe ones and should be dealt with thoroughly and using the best approach. This is only possible and successful if guidance and counseling are applied by professional teachers who are qualified counselors and not the appointed ones.

2.4 Factors contributing to pupils behavior

Gnagey (1989) Behavioral problems result from forces such as conflicting rules, ignorance, social and academic frustrations, displaced findings and anxiety. According to Cohen et al 91989) low bithweight, delivery complications and trauma have been linked to conduct problem and violent behavior low verbal intelligence has been demonstrated to result in poor problem solving and social skills and therefore becomes a risk factor for aggression (Moffit 1993)

These factors are both internal and external in reference to the school.

2.4.1 External factors

these are factors outside the school but have great influence on pupils conduct. These include role of parent, social and cultural conflicts, media, poverty and home influence are very important in children's behavior development (Docking 1990) in some cases pupils who misbehave come from environment in which parents themselves have a negative experience towards school a negative experience towards school (Burdens 1995). These children suffer from mixed information and are not able to differentiate between the right and wrong values in life. This is because they are brought up in immature parenthood teachers should try to help these children to mature well by use of guidance and counseling for discipline and punishment might make them harden more.

Parents working a way from home make the pupils more aware that its difficult for the school officials to contact their parents and if so their parents may not respond (Hoffman 1996) House helps offer for the emotional needs of the children. The fact that have helps in Kenya today are disliked by both the parents and the children; such children grow up

With little or no mistrust in the world leading to several defense mechanisms and therefore the inability to curb the already formed behavior. Distressing or difficulty family circumstances like divorce, illness birth of new babies leading to reject and neglect hence exposure to disruptive behavior like smoking, drinking alcohol, such habits are extended to schools. Beating up, witnessing rapes, stabbing sexual abuse results to trauma through emotional and psychological neglect Curcio and first (1993).

In social and cultural conflicts pupils might have witnessed crimes, victimized in crimes eg stealing, rape among others. They might have been abused and experience psychological, emotional and social assaults, born of poverty, neglect and lack of respect. Pupils may have come from families who have little or no respect for a certain sex hence low social status leading to disrespecting teachers from that sex.. Girls tend to be shy, inhibited and unwilling to openly discuss their problems (Hoffman 1996). Religious background creates differences hence anti —social behavior likes discrimination and hatred among pupils all the above need a teacher guidance and counselor to help focus their present and their future.

The media has also played a role in that (Duke 1990) children spend thousands of hours absorbing scenes of violence in the media in school, homes and the community such pupils therefore observe their fellow pupils misbehaving and seeing nothing wrong in doing so for they take it to be a way of life. The media also insights by giving reports of the happening in other places hence spread of strikes, burning of schools, de-facing of schools or other pupils property among others. The pornographic literature that litters the street has become a threat to the young people morals. There is excessive advertisement of cheap alcohol on televisions at prime time which encourages the consumption of alcohol in the young children even on their way to school reports of the (Taskforce on student indiscipline and unrest 2001) in this era of unemployment and high poverty levels

some income generating activities in some parts of our country encourages drop — Outs absentisms general truancy. The free primary education offered may not be able to ensure that all school agreed children attend school and if they do, they may even perform poorly for they sometimes leave school to help catering for their families in times of

crisis due to the level of poverty. These new learners may have worked as house helps, gardeners and they therefore developed a level of independence and are unlikely to fit in the formal discipline for example children who have a bused drugs will be difficult to control. The other learners may emulate them hence increase of the poor conduct. Effects to instill discipline may even lead to development of hatred for school and eventually to indiscipline (behavioral problems in pupils in primary schools and poor standards of education in the country).

2.4.2 Internal factors.

According to Montgomery (1989) pupils unbecoming behavioral may arise from bulling harassment from peers, teachers of curriculum task. Galloway and Edward (1991) asserts that children develop learned helplessness when they feel that teachers are criticizing them as individuals rather than criticizing aspects of' their performance or specify task. Too often children interpret what teacher say to them as a comment on their own ability rather than as a way of helping them master the task in hand. To some extent teachers feel that behavioral problems among pupils is one of the symptoms of morale in the profession (Duke and Mechkel 1994) teachers are not sure of what they should do or not do by way of correction, However good relationship with children seeing them make progress have been identified as the primary school teachers.

Another internal factor is poor school management. According to Griffins (1996) use of retrogressive styles of management is the main cause of indiscipline in schools locked and Verspoor (1994) also argues that luck of managerial competence ineffective organizational structures and poor information systems weakens the managerial capacity hence resorting to poor standards of education. Prolonged stay in school and poor leadership would be detrimental to the growth of the school in terms of academic

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performance and the welfare of the pupils (Gnagy) The pupils are affected directly and their behavior may change to the worst making it impossible for the teachers to control the already formed behavioral problems.

The curriculum is also inappropriate for it places tool little emphasis on individual and non academic achievement. This sometimes leads to pupils not achieving academic and individual success pupils are not handles in their line of likes ability and interest like in developed countries where excellently evidence is. School rules and prefects is a factor that plays a very great role in primary schools cases where prefects wield too much power are harsh in their treatment of other pupils could lead in their unrest among pupils (Griffins 1996) The disciplinary style in schools may also lead to behavioral problems. A rigid authoritarian disciplining style would seem in a appropriate and may encourage undisciplined behavioral problems (Griffins 1996) The ministry of education banned earning. Although teachers centered canning as the only kind of punishment pupils understand, there is need for psychological care in the lives of the children (F royen 1993). This care can be offered by guidance and counseling and may work even better and be appreciated by all.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section entails the methods used to collect the data necessary to answer the research. It is divided into;

3.2 Research Design

The study used Descriptive research design. This enhanced the researcher to obtain a better understanding of the topic under study. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on why past initiatives had not produced the desired results.

3.3 Environment

The research was conducted in Karunga Zone which has fifteen primary schools in number, both private and public. The targeted respondents were upper primary pupils , teachers and counselors,

Before carrying out the research a piloting was done in one of the schools to help in improving the quality findings. The respondents of the pilot school were given aid to make amendments where necessary,

3.4 Sampling method

Random sampling was used in the two groups of schools both public and private giving a total of five public schools and two private schools

3.5 RESEARCH INSTRUMENTS
QUESTIONNAIRE

The most natural tool with which to compare interview is the so-called questionnaire. Questionnaire is a term used for almost any kind of instrument that has questions or items to which individuals respond. Although the term is used interchangeably with "schedule", it seems to be associated more with self-administered instruments that have items of the closed or fixed-alternative type (Kerlinger, 1973). The questionnaire is in no small measure the most frequently used instrument in educational research. Its popularity is demonstrated by the number of published studies and students' projects in education that employ this instrument for data collection.

Primary data was collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on the role of non-governmental organizations on education delivery. These were designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

INTERVIEW METHOD

This took face-to-face interactions with the teachers and pupils from the schools in the sample size. Secondary data was obtained from the Ministry of Education magazines, annual report records and other researches done. This gave other information required in the research.

3.6 DATA ANALYSIS AND INTERPRETATION

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency a cross the respondents to locate omissions. Information obtained from the research study was presented and analyzed using tables and bar charts.

That is:-

Descriptive statistics were used to measure central tendency, variability and relationship between variables. They included use of proportions and percentage. Summary statistics were used in the presentation of analysis. They included use of percentages, summarized tabulations and frequency distribution.

3.7 RESEARCH PROCEDURE

The researcher had an introductory letter from the University which he presented to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter deals with the analysis of the data as given in the questionnaire and the interviews. The research findings were based on sample size comprising secondary schools.

The respondents were the teachers and pupils from the schools. The summary of the collected data for each factor is presented by the use of tables to give a clear picture of the scores of responses that were gathered.

The following is the response rate in percentage of the sample planned and the actual responses.

Table 1 Response Rate

Respondents	Sample planned	Actual response	Response rate
Teachers	60	56	93%
pupils	250	200	80%
Total	310	256	82%

source;primary data(2008)

Therefore the response rate:-

$$\frac{\text{Actual number responded} \times 100}{\text{Planned number responded}} = \frac{256 \times 100}{310} = 82\%$$

After compiling the interview data and the questionnaire the interpretations of the implications were analyzed in tables and graphs, most of questionnaires and quantitative analysis were based on the questionnaire answers.

4.2. Teachers Bio-Data

Age of The Respondents

Age bracket	Frequency	% Age	Cumulative % age
23-30	16	29	29
31-38	28	50	50
39-above	12	21	21
TOTAL	56	100	100

source;primary data(2008)

Table 2; Age of the respondents

4.2.1 Age of Respondents

The results of the field study on age respondent from the selected school where 56 teachers responded revealed that 79% of the respondents were below 39 years, while 21% of respondents were above 39 years. This is an indication that the sample comprised of young professionals who are spearheading education growth in Karunga Zone of Naivasha District as shown above.

4.2. 2 Respondents' Work Experience

YEARS	NO.OF RESPONDENTS	FREQUENCY (%)
1-5	8	14%
5-10	24	43%
10-above	24	43%
Total	56	100%

source;primary data(2008)

Table 3; Respondents work experience

The results of the field study on years of work-experience showed that 14% of the respondents ranged between 1-5 years and 43% of the respondents having 5-10 while 43%

had 10 and above years of work experience. This signifies that information was collected from teachers with long term experience who are represented by 86% of the sample.

4.3. Pupils Bio-Data

Out of the 250 target pupils, only 2OO responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%.

4.3.1 Distribution by Schools

RIMARY SCHOOL	Frequency	Frequency (%)
KOMOTHAI	40	20
KAHUHO	55	27.5
NGUMO	40	20
MURINDAT	30	15
St. PETERS ACADERMY	35	17.5
Total	200	100

source;primary data(2008)

TABLE 4; Distribution by schools

From the table above it can be seen that the research focused on all pupils in the school.

4.3. Distribution by Gender

GENDER	FREQUENCY	PERCENTAGE (%)
Male	110	55
Female	90	45

Source; primary data (2008)

TABLE 5 distribution by gender

The research was carried amongst the sexes as seen from above.

4.3.3 Age of Respondents

Age bracket	Frequency	% Age	Cumulative % age
10-13	60	30	30
13-15	70	35	35
16-above	70	35	35
TOTAL	200	100	100

source; primary data(2008)

TABLE 6; age of respondents

The results of the field study on age of respondents, from the selected schools where 200 pupils responded revealed that 35% of the respondents were 16 years and above, while 35% of respondents were between 16-17 years, while 30% were between 14-15%. This is an indication that the sample comprised of all the target sample of pupils as shown above.

4.4 Teachers Analysis

Summary of Response on Whether Guidance and Counseling Help Instill Discipline in Primary School Pupils

RESPONDENT	FREQUENCY	PERCENTAGE
AGREED	40	71
NOT AGREED	26	28
TOTAL	56	100

source; primary data(2008)

TABLE 7 summary of response on whether guidance and counseling help instill discipline in primary school pupils

Most of the respondents who responded said that guidance and counseling help instill and enhance discipline in primary schools 71% of the respondents were of the view that guidance and counseling indeed help in discipline enhancement while 28% of the

respondents were of view that guidance and counseling does not necessarily instill discipline in schools.

4.5 Summary of Response on the Factors That Influence Discipline in Primary Schools

RESPONDENTS	FREQUENCY	PERCENTAGE
Personal interest	20	35
Peer pressure	25	44
School set up	7	13
Tough rules	4	7
TOTAL	56	100

source; primary data(2008)

Table 8 summary of response on the factors that influence discipline in primary schools

According to the table above it clearly shows that peer pressure is the major contributing factor to indiscipline in primary schools as it represents 44% of the respondents, 35% represent personal interest as a contributing factor to indiscipline. 13% represent respondents who are of the view that school set up was also a factor contributing to indiscipline. Tough school rules also contribute to indiscipline in primary schools

4.6 Summary of Response on the Effect of Involving Pupils in Discipline Enhancement through Counseling in Schools

RESPONSE	FREQUENCY	PERCENTAGE
Very high	40	72
Moderate	10	18
Low	5	8
Very low	1	1
TOTAL	56	100

Table9 summary of response on the effect of involving students in discipline enhancement process in schools

According to the majority of respondents (72%) who responded observed that there was a very high effect on discipline maintenance when pupils are involved in the disciplinary process., (18%) said the effect was moderate while (8%) and (1%) responded that the effect was low and very low consecutively.

Majority of the respondents were of the view that pupils also should be part of the team responsible for upholding and maintaining discipline in schools this could be achieved by involving pupils in discipline enhancement process through guidance and counseling.

SUMMARY OF RESPONSE CONCERNING WAYS OF IMPROVING DISCIPLINE IN SCHOOLS

RESPONSE	FREQUENCY	PERCENTAGE
Encouraging dialogue	100	50
Corporal punishment	70	35
Suspension from school	30	15
Expulsion from school	0	0
Total	200	100

TABLE 9 summary of response as to ways of improving discipline in schools

From the table above majority of response (50%) said that dialogue should be encouraged to solve disputes and matters of indiscipline though guidance and counseling while (35%) said that corporal punishment should be adopted in order to punish the wrong doers. while 30% of the respondents were of the view that suspension was the right approach to deal with cases of indiscipline. Complete expulsion from school was not at all considered as an effective measure that should be used to enhance discipline in primary schools.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 DISCUSSION OF THE FINDINGS

School guidance work is to help the adolescents maximize their own potential, acquire acceptable social skills, discriminate right from wrong, develop appropriate values In addition, school guidance work can help prevent or overcome students' problems through prompt assistance and appropriate advice.

From the teachers respondents measures which lead to an amicable solution of any problem should be adopted. This solution should be acceptable to all the parties to the dispute so as to forestall the standoff affecting student's performance in class.

The discipline team aims to support students with behavioral problems and deals with disciplinary issues such as bullying and violence. It intends to promote students' social competence, such as self-discipline and self management, and to prepare them to be civilized and responsible citizens

Discipline should mean more than rules and control pupils should be able think critically, analyze the situations, solve problems and make appropriate decisions on the action to take Pupils should be able to develop self-control and self-discipline. Pupils should be able to develop into responsible and well adjusted adults'

5.2 CONCLUSIONS

Various aspects and methods should be adopted and embraced within schools and other learning institutions. These measures should be aimed at finding amicable solutions between parties. This solutions should be long lasting and aimed at resolving the matter from grass root levels.

Relationships between teachers and pupils should be aimed at establishing positive synergies and lessen disparities, thus ensuring efficiency and compliance to school rules and regulations.

Primary schools and other learning institution should bring forward various methods and measures that encourage dialogue and diplomacy between parties. This should mostly be aimed at providing a solution that is satisfactory to both parties. These measures and policies should be in tandem with the school mission and objectives.

Various policies should be embraced within schools, these policies should mostly be aimed at encouraging relations and relationship building between the teaching staff and the pupils.

The measures adopted should focus on cementing the existing relationship and providing reasonable solutions that are satisfactory to both ends. These policies and measures include;

- ➢ Encouraging open dialogue within the schools
- ➢ Streamline the communication channels to avoid ambiguity
- ➢ Encouraging formation of social clubs and social activities

5.3 RECOMMENDATIONS

The resulting recommendations given in this report are based on the research findings that have been established from the field. The policy recommendations provide a sound basis for further policy makers in the related fields of discipline and education system

To ensure continuity, and to achieve the desired objectives, appropriate and relevant measures should be adopted.

Incase their arises a disparity or conflict of ideas and interests between the staff and the students on matters concerning discipline the aggrieved party should opt to seek an amicable solution that would be satisfactory to both parties before matters are taken too far hence affecting academic performance of the students.

To curb the rise and effects of indiscipline the schools should embrace a culture, attitude and spirit of common participation and social practice.

To positively affect school change and uphold discipline standards, teachers must be provided with increased access to additional resources, information, and expertise, through their training and professional development .

Teachers who lead their peers and students must be respected and regarded as highly qualified professionals by the other teachers and students they are leading. The quality of teaching and learning is affected by the quality of professional relationships that occur outside the classroom. When a professional culture of teaching is present, sustainable change and increased learning opportunities are more likely to occur. Ultimately, teacher leaders are those teachers who facilitate discipline in and out of the classroom, be it formally or informally.

5.4 AREAS OF FURTHER STUDIES

More research into the prevalence and social dimensions of poor relationship between the teaching staff and students needs to be commissioned to enable recommendations to be directed where they are most needed.

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APPENDIX I

BUDGET

NO.	ACTIVITY	COSTS	
		Kshs	Ushs
1.	STATIONARY	3,000	100,000
2.	TYPING AND PRINTING	2,500	62,500
3.	TRANSPORT	2,500	75,000
4.	MEALS	2,000	70,000
5.	PHOTOCOPY	1,500	37,000
6.	INTERNET AND AIRTIME	1,000	25,000
7.	MISCELLANEOUS	5,000	125,000
TOTAL		17,500	424,500

APPENDIX II

TIME FRAME

ACTIVITY	PERIOD	OUTPUT
Proposal writing	19/4/08-23/4/2008	Proposal submission for approval
Field customization	MAY 2008	initial information collection
Developing instruments	MAY 2008	Developing of instruments
Data collection	June 2008	Coding and entering of data
Data analysis	July 2008	Analyzing and interpretation of data
Preparation of report	August 2008	Submission of dissertation

APPENDIX THREE

TEACHER'S QUESTIONNAIRE

This questionnaire is intended to help in an investigation of the role of guidance and counseling in instilling discipline among adolescents in Karunga Zone student's involvement in primary school discipline in Karunga Zone. You are kindly requested to complete this questionnaire, indicating your honest response by placing a tick (√) against your option and fill in the blank spaces (-) by giving as much detailed as possible.

All information given will be absolutely confidential and your kind cooperation will be highly appreciated.

Do not write your name.

Name of the school

....

SECTION A.

1. Sex ....

2. Age ....

3. How long have you taught.. years.

4. How many times are you on duty in a term?

5. (a) Which are the common student discipline problem do you encounter during your work7

....

....

....

(b) How do you handle them?...

6. Do you offer guidance and counseling services in your

school?...

....

....

7. (a) Which method do you use to handle cases of indiscipline in your school

....

....

(b) How effective is the methods'? ....

....

8. (a) In your opinion, is it necessary to involve students in making decisions that affect them?

....

....

) Yes   (   )

(ii) No   ( )

(b) If your answer in question 8(a) above is yes

(i) Please suggest areas where they ca n be involved.

....

....

....

(ii) Give reasons why you think it is important to involve them

....

....

9. What role do pupils play in enhancing discipline in your school

....

....

10. Suggest better methods of enhancing discipline among primary school pupils

....

....

....

PUPILS QUESTIONNAIRE

All information given will be treated with a lot of confidentiality.
Please indicate the name of your school

This questionnaire is intended to help in an investigation of the role of guidance and counseling in instilling discipline among adolescents in Karunga Zone pupils involvement in primary school discipline in Karunga Zone. You are kindly requested to complete this questionnaire, indicating your honest response by placing a tick ($\sqrt{}$) against your option and fill in the blank spaces (-) by giving as much detailed as possible.
All information given will be absolutely confidential and your kind cooperation will be highly appreciated.
Do not write your name.

1. Please indicate your sex

Male   (   )

(ii) Female   (   )

2. In which class are you?

(1) class 6   (   )

(iii,) Class 7   (   )
(iv) Class 8   (   )

3. *Please indicate the indiscipline cases listed below found in your school by ticking the appropriate column.*

SECTION B

	INDISCIPLINE CASES	YES	NO
(I)	Noise making		
(ii)	Stealing		
	Fighting		
	Sneaking out		
	Taking drugs		
	Destruction of school property		
	Lateness		
	Homosexuality / Lesbian		
(ix)	Non attendance to lessons		
(x)	Non performance of manual work		
(xi)	Strikes		

5 Do pupils participate in guidance and counseling?

(i) Yes   ( )

(ii) No   ( )

6. The following channels / methods of communication are used in your school

(i) Suggestion box   Yes ( )   No ( )

(ii) Announcement at assembly   Yes ( )   No ( )

(iii) Notice Board   Yes ( )   No ( )

(iv) News letters   Yes   (   )   No   (   )

(v) Telephone *I* Mobiles   Yes   (   )   No   (   )

7. The following duties are performed by prefects in your school

DUTIES	YES	NO
Supervising manual		
Writing and forwarding names of noise makers & late corners		
Taking roll call in class dorm		
Punishing _those_ who break school rules		
Making amendments in class, Dorm, assembly! parade		
Reporting to teachers / deputy *I* principal those who misbehave		
Deciding the school menu		
Attending and participating in disciplinary cases		
Making of manual list		

8. In your school, pupils are involved in the following areas

	AREAS	YES	NO
	Peer counseling		
	Formulation of school rules		
	Deciding school menu		
	Deciding of individual student subjects		
	Deciding type of rules stained		
	Organizing of Co-curriculum activities, games, drama, music etc.		

9. How do pupils communicate or make their requests, damages or guarantees know to the administration?

....

....

....

....

10. How do teachers get to know those who misbehave when they are absent?

....

....

....

....

11. (a) In your opinions, do you think it is important to involve pupils in making decisions on issues that affect them.

(i) Yes   (   )

(ii) No   (   )

(b) If your answer to question 10(a) above is yes

(i) Suggest areas where they should be involved

....

....

....

....

(ii) Give reasons why you think it is important.

....

....

....

....

12. Please suggest the best ways of involving pupils in enhancing discipline in your school.

....

....

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