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NAIROBI CAMPUS**

**CHRIST THE TEACHER INSTITUTE FOR EDUCATION**

*Factors Responsible for Discipline at Ofafa Jericho High School, Nairobi*

**BY**

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**A Research Project Submitted to Christ the Teacher Institute for  
Education in Partial Fulfilment of the Requirements for the Bachelor of  
Education of Saint Mary's University of Minnesota, USA**

**MAY 2005**

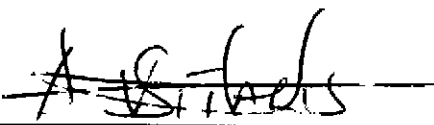
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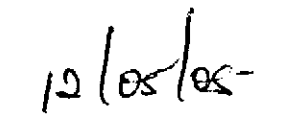
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## DECLARATION

I, the undersigned, declare that this research work is my original work achieved through my personal reading, scientific research, and reflections. It has never been submitted to any institute of learning for academic grading. All sources have been duly cited in full and acknowledged.

  
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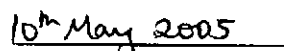
  
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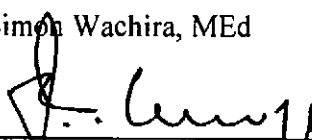
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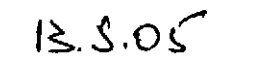
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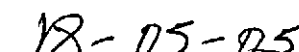
  
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I have approved this research project as the Director and Associate Dean of School for Education of Saint Mary's University of Minnesota.

  
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Date

## **DEDICATION**

With love and appreciation this work is dedicated to my late parents Milkatu Sodida and Vitalis Sodida who were my first educators and disciplinarians. Also this work is dedicated to the students and staff of Ofafa Jericho High School, Nairobi.

Finally, I wish to dedicate this research to all those who are working and have labored tirelessly toward establishing the culture of discipline in all educational institutions for effective teaching and learning.

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## ABSTRACT

The goal of every school should be the creation of a discipline culture where teaching and learning are possible without any kind of fear. It is for this reason that an investigation of the Factors Responsible for Discipline at Ofafa Jericho High School Nairobi was carried out, with the intention that the outcome of the investigation would help the school to strengthen and improve the discipline of the school and that others schools may find the findings helpful in strengthening and improving their own discipline cultures.

Questions that guided the investigation are as follows:

What structures put in place are responsible for discipline in Ofafa Jericho High School Nairobi? What are the attitudes and perceptions of students and teachers toward discipline?

A survey research design was applied in this investigation. The investigation targeted students from form two, three and four, teachers, the Principal and the Deputy Principal. Students and teachers were randomly sampled while the Principal and the Deputy Principal were purposively sampled. Questionnaires and interview guides were used for the collection of data.

The study found a number of factors responsible for the discipline culture of Ofafa Jericho High School. Some of the factors include: self-discipline in students, teachers and administrators, Principal and teachers' professionalism and competence, guidance and counseling service, teacher-student rapport, and appropriate family upbringing, among others. It was found that the attitudes and perception of students and teachers towards discipline was positive. The administrators, teachers and students see discipline as an

important component of any society or organization that strives for success and fraternal living.

The study found corporal punishment in school a disturbing issue with respondents calling for its abolition. There were fewer students' involved in drawing up discipline policies and selecting of prefects. There was also some lack of cooperation from parents on discipline issues, among other findings.

The research findings suggest that the school should involve students in discussion about drawing up discipline policies and selecting of prefects if it is to improve and strengthen the existing disciplined culture. Parents should take an active part in the smooth running of the school, and teachers and the administrators should display more their competence and professionalism in classroom management and the general management of the school. Guidance and counseling should be strengthened and school rules revised as frequently as possible.

The overall concern of the school should be individual students because without them there would be no schools. The concern should manifest itself in a number of ways such as involving students in decision-making, and the setting of the school goals. In so doing, students will have a sense of ownership of the school and strive to make the school discipline better. There should be forums where students are given the opportunity to air their views freely and without fear or intimidation. There should also be forums where administrators, teachers, students and parents come together to discussion issues that will improve and strengthen the culture of discipline in the school.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the Study

Discipline in school is all about creating and maintaining conditions, which will advance the development of skills, knowledge, appropriate attitudes and behaviors in and outside the school. Discipline in school is not only for the school environment leading to the achievement of the school objectives, but also for the good of the wider society.

Frequent school unrest and cases of indiscipline have often led to schools being portrayed as havens of violence. In Kenya and elsewhere, sporadic incidents of school violence highlighted by the media have contributed much to the perception that the educational system is violent and chaotic. Mills (2001) asserted that such reports by the media, which appeared in a report on violence in Australian schools for example, led to the perception that violence is a regular aspect of school life.

Indiscipline in recent times has escalated in some schools. Were (2003) pointed out that at the close of the 20<sup>th</sup> century and the commencement of the 21<sup>st</sup> century, Kenya was beset with numerous serious indiscipline cases in most of its educational institutions. Shivogo (2002) in a research for a Master's degree in Education, studied the *Relationship Between the Principals' Characteristics and Discipline in Public Secondary Schools in Nairobi Province*. She found that virtually all public schools in Nairobi Province experience discipline problems. The indiscipline ranges from assaulting and raping of teachers and administrators by students; burning and raping of their colleagues; setting their dormitories, teachers' houses and administrative blocks on fire; bullying of fellow students etc. It is in

the wake of such incidents that the Kenyan Government appointed a task force to analyse the causes of school indiscipline between 1990 and 2001 (Shivogo, 2002).

The recent widespread indiscipline in schools has led to the calling of the government to lift its ban on corporal punishment, which many members of society think is responsible for the waves of unrest and burning down of schools by students. The *Daily Nation* in its editorial of Thursday, August 19, 2004 had this title: “Rethink the Ban on Caning.” The editorial stated that the Ministry of Education seems adamant and will not relent on the issue, despite persistent calls to reinstitute caning, traditionally thought to be the most effective way of enforcing discipline in schools. The violent and chaotic school climate, it stated, is due to the law that has in recent years forced teachers and even parents to “spare the rod.”

It was due to the waves of unrest and indiscipline that this study investigated the factors responsible for discipline in Ofafa Jericho High School in Nairobi. The study, while not disregarding the fact that unrest and incidences of indiscipline are an occurrence in schools, intends to present the fact that there are schools where discipline is upheld. Mumero (2004) pointed out in an article to the *East African Standard's School and Career Weekly Magazine of September 2<sup>nd</sup>*, that well-established schools like Starehe Boys' Centre have developed a system of solving problems in an organized way and students do not resort to rowdy demonstrations, because of a well-grounded school culture.

### **1.1 Ofafa Jericho High School**

Ofafa Jericho High School dates back to 1965, and it is situated in the Eastlands area of Nairobi Province, Makadara District. Ofafa Jericho High School stands on 10.57 acres of land. It is a public boys' day school of three streams, with an approximate enrolment of 500, with between 40 to 50 students per class.

The main school building comprises the Principal's, Deputy Principal's, Secretary's, Bursar's, and five Department Heads' offices. The school has a Staff Room and toilets, a Store Room, Library, Computer class, French class, Home Science class, Chemistry/Physics and Biology Laboratories, Kitchen, and a Dining room and twelve Classrooms. The school has a pick-up van and a bus. It has first-aid facilities with a number of students trained in first-aid who are members of the St. John's Ambulance Society.

The following are the subjects taught within five departments: Languages: English, Kiswahili, and French, Sciences: Physics, Chemistry, and Biology; Humanities: Geography, History, Christian Religious Education and Social Education and Ethics; Mathematics department. Agricultural Science, Home Science and Typewriting, Commerce and Accounting, Computer, Wood Work and Metal Work, all fall under the Industrial and Commercial department.

The school day starts at 7:30 am daily, when the students begin with personal study, which ends at 7:50 am. Assembly or pastoral care follows personal study. Nine lessons are allocated to each class in the timetable with duration of forty minutes each. Classes begin immediately after the parade or pastoral at 8:10 am with a short break from 10:50 am to 11:10 am and another break for lunch at 12:30 pm. The afternoon session begins at 1:15 pm, which is also personal study time for the students, with normal classes in session from 2:00 pm to 4:00 pm, when the classes end for the day. The students, however, remain in school for another hour for personal study, club meetings or sports, depending on the day allotted for the after class activities. This means that students are expected to be in school from 7:30 am to 5:00 pm.

The school has various sporting activities, which include football, volleyball, hockey, basketball, rugby, handball, darts, badminton and athletics. Sport is an integral activity of the school curriculum, which is why they have produced talented football players for the national team, the Harambee Stars. Not only does the school excel in sports, but it has been excelling in drama competitions. It did remarkably well in the 2004 District Drama Festivals held at Highway Secondary School, Nairobi, and proceeded to the Provincial level, but did not qualify for the National stage. Other co-curricular activities in the school are the Wildlife and Environmental club, Young Catholic Students (YCS), Science club, Boys Scouts, First Aid club, Christian Union, Drama, Soccer, Chess, Music, Computer, Debating, Journalism, French, Junior Achievement and Presidential award club.

## **1.2 Statement of the Problem**

Much has been studied and written on discipline in schools over the years. This is because the issue of discipline is paramount to any social institution. Curwin and Mendler (1999) emphasized that the issue of discipline will always be a fundamental component of school, since students will always learn more than the content of the curriculum. This means that they will learn about their impact on others.

Effective teaching and learning take place in an environment where teachers and students feel safe and are able to concentrate on the tasks at hand. Teachers and students perform best in an atmosphere where there is no frequent misbehavior by students that interrupts the smooth running of the school; where students and teachers are not at risk of any physical attack; where students' personal issues or family problems do not interfere with learning, and where teachers' personal or family problems do not interfere with the teaching process. Marzano, Marzano and Pickering (2003) assert that effective teaching and learning cannot

take place in a poorly managed classroom. Discipline therefore is the roadmap to quality and effective learning.

Maintenance of discipline in schools is a major concern for every school Head and parent and for society at large. This is largely because the school is the place where training of responsible future citizens takes place. The 1981 Presidential Working Party in its restated objectives of education affirmed that education must prepare and equip the Kenyan youth with the knowledge, skills and expertise necessary to enable the citizens to collectively play an effective role in the life of the nation, while ensuring that opportunities are provided for the full development of individual talents and personality (Getao, 1996). Were (2003), concurs that discipline exposes students to the ways of handling the challenges and obligations of living, and equips individuals with the personal strength necessary to face the demands obligated on them by the school and later on adult responsibility. In addition, students in many countries are taking an increasingly significant part in work at the institutional and national level (Kajimba, 2005). Therefore when schools fail to instil discipline in students, society and the nation in general suffers.

The media has reported cases of students' unrest and increased indiscipline in Kenyan secondary schools in recent times. The unrest and waves of indiscipline have been blamed on the school authorities, teachers, parents, the society and even the mass media. According to Were (2003) indiscipline in schools is caused by the influence of the media, poor teaching strategies, an authoritarian approach to discipline by teachers, and the overloaded and unbalanced curriculum that puts emphasis on cognitive learning at the expense of moral development by educators. She also pointed out that other causes include the penetration of human rights movements, which expose students to awareness of various forms of child abuse, and the Act of Parliament in their defence, as well as lack of parental guidance.

Nevertheless, there are schools that enjoy a good climate of discipline and hence the need to find out the factors responsible for discipline in such schools. This research work investigated the factors responsible for the unique discipline level in Ofafa Jericho High School, Nairobi.

### **1.3 Significance of the Study**

One of the aims and objectives of secondary school education in Kenya is to develop “a self-disciplined individual who appreciates work and manages time properly” (Republic of Kenya, Ministry of Education, Science and Technology, 2002). Discipline indeed, is the key to any nation's growth and development. Therefore, discipline in schools is of utmost importance to all stakeholders in education, because it is through discipline that teaching and learning can be achieved.

It is hoped that this study, through focusing on discipline, will be useful to teachers and administrators in Ofafa Jericho High School and other schools as they work to develop a more humane and effective system of discipline. It will also provide the Ministry of Education and other educational stakeholders with the successful disciplinary methods used in Ofafa Jericho, hence enabling them to make the information available to other School Heads and educational authorities within and outside Nairobi. The research will also contribute to the numerous researches carried out on students' discipline.

### **1.4 Justification of the Study**

Most researches tend to dwell on the factors responsible for indiscipline in schools. Balayneh (1999) studied the factors contributing to indiscipline in secondary schools in Westlands Division of Nairobi. The word “indiscipline” from the onset carries a negative connotation. Such researches, in placing emphasis on the factors for indiscipline in some

schools, implicitly downplay the remarkable existence of discipline in others. This research was intended to give new impetus on discipline in schools and in doing so, affirm and promote the resounding discipline that is being experienced in Ofafa Jericho High School, Nairobi.

Ayany (1999) conducted a survey study on the impact of the role of student leaders in public schools within Nairobi. Ofafa Jericho High School was amongst two other schools studied in the survey. Schools in the survey were in agreement that student leaders are important in schools because they serve as a link between the staff and students. The survey also established that student leaders easily get information on any planned students' unrest and report it to the appropriate school authorities. The information gives the authorities ample time to manage and deal with the problem before it goes out of control.

Information on any research conducted in Ofafa Jericho High School, on factors responsible for discipline is not available, hence there is a need to investigate the factors responsible for discipline in Ofafa Jericho High School. This research, therefore, sets out to investigate successful disciplinary programs that have worked in Ofafa Jericho High School, hoping that other schools would find the programs helpful when instilling discipline in their respective schools.

### **1.5 Objectives of the Study**

This study was guided by the following objectives:

1. To investigate the factors responsible for discipline in Ofafa Jericho High School.
2. To investigate students' and teachers' attitudes and perceptions towards discipline.

## **1.6 Research Questions**

The research was guided by the following questions:

1. What structures put in place are responsible for discipline in Ofafa Jericho High School?
2. What are the attitudes and perception of students and teachers toward discipline?

## **1.7 Scope and Delimitation**

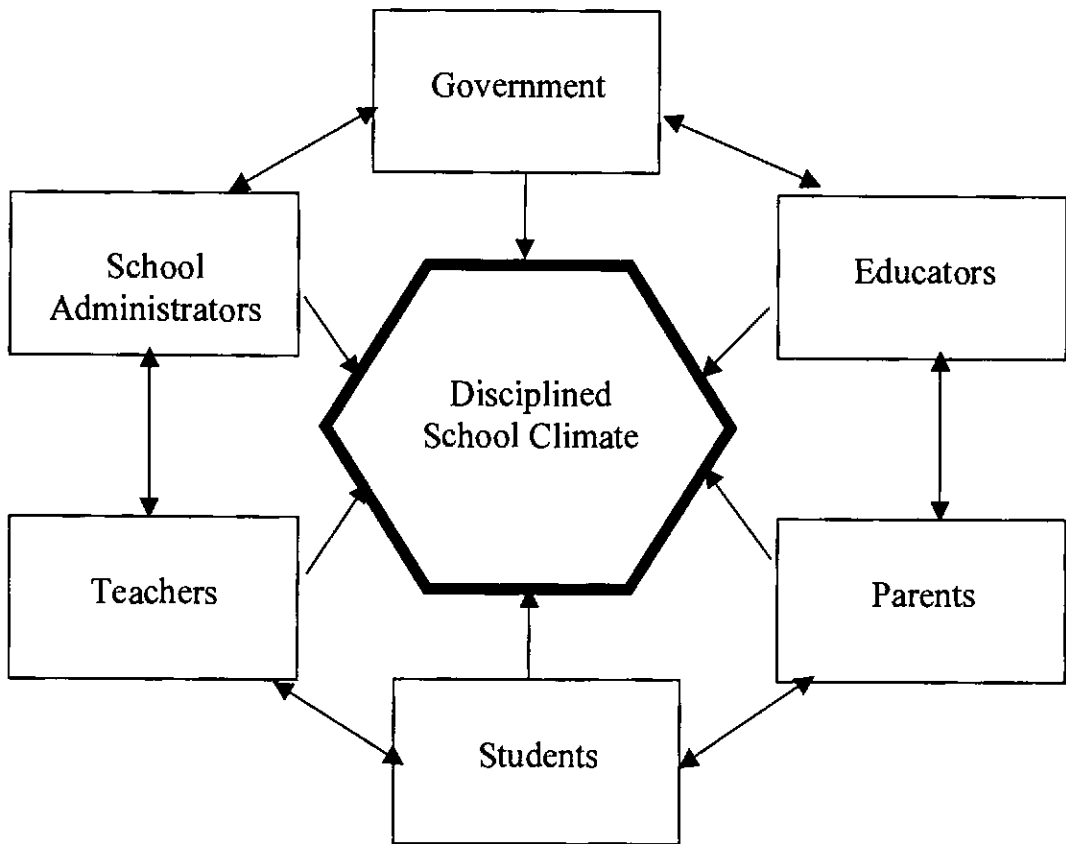
This research analyzed the factors responsible for discipline in Ofafa Jericho High School, Nairobi. Information was collected from of students in Forms Two, Three and Four. This was done because students in these classes have at least one year or more experience in the school.

The study also investigated the strategies used by school administrators' in the overall maintenance of discipline in the school as well as the attitudes of teachers and students toward discipline, and the role of Guidance and Counseling in effecting discipline. This research is limited to only one boys' high school in Nairobi.

## **1.8 Conceptual Framework**

The conceptual framework of this study revolved around the following variables: government, educators, school administrators, teachers, parents and students as shown in the figure below. In this framework, creating a disciplined school climate requires the efforts, contributions, cooperation and understanding of all the variables: government, educators, school administrators, teachers, parents and the students.

**Figure 1: Conceptual Framework**



### **1.9 Definition of Operational Terms**

**Administrator(s):** The school Principal or the Deputy Principal, Discipline Master/Mistress.

**Corporal punishment:** Traditional form of discipline that causes physical and psychological pain to victims.

**Environment:** State of the school in terms of prevailing conditions that aid working and learning. Climate and atmosphere are used interchangeably with environment

**Learning:** The process of acquiring and retaining skills, knowledge and attitudes.

**Prefect:** A student leader with a variety of responsibilities.

**Principal:** It is used interchangeably with school Head.

**Reward:** This is a verbal or material appraisal for good behavior.

**Role:** Function expected of someone or duties to be performed.

**School community:** Head teacher, teachers, students and parents.

**Secondary or High school:** A learning institution after primary school.

**Stakeholders:** Government, school head, teachers, students, and parents

### **1.10 Conclusion**

This chapter has presented the background of the study and of the school. It also presented the statement of the study, its significance, justification, objectives, research question, scope and limitation, conceptual framework and the definition of terms used in the study. The next chapter discusses the literature review.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Introduction

The factors responsible for discipline differ from one place to the other, from one school to another, and from culture to culture. For this reason, methods and programs of school discipline vary greatly even within specific towns or suburbs. Therefore, it would be unwise to say that what works in one school will definitely work in another. This literature review explores a wide range of methods and programs used in schools. It also explores various discussions on discipline by a wide range of stakeholders in education in Kenya, with some examples from other parts of the world. It begins with the definition of discipline and moves on to highlight the causes of indiscipline in schools.

### 2.1 Discipline

Discipline is the training of the mind to achieve self-control and habits of self-regulation. Discipline is a system of guiding the individual to make reasonable decisions responsibly; it is an action taken by adults to help a child to change behaviour and also it is the sincere love for the one being disciplined. Discipline plays a very essential role in the moral development of children and in the creation of a healthy society (Were, 2003). This implies that discipline is the basis of any form of learning and the road to successful coexistence.

School discipline cannot be effective without self-discipline. *The Collins Cobuild English Dictionary* (1995), defines self-discipline as “The ability to control yourself or to make yourself work hard or behave in a particular way without needing anyone else to tell you what to do.” What educators want and need is a discipline that comes from within the student, a discipline that eliminates the need for them to function as disciplinarians.

## **2.2 Causes of Indiscipline**

Were (2003) highlighted the following causes of indiscipline in Kenyan schools as enumerated by the various task forces appointed by the government from 1990 to 2001: lack of dialogue between students and administrators, poor management skills by administrators and teachers, and poor parenting. Other causes of indiscipline are: the influence of the media, poor teaching strategies by teachers, authoritarian approaches to discipline, the overloaded and unbalanced curriculum, overlooking of religious teachings, human rights awareness and the enlightenment of children by educated parents.

## **2.3 Administration and Discipline**

The discipline of a school depends much on its administrators, especially the Principal. Their disposition and leadership skills are major factors in influencing discipline. The role they play in trying to create and sustain a disciplined climate is very crucial and critical.

Wessler and Preble (2003) noted that Superintendents, Principals and other administrators have a difficult and critical role in creating and sustaining a climate of civility and respect within the school. Curwin and Mendler (1999) concur that the improvement of discipline requires hard work that involves examining and expressing feelings, gaining awareness and establishing a structured process. Consequently, it is through appropriate leadership that schools provide conditions, which will foster development of acceptable behavior and attitudes (Bennaars, Otiende and Boisvert, 1994).

Principals, alone, should not shoulder the responsibility of providing conditions necessary for the acquisition and retention of knowledge, skills and attitudes. There is need for collaboration with all stakeholders in education, especially members of the school community. It is for this reason that veteran educators and school leadership experts insist

that the Principal, as the prime shaper of school culture, must listen to other groups such as teachers, students and parents (Allen, 2003).

This means that dialogue between principals and each of the school community members should be a priority, especially with students and their parents. Balayneh (1999) in his study of the *Factors Contributing to Indiscipline in Secondary Schools in Westlands Division of Nairobi*, found out that students misbehave because they are not involved in discussions when rules are drawn and that rules are imposed on them.

Shivogo (2002) in her study of the *Relationship between the Principal's Characteristics and Discipline in Public Secondary Schools in Nairobi Province* discovered that students are not involved in the management of the school hence there is no sense of ownership among them. She therefore recommended that students be allowed to participate in the formulation of the school rules and regulations.

Were (2003) suggests that it is beneficial when opportunities are created for dialogue between teachers, students and administrators during which they can sit down and discuss issues affecting the school within a climate free of inhibition, intimidation or victimization. This is being done in Starehe Boys Centre. She went on and stated that the administrators should also work with parents in order to foster discipline. She stated that parents have to be aware of the school's code of conduct and make certain there is no contradiction between what is emphasized at school and at home.

The participation of students in creating a culture of discipline cannot be over emphasized. Marzano, Marzano and Pickering (2003) strongly suggest that the involvement of students in designing rules and procedures gives them a sense of ownership of such rules and

procedures thereby facilitating the effective implementation of the rules and procedures. Kohn (1996) concurs that discipline succeeds when the school works with students to create caring communities, where decisions are made together rather than the approach of controlling students by telling them what to do and not to do. He goes on to say that the more voice and choice students have in drawing up the rules and procedures, the more cooperative and responsible they will feel and act. Were (2003) affirmed Kohn (1996) and Marzano, Marzano, and Pickering (2003) that students should be encouraged to come up with rules that could be incorporated in the school laws as it will give them the feeling of ownership and hence they will strive to obey them.

Allowing students to take part in drawing up the rules and regulations will show that the students' needs are recognized and respected. This is why Ramsey (1999) affirms that it is the role of the Principal to eliminate obstacles and meet students' needs so that all learners can do their best and be their best. *The Presidential Task Force on Students' Discipline and Unrest in Schools* (2001) recommends that School Heads should always ensure that school rules should be reviewed from time to time and that students should be involved in their formulation. The draft of the rule should be placed for open discussion and once the rule is adopted, each student should have a copy to sign in the presence of parents/guardian as witnesses to the binding contract.

Setting of rules and procedures through dialogue with the teachers and students is not the end of the Principal's role. The Principal's method of leadership and disposition are also crucial. Firmness and consistency in the handling of discipline issues would either promote discipline or create more problems of indiscipline. The Principal needs to apply principles of justice, fairness, equality, trust and openness. Any kind of perceived inequality, injustice, lack of fairness, trust and openness can prove disastrous to the school.

Modeling by the School Head is a necessary tool in imparting discipline. The Principal, through his or her behavior, impacts either positively or negatively on learners' behavior, as well as attitudes. There is a need for the Principal to check himself or herself regularly so that their actions tally with their words.

The roles administrators play in maintaining discipline is enormous. The government, professionals, teachers, students and parents must support the administrators in establishing discipline in schools. The administrators should on their part be ready to call on all educational stakeholders so that together they can create schools where learning takes place without threats of any kind.

#### **2.4 Guidance, Counselling and Discipline**

Ongoro (1999) in a research on the *Attitudes of Students toward Guidance and Counselling in Machakos District* reported that students are of the opinion that guidance and counselling in schools is intended to mould and correct their bad behaviour, develop their own career, inspire hard work, solve problems, and protect and safeguard them from bad habits like smoking and taking drugs. Guidance and Counselling, then, is meant to build moral and responsible future individuals and citizens.

Guidance and Counselling deal with personal, emotional and psychological issues that disturb individual children and affect their studies adversely. According to Denga (1983) drug addiction, sex problems, broken homes, religious problems, inner moral conflicts and negative self-concepts are among the major problems of youth that tend to militate against maximum academic achievement in school. Gaunya (2004) added that Guidance and Counselling should deal with students' family problems, poor study habits, truancy, nervous disorders, problems related to sex and sexuality, alcohol and drug abuse. He stated that

students with such emotional, behavioural, and mental disorders may exhibit some characteristics over a long period of time and to some degree this will adversely affect their educational performance.

Counselling is geared towards developing healthy moral values among the youth (Denga, 1983). The proponents of Guidance and Counselling see it as the sure way to counsel and guide the youths into becoming responsible citizens. Gaunya (2004) in a letter to the editor of the *Sunday Nation*, put forward the view that the need for Guidance and Counselling in schools is enormous. He went on to suggest that trained counsellors and not just Career masters should undertake counselling. Shivogo (2002) recommended that there is a need to develop strong Guidance and Counselling departments, which should be run by trained personnel.

Guidance and Counselling is in fact more favoured by a cross section of teachers, students and parents in the maintenance of discipline than the rather traditional method of corporal punishment. However, there have been renewed calls for the government to lift the ban on corporal punishment in the face of rising cases of indiscipline among students. This is because there is a feeling that Guidance and Counselling has failed to instil discipline in students.

The Ministry of Education has admitted the inability of Guidance and Counselling alone in improving school discipline. In a speech read to a Human Rights Forum in Nairobi, Ms. Wangai, the Director of Education said, "We have tried our best through strengthening of Guidance and Counselling but we still have a long way to go. The challenge is what is it that the Ministry needs to do to suppress the errant behaviour of the youth, she asked?" (Otieno, 2004) p. 5. Secondary School heads in Nyanza also echoed the frustration of the Ministry of

Education in their meeting in Kisumu. They felt that Guidance and Counselling had failed to instil discipline in the students. The Kenya National Secondary School Head Teacher Association (KNSSHA) Nyanza Branch Chairman, Mr. Monyenye, recommended that Guidance and Counselling should be strengthened for effectiveness, if it is to replace the corporal punishment banned by the government because in theory, Guidance and Counselling is good but had failed to foster discipline among students (Oduor, 2004).

The banning of corporal punishment by the government of Kenya was as a result of the recommendations of the 2001 Presidential Task Force on Discipline and Unrest report.

Recommendation 111 it stated:

In view of the fact that Kenya is a signatory to the U.N. Convention of the Rights of the Child and in particular the fact that the international community expects her to respect Article 37(a.), it is recommended that; the banning of cane be harmonised with other legal statutes.

This was because of the report that some teachers had abused corporal punishment to the extent of beating students to death. With Kenya being a party to both the Children's Act and the Convention on the Rights of the Child, corporal punishment must give way to Guidance and Counselling.

Despite calls to revoke the ban, the government has made it clear that it has no plan to lift the ban on corporal punishment in schools, now or in the future. Teachers have been called on to find alternative ways of disciplining students while waiting for the Ministry of Education to prepare a handbook on alternative penalties to instil discipline among pupils (Otieno, 2004). A Presidential Task Force on Discipline and Unrest has also recommended that Guidance and Counselling services need to be strengthened and teachers be equipped with counselling skills and knowledge for both private and public schools through a crash programme (Were, 2003).

## **2.5 Corporal Punishment and Discipline**

Corporal punishment is a traditional way of instilling discipline in children. This is done through making an individual suffer pain in order to teach a lesson (Kohn, 1999). The issue of corporal punishment is a hot debate in most countries in Africa including Kenya. While a section of society calls for the reinstatement of corporal punishment, which was banned by the government, others remain adamant that corporal punishment is not effective and cannot be sustained in today's world. In a study of the attitudes of Head Teachers toward corporal punishment as a disciplinary method in public schools in Nairobi Province, Awour (2002) confirms that 64.9% of the Head Teachers in the province support the ban on corporal punishment and would not recommend its reinstatement because it only makes students fear their teachers and perceive them as enemies. In fact fear does not produce discipline but only produces obedience, which is not the same thing as discipline.

The agitation for the reinstating of corporal punishment is allegedly due to the upsurge of indiscipline in secondary schools. The agitators for the return of corporal punishment are aware of the callous and cruel handling of caning by some teachers, which as the Ministry of Education pointed out, has in some cases led to death. Apart from death, corporal punishment has physiological and psychological effects on students. Some of these effects remain with some students, who carry them all through their lives.

Ngwiri (2003) argued that the ban on corporal punishment is uncalled for, and that the advice given to teachers to seek other options is nonsensical. He concurred that most teachers, as far as he was concerned, are not sadists who find joy in inflicting pain, but punish because their position requires them to do so. He further argued that there are teachers who flog students indiscriminately because they are emotionally disturbed, vent their personal frustrations on children, or are really sick individuals for whom causing pain

to others is an alternative for sexual pleasure. After pointing out the three groups of teachers who are more likely to abuse children through caning, he still felt that the ban on corporal punishment was an error in judgement.

For Ngwiri (2003) the ban was nonsensical because it was impractical. He saw the act of the government as only a response to the demands of the *United Nations Convention on the Rights of the Child*, which Kenya ratified in 1990, a year after it was promulgated. The United Nations Convention on the Rights of the Child was further given a force of the law by the enactment of the Children's Act in March 2001, which states: "A child shall be entitled to protection from physical and psychological abuse, neglect and any form of exploitation" p. 9. Ngwiri (2003) therefore questioned: "But how do all these laws and conventions help a child to grow up into a responsible, law-abiding adult?" p. 9.

Ngwiri's (2003) argument is based on two premises. The first is that you cannot tie the hands of the teachers and still expect them to fulfil their primary obligation of moulding a disciplined and responsible future adult. The second is that caning is not the only way to instil discipline, but the last resort if other methods fail. Munywoki (2004) agreed with Ngwiri (2004) that punishment, if it must be used should be the last resort if all else fails. The punishment should not be administered in anger but in a spirit of calmness. He was not of the idea that teachers should be caning students, but of the opinion that a mature, balanced senior teacher should be mandated to administer punishment not for the motive of inflicting pain but for correction.

The enactment of the Children's Act is meant to give protection to children who are being abused and assaulted by adults. But there are fears that what is happening in developed nations could be the order of the day here in Kenya. Ngugi (1996) reported in *Daily Nation*

that in Britain for example such laws have over-pampered children to the extent that they have become their own bosses in outright disregard of the roles that ought to be played by teachers and parents. The public launched a nationwide campaign pressing for the enactment of laws aimed at instilling discipline in unruly children who, as young as four years assault their teachers, parents and schoolmates. The question that remains to be answered is: what law is there to protect the teachers and parents from assault and abuse from children?

The discussion on corporal punishment seems to dwell on caning. Apart from caning, there could be other forms of corporal punishment that schools could apply in instilling discipline in students. Cotton (2004) found that researchers (Cotton and Savard, 1982; and Docking, 1982) agreed on some forms of corporal punishment that were effective in remediating school discipline. The researchers supported the practice of punishment, which can be applied either in the school or individual classrooms. Punishment can be effective only if it is commensurate with the offence committed, and if it delivers support to students who need encouragement to improve their behaviour. Munywoki (2004) proposes that corporal punishment should be preceded with dialogue. The reason for the punishment should be explained, its implications and intended outcomes. The disciplinarian should make sure the student understands the explanation and be allowed to speak if he or she wishes to say something.

In the article *Spare the Rod and Save the Child* Munywoki (2004) pointed out that corporal punishment has a lot of weaknesses. He asserts corporal punishment makes children resentful and feel rejected. This, he said, led to rebellion as the child saw parents or teachers as being unfair and uncaring.

Corporal punishment, especially caning, stimulates students to work for a short time only; stop bad behaviour for the moment while the cane hurts and it disrupts the rhythm of learning. In essence, indiscipline is only controlled by corporal punishment but not cured (Castle, 1993). For Kohn (1999) punishment only changes someone's behaviour but does not have a positive effect on the person's motives and values.

Opponents of corporal punishment are of the opinion that physical punishment is not the best way to instil discipline in students. They said such punishment is humiliating and makes students see violence as an acceptable way of settling disputes. Kohn (1999) states that using force on students teaches them that aggression is acceptable. In the same line, Munywoki (2004) noted that physical punishment passes the message that violence is a suitable approach to solving problems. Kigotho (2004) agreed with Kohn (1999), and Munywoki (2004), that corporal punishment is perhaps the best example of the promotion of violence against children in Kenya.

Corporal punishment in many cases has failed to achieve its purpose of instilling discipline. In some instances it has led to psychological damage in students and even death. Nevertheless there are cases where punishment has worked. But Munywoki (2004) insists that punishment is not the best way of instilling discipline. After studying the response of students to discipline, and academic performance in St. Francis College, Kumba, in Cameroon, Nnabuo (2003) recommended that teachers and school administrators should by all means avoid using corporal punishment as a means of curbing unruly behaviour as it is unprofessional and in most cases has adverse effects on learners.

## 2.6 Rewards as a Means of Fostering Discipline

Reward is another traditional disciplinary method use in instilling discipline in students. The administering of rewards is either verbal or material. Munywoki (2004), asserts that unlike punishment that tells a child what is wrong, reward dwells on what is acceptable and appreciated. If students are appreciated in the class they know that people appreciate their performance, hence they are motivated to work harder. He advised parents and teachers to use reward for encouragement of good behaviour. Rewards like corporal punishment have been criticized for doing very little in bringing discipline to schools.

Kohn (1996) asserts that reward like punishment manipulates only the person's action but does not help the individual to be a caring person. But unlike corporal punishment, which inflicts pain, reward is more humane. Kohn (1996) goes on to say it is tempting to regard a strategy based on the use of carrots (reward) to get compliance as more humanistic than the one based on sticks (punishment). He stated that the two approaches are far more similar than different, as they are two sides of the same coin. In the long run, since control of any kind is ineffectual, then it should be expected that rewards would not work much better than punishments.

The argument that reward and punishment are basically the same is based on the fact that if a student does what the teacher wants in order to receive some reward, the student cannot really be described as "behaving himself" for it will be more accurate to say that the reward is behaving him (Kohn, 1996). Praise in the form of reward can have a damaging effect because it is a way of manipulating the future behaviour of students. Kohn (1996) wrote:

Consider how many teachers gush over the way a child has acted telling her how pleased or proud they are: "I like the way you found your seat so quickly and started working, Alisa!" The most important word in the sentence is "I." The teacher is not encouraging Alisa to reflect on how she acted, to consider why one course of action might be better than another. Quite the contrary: all that counts is what the teacher

wants, and approval and attention are made conditional on doing it. Truly, this sort of praise is not about bolstering self-esteem; it is about “control through seduction.” No wonder it is an integral part of the same discipline programs that include punishment p. 35.

So, like punishments, rewards warp the relationship between adult and child. With punishments, enforcers are avoided and with rewards as ‘goody dispensers on legs.’ Neither case has established a caring agreement, a connection based on warmth and respect. Like punishments, rewards try to make bad behaviour disappear through manipulation (Kohn, 1996).

## **2.7 Role of Student Leaders in School Discipline**

A good school student leader is disciplined, respectful, obedient, presentable, creative, mature, academically above average and has leadership qualities (Kigotho, 2004). Prefects are student leaders who are given varied responsibilities to ensure the smooth running of day-to-day activities. A survey of public schools in the Nairobi area on the Impact of the Role of Student Leaders by Ayany (1999) found that prefects are important because they are the link between staff and students. The survey reveals that prefects easily get information about students’ plans for such things as strikes and inform the administration who can take preventive measures before it goes out of hand. The survey also reports that prefects serve as peer counsellors as they are quick to notice students’ problems, help them if they can, or refer them to appropriate authorities.

If prefects can assist administration in maintaining and reporting problems for effective solving, then schools should invest in these young leaders for more effectiveness. Nevertheless, there are schools that do not have a prefect system. One such school is Strathmore School in Nairobi. However, the school uses the system of class council, which has teachers and class captains as members. Consequently, this shows that there is a need

for the involvement of students in the maintenance of discipline. The importance of student leaders cannot be overemphasized. Apart from the contribution of prefects to maintaining school discipline, it is a potential training ground for future leaders.

Prefects have also contributed a great deal to some cases of indiscipline in schools. Were (2003) asserts that there are many problems in schools because students view them as puppets of the administration, traitors and sell-outs to the autocratic system that suppresses them. Muganda (2002) reported that Head Teachers are in agreement that sometimes bad blood exists between prefects and students because it is inevitable that youths usually resist authority and prefects are viewed by students as symbols of authority.

Other factors that cause discipline problems are the mode of selection of prefects. Students see prefects as loyalists appointed by the authority to spy on them and that prefects are given special privileges and much power. Students also see that prefects are not fair and just in exercising their duties.

The school authority should ensure that issues, which cause problems, between prefects and students are eliminated. Were (2003) suggested various ways in which such issues can be eliminated - that Principals should form student councils with representatives elected directly by the students; that teachers should not abdicate their responsibility to prefects; and there should be clear roles/duties of prefects in writing. She added that prefects should give peer Guidance and Counselling to fellow students instead of policing them and prefects should not punish any student. They should treat fellow students with respect and the same treatments should be given to both prefects and students. Prefects should be seen as a bridge between the administration and the student body.

It has been suggested also that prefects be trained on how to handle their fellow students. In Kiambu District, the Secondary School Heads Association organizes seminars for prefects because of the crucial role they play. These prefects are trained by counsellors and psychologists on topics such as the qualities of a good leader, balancing duties and academic work, dealing with crises, strikes and boycotts (Gikandi and Mbatia, 2004).

## **2.8 Teachers and Discipline**

Teachers play a crucial role in school discipline. This is because teachers are with the students for the most of the time students are in school. The way teachers present and conduct themselves in the classroom does have great influence on students. Teachers therefore must be equipped with skills and strategies of managing discipline issues in and outside the classroom.

Discipline problems in classrooms can only be prevented or managed by effective managers. Effective managers are those teachers whose classrooms were orderly, have minimum student misbehaviour and high levels of time-on-task activities. “Effective teachers are found to have skills at preventing classroom disruptions from occurring in the first place. They keep students focused on learning and reduce the chances of disturbances” (Cotton, 2001 p. 6.) It then follows that effective discipline should come from the heart and soul of the teacher.

Curwin and Mendler (1999) assert that effective discipline comes from the belief that teaching students to take responsibility for their behaviour is as much part of the ‘job’ of the teacher as teaching history or mathematics and more important than simply enforcing rules. They recommend that teachers should motivate students during lessons. According to them, motivated students tend to cause fewer discipline problems. This is when materials

presented to them are stimulating and meaningful. When that happens, students pay more attention to the teacher, anticipating more, hence have neither time nor energy to create discipline problems.

In agreement with Curwin and Mendler (1999), Marzano, Marzano and Pickering (2003) pointed out that classroom management is not all about rules and procedures but about student-teacher relationship. For them, the core of effective student-teacher relationship is the creation of a healthy balance between dominance and cooperation. Janya (2003) in his study of the Effects of Teacher-Student Rapport on Learning in Saint Mary's Boys' Secondary School, Nyeri established that good teacher-student rapport creates a superior climate of peace and calm. He said students are provided with appropriate channels of reporting and discussing issues that affect individual students as well as the entire student body. For this reason, major discipline issues such as riots, strikes and other forms of havoc are curbed.

## **2.9 The Role of Parents in Discipline**

The role of parents/guardians in the discipline of their wards is very crucial in any society. Parents and guardians are the first teachers of their children and the home is their first learning place. In essence, the behaviour of children when they come to school reflects what they have learnt from parents, siblings and neighbours. Therefore, the discipline of children begins from the home, where their learning process takes place. Inasmuch as children are born with the potential to be healthy and successful, psychologists argue that the way they are brought up will determine their healthy emotional growth or not (Were, 2003).

Parents can have a positive or negative influence on their children. Were (2003) purports that the role of parents and their influence early in life will have an impact on the life of the

child for good or bad. When parents are responsible in their attitude and behaviours, the children are most likely to emulate that or the reverse will be the case. Hence when an irresponsible parent finds his or her child behaving irresponsibly it becomes difficult for such a parent to correct the child. Lickona (1991) asserts that when parents are confused about their values and are slack in their responsibilities, they fear that their children may not accept their advice and control. This had led to the loss of the important role of child rearing and confidence in their authority as parents.

Discipline at home starts when children learn to respect their parents. This relationship with parents provides for the fundamental basis of their attitudes towards other people. Therefore, a child's outlook on parental authority forms the foundation of his or her future perception towards the school authority (Were, 2003).

It is rather unfortunate that some parents today have left most of their parental responsibility to teachers. Nowadays, children as young as three years find themselves in schools while their parents are at their working places. Bindra (2005) put it more simply when he wrote: "Educational outsourcing is a relatively modern phenomenon, one in which parents are brainwashed into thinking they are too busy to play a central role in their children's upbringing" p. 19. He ascertains that parents have virtually left the responsibility of parenting their children, in terms of education, into the hands of teachers and the television when the essence of parenting is to teach children dignity, compassion and human values.

Parents can help bring discipline in the school and the society when they spend time with their children, teaching them the tenets of life as was done in the past by our grandparents. Parents also need to claim their position in the school community, and explore ways in

which they can contribute to the disciplining of their children for a better school-learning climate and for the future of the society.

## **2.10 Conclusion**

The importance of discipline in schools cannot be overemphasized in any society that wants meaningful progress and mutual coexistence. Student discipline is a prerequisite to quality learning, because learning cannot occur in a place that lacks discipline. Discipline can therefore exist in schools when the authorities establish firm, coherent and realistic structures that address all forms of indiscipline. These structures must among other things create a sense of responsibility and self-discipline in students. Self-discipline, according to Rodney and Walter (1995), is the ability of learners to take personal responsibility of their choices, without teachers' reward and punishment.

From among the traditional forms of discipline, corporal punishment is seen and termed as an inhumane way of dealing with discipline problems. The other forms of traditional discipline such as assertiveness and compliance are more encouraged than corporal punishment. Assertive discipline helps teachers who are intimidated by discipline problems to be assertive instead of being reactive and aggressive, or avoidant and passive (Rodney, 1995). Compliance discipline is the form of discipline that uses considerate force on students to get them to do what is being asked of them.

Kohn (1996) challenged the compliance method of disciplining students because it only controls how they act rather than help students create a caring community through dialogue. He wants teachers to move beyond rules, which turn students into lawyers, scanning for loopholes and caveats and also turns teachers into police officers who use punitive measures

when rules are broken. He condemns corporal punishment and calls it the worst of all types of punishment.

Methods of maintaining discipline will depend on the laws of a given country or place. Here in Kenya, the government has banned corporal punishment in schools and encouraged Guidance and Counselling. Despite calls from a section of the public to revert the ban, the government has remained firm in its decision. Though Guidance and Counselling has not achieved much in maintaining discipline, it remains the most humane form of helping students to be disciplined. If Guidance and Counselling is to be effective, it needs well-trained personnel and facilities. Akpoughul-Abunya (2003) reported that through established school programmes where Guidance and Counselling facilities are available to both staff and students, schools would be friendly zones rather than areas of tension.

Teachers on their part need to show professionalism in their manner of teaching and interacting with students both in and outside the school. Mastery of subject areas, lesson preparation and effective classroom management should be taken seriously. Parents, on the other hand, should make sure they claim their rightful position of parenting their children into responsible adults and citizens for a better tomorrow. Students would be more disciplined when the parents, the school community and the government all play their various roles in the education of children and establishing an environment favorable for teaching and learning.

This chapter has dealt with various variables that enhance school discipline. The next chapter will be presenting the research design and methodology.

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

### **3.0 Introduction**

This chapter presents and describes the design and methodology used in sampling and sampling techniques, research instruments, data collection and analysis.

### **3.1 Research Design**

The principal research strategy used in this study was the survey technique. The survey research design was desirable since questionnaire items given to students and teachers would help answer the research questions and also test the assumptions of the study. The survey design was used to investigate the attitudes and perceptions of students and teachers towards discipline.

Survey research was used because the validity of the information gathered depended on the integrity of the respondents. The survey technique was also used because it met the requirements for making generalization and drawing conclusions.

### **3.2 Target Population**

The Form Two, Three and Four students, teachers, Deputy Principal and the Principal of Ofafa Jericho High School were the target population in this research. The population of the three forms is about 360, with fifteen teachers and two administrators.

### **3.3 Description of Sampling and Sampling Techniques**

Data was collected from 135 out of 360 students. Fifteen students were selected at random from each of the three streams of Forms Two, Three and Four. Fifteen teachers were also randomly selected from the total of about forty-two.

The sampling technique applied in this study was the random sampling and purposive sampling procedures. The random sampling was applied so that the choice of individuals for inclusion in the sample was left entirely to chance. The sampling of individuals was in no way influenced at any given stage in the sampling process so that each member of the sampled population had equal chance (Anene, 1998; Ebdon, 2001). Purposive sampling was applied so as to select the questions and school to best exemplify the intended phenomenon in the study, and in this case the factors responsible for discipline in Ofafa Jericho High School. This is to say that the selection of the sample was influenced and as such a subjective judgment (Frankfort-Nachmias and Nachmias, 1996, and Cohen, Manion and Morrison, 2000). Purposive sampling was used to choose the school for the study and streams of classes for sampling because it was considered best in the gaining of additional information. The purposive sampling of Forms Two, Three and Four was done because they have more than one year of experience in the school. The Principal and the Deputy Principal were also purposively sampled because they were informative.

### **3.4 Research Instruments**

Two research instruments were used in collecting data for this study. They were questionnaires and interview guide.

### *3.4.1 Questionnaires*

Questionnaires were used to collect data from students and teachers – one for students and one for teachers. The questionnaires contained both closed ended and open-ended questions and rating scale items. Closed-ended were used for answers on background information. Open-ended questions were used to elicit responses that are objective (Anene, 1998). The open-ended questions also gave the respondents leeway to answer questions. Frankfort-Nachmias and Nachmias (1996) assert that the advantage of open-ended questions is that they do not force the respondent to adapt to preconceived answers but allow the respondent to express their thoughts freely, spontaneously, and in their own language. Cohen, Manion and Morrison (2000) add that open-ended questions are very attractive for small-scale research or for those sections of the questionnaire that invite an honest personal comment from the respondent because they shed light on issues - in this case school discipline. In this way additional information is extracted from the respondents.

For example one of the closed-ended questions is: Do you belong to any club or association in the school? An example of one of the open-ended questions is: What is the role to teachers regarding discipline? Such questions require personal and honest responses from the respondents.

Rating scales were adapted because they are very useful device in research as they build in the degree of sensitivity and differentiation of responses while still generating numbers. Also because of the greater subtlety of response, which is built into a rating scale renders it attractive and is widely used as a research instrument. They are widely used due to the fact that they combine the opportunity for flexible response with ability to determine frequencies, correlations and other forms of quantitative analysis (Cohen, Manion and Morrison, 2000). The Likert scale was chosen because it provides a range of responses to a

given question of statement. The samples of questionnaires are attached to the appendices section.

### ***3.4.2 Interview Guide***

The interview guide had probing questions that required oral responses from the respondents. An interview is an interchange of views between two or more people on a topic of mutual interest (Cohen, Manion and Morrison, 2000). The interview guide was for the Principal and the Deputy Principal/Disciplinarian. The two administrators were selected for interview because they are very much involved in dealing and maintaining discipline in the school. The interview guide asked respondents questions pertaining to the factors responsible for discipline in the school. The interview guide is attached to the appendices section.

### **3.5 Data Collection**

Permission was solicited from the school Head before the data were collected. The first research instrument administered was the students' and teachers' questionnaires. They were administered on an agreed day and time with the school authority, during the students' personal study time. Interviews were held with the Head Teacher and the Deputy Head Teacher/Disciplinarian at separate times agreed on. A notebook was used for the recording of the responses.

### **3.6 Data Analysis**

The data collected was analyzed and interpreted in order to provide an explanation of the study under investigation. Qualitative and quantitative data analyses were used. The qualitative analysis was employed to interpret the gathered data so as to provide explanations of the variables under investigation, and for the A and C-sections of the

students' and teachers' questionnaires as well as the interview conducted with the Principal and the Deputy Principal. In the quantitative analysis presentations were made using frequency table, percentages and charts for sections A, B and C of the students' and teachers' questionnaires.

The research design, methodology, target population, sampling techniques, research instruments, data collection and analysis were presented in this chapter. The next chapter will be presenting, discussing and interpreting the findings of the research.

### **3.7 Conclusion**

This chapter presented the research design and methodology. The next chapter will present the presentation, discussion and interpretation of the data collected.

# CHAPTER FOUR

## PRESENTATION, DISCUSSION AND INTERPRETATION

### **4.0 Introduction**

This chapter presents the information collected from the study. Two administrators were interviewed and fifteen teachers were sampled and questionnaires distributed to them. Eleven of the teachers respond out of fifteen. 135 students were sampled for the study and questionnaires distributed to them, of which 112 were returned with 111 responses. The analysis is presented and interpreted based on the response rate of respondents. Information is presented in qualitative and quantitative form - in averages, frequency tables, percentages and charts.

### **4.1 Background Information on Students**

This section gives the background information of the respondents, which includes the age distribution of the students, their forms, extracurricular activities, religious affiliation, whether they live with their parents or not, occupational status of parents, and the number of hours parents spend at work. It also gives information on teachers' teaching experience, the subjects they are teaching and the forms they are teaching. Finally, the section gives information on the years of experience of the administrator.

The number of students that participated in the study was 111 out of 135 sampled students. Therefore there was 82.2% response rate and non-response rate is 17.7%.

#### ***4.1.1 Age of Students***

There was no intended selection of students by age for this research as they were randomly sampled for the study. Knowing the age category of the students under survey is very

important, as it will give an idea of what developmental stage the students are. Table 1 below present the age category of sampled students.

**Table 1: Distribution of Student Respondents by Age**

Age	f	%
15 – 20	96	86.4
21 – 25	14	12.6
Nr	1	0.9
Total	111	100

Table 1 reveals that 86.4% of the respondents are teenagers and 12.6% are young adults. This is the period in life when young people want to attain independence through the process of repudiating certain things in their life so as to develop a sense of identity. This stage can be confusing due to rapid physical, emotional, psychological and spiritual changes, which could cause some discipline problems while students are trying to deal with these changes if they are not well informed and guided. This stage is crucial in the development of young people. This demands a lot of efforts from educational stakeholders to rally together and provide a conducive learning environment where students are accepted, affirmed and gently guided, as the stage they are in is critical to their growth as healthy and self-disciplined people. It is individual self-discipline that radiates a favorable school discipline climate.

#### **4.1.2 Students According to Classes**

Students are presented here based on class distribution. The choice of the three Form classes: Two, Three, and Four were purposely sampled. This is because they were considered best to give information about discipline in Ofafa Jericho since they have spent at least a year in the school. The table below shows the student-respondents according to their Form classes.

**Table 2: Distribution of Students Respondents by Classes**

Form	f	%
<b>Two</b>	<b>42</b>	<b>34.8</b>
<b>Three</b>	<b>34</b>	<b>30.6</b>
<b>Four</b>	<b>35</b>	<b>31.6</b>
Total	111	100

As can be seen in Table 2, 34.8% of the respondents are in form two, 30.6% in form three and 31.6% are in form four. All the three class forms are represented on approximately equal grounds.

#### **4.1.3 Sampled Students by Religious Affiliation**

This section presents students based on their religious affiliation. There was no purposeful selection of respondents on this regard too. What is presented here is all through chance. The purpose of including religion in soliciting for background information is religion is associated with certain aspects of discipline. Figure 2 below shows the distribution of students in accordance with their religious affiliation.

**Figure 2: Distribution of Students Respondents by Religious Denomination/Sect**

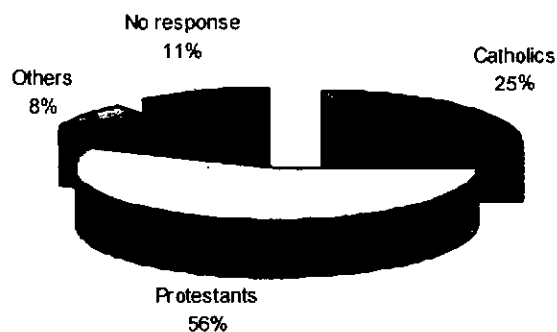


Figure 2 shows the distribution of respondents by religious affiliation. Fifty-six percent belong to Protestant denominations and 25% are Catholics. The result hence reveals that

89% of respondents are Christians. Being disciplined is part of Christian moral upbringing. Therefore, the manner, attitudes and behavior students learn from their places of worship could be demonstrated in school. This means that a well-disciplined school environment is possible with such a percentage of students coming from homes with Christian background.

#### 4.1.4 *Students Living or not Living with Parents*

The presence of a figurehead in the life of young people is very crucial. It can in one way or the other influence, the way students behave and do things. Table 3 below shows the distribution of students based on the figurehead they live with.

**Table 3: Distribution of Student-Respondents Living/Not Living with Parents**

Item	f	%
Living with parents	101	90.9
Not living with parents	8	7.2
Living with guardian	1	0.9
Not applicable	1	0.9
<b>Total</b>	<b>111</b>	<b>100</b>

Table 3 reveals the percentage of respondents living with their parents and those not living with their parents. In all, the table shows that 91.8% of the respondents are living under the care and guidance of parents/guardians and 8.1% are not living under the care of parents/guardians. The kind of care and guidance students receives from parents/guardians can have an impact on school discipline. Neglected children are more likely to cause discipline problems in school.

#### ***4.1.5 Respondents' Club or Society Affiliation***

Belonging to and attending club or society activities can be a mark of discipline. It is for this reason the respondents' club or society membership is included in the background information. Table 4 shows their distribution.

**Table 4: Distribution of Student Respondents on Club/Society Affiliation**

Club/Society	f	%
<b>Yes</b>	<b>99</b>	<b>89.1</b>
<b>No</b>	<b>12</b>	<b>10.8</b>
<b>Total</b>	<b>111</b>	<b>100</b>

Table 4 indicates that 89% of the respondents attend a club or society in the school. This shows that the majority of the respondents are engaged in school activities besides the classroom-structured timetable. Club or sociality activities can be very motivating and as such may well assist students in cultivating good discipline habits. For example the Scout movement is known for its high standard of discipline and orderliness.

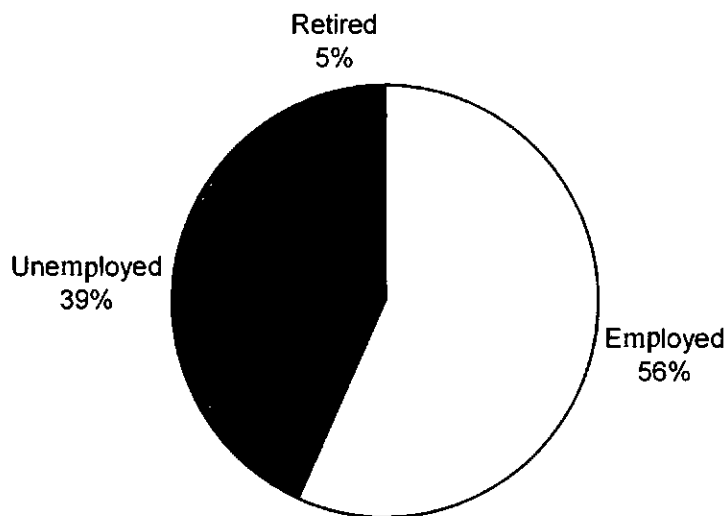
#### ***4.1.6 Occupation of Respondents Parents***

The amount of time parents spend with their children is very crucial to their upbringing. Certain types of occupation today do not allow some parents ample time to interact with their children. In some cases parents go to work before the children are up from sleep and return when the children are asleep. Children from such families may be having problems but cannot share them with parents because they are not available. Such problems if not dealt with may lead to some students causing discipline problems.

Students from families where the parents are unemployed may have difficulties dealing with issues of school fees payment; the lack of some basic school needs or personal needs. Such students might be angered by the inability of their parents to meet their school and personal

needs and so could transfer the anger to either their classmates or teachers, hence causing discipline issues. It is with this in mind that this study investigated the students' parents' occupational background. Figures 3 and 4 reveals the employment backgrounds of students' parents. Figure 3 is for the fathers and figure 4 presents the mother's employment status.

**Figure 3: Percentage Distribution of Occupation of Respondents' Fathers**



The figure 3 shows that 56% of respondents' fathers are engaged in some kind of employment and forty-four percent are not employed. This may well indicate that about 50% of the respondents come from homes where their basic human needs are taken care of. Students who come to school hungry or sick because their needs are not taken care of are more likely to be going to cause discipline problems, but those whose needs are met may cause less discipline problems.

**Figure 4: Percentage Distribution of Occupation of Respondents' Mothers**

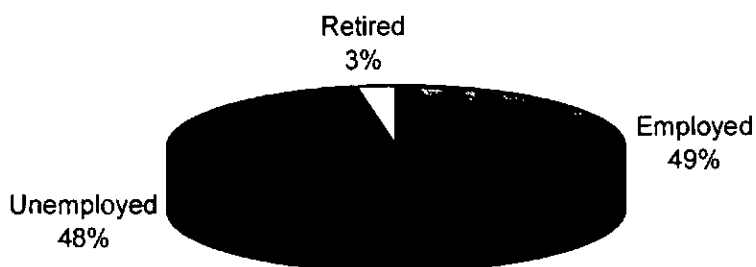


Figure 4 shows that 49% of respondents' mothers are employed and 51% are not employed. Therefore figure 4 indicates that the needs of a considerable number of students are catered for. Like in figure 3, figure 4 indicates that better cared for students would cause less discipline incidents and those not catered for well are more likely to cause more discipline problems.

#### **4.2 Students-Respondents' Response on the Factors Responsible for Discipline**

This section presents findings on students-respondents' response on the factors responsible for discipline in Ofafa Jericho High School. They are presented in the following headings: guidance and counseling, teachers' competence and professionalism, students' self-discipline, school safety, involvement of students in choosing prefects and the role of prefects in the maintenance of discipline, and family upbringing and Principals' competence.

#### 4.2.1 Guidance and Counseling

Guidance and Counseling service in schools is such an important service that assists learners in dealing with a wide range of issues that could hamper personal growth and learning in schools.

**Table 5: Percentage Distribution of Students Responses on Guidance and Counseling**

Items	SA %	A %	UD %	D %	SD %
When I came into this school the rules and procedures of the school were carefully explained to me.	49.5	40.5	4.5	2.7	2.7
Our teachers encourage us to manage ourselves in a responsible way.	49.5	38.7	7.2	1.8	2.7
The advice and guidance we get during pastoral and assembly helps in creating discipline culture.	50.4	45	4.5	-	-
We are encouraged to identify discipline problems.	26.1	41.4	14.4	7.2	10.8
Positive behavior is reinforced in our school.	49.5	37.8	12.6	4.5	3.6

As shown in table 5 there is a 90% positive response that when they first came into the school the school rules was carefully explained to them. This confirms the importance of orientation for new school comers. There was also 88.2% positive response on encouragement given to student on how to manage themselves responsibly by the teachers. The guidance students get during pastoral and assembly has an overwhelmed 95.4% agreement that it helps in creating discipline in the school. The results in the table above clearly reveal the importance of advice and guidance to students. In so doing students get to know how they can they can manage themselves and behave responsibly.

#### 4.2.2 Teachers' Competence and Professionalism

Teachers' competency and professionalism in subject areas and the classroom management are important factors in the maintenance of discipline. Table 6 below presents students-respondents' perception on how competent and professional their teachers handle teaching and discipline issues.

**Table 6: Response on Teachers' Competence and Professionalism**

Items	SA	A	UD	D	SD
	%	%	%	%	%
Teachers are on time for lessons.	14.4	34.2	13.5	22.5	15.3
Our teachers prepare their lessons well before they come to class.	27	45	16.2	7.2	4.5
Classroom rules and procedures are clear.	36	42.3	9	5.4	7.2
Our teachers treat us equally and fairly.	32.4	44.1	18.9	10.8	2.7
Our teachers are models of discipline for us.	44.1	35.1	15.3	1.8	3.6

In table 6 above there is 48.6% agreement that teachers are punctual for lessons and there is 37.8% disagreement on the same. This is an indication that there are teachers who do not show up for lessons on time while other are on time. Late coming of a teacher can cause discipline problems especially when students have nothing to do, unless if the students are self-disciplined they can engage themselves in meaningful activities such as personal study. However, 72% agreed that teachers plan their lessons before they come to class.

There is also a 78.3% agreement that classroom rules and procedures are clear and a 76.5% agreement that teachers treat them equally and fairly. On the perception that teachers are models of discipline to the students 79.2% agreed while 15.3% are undecided and 5% are in disagreement. The results of table 6 indicate that teachers competent on lesson preparation, treatment of students, being models and clear in spelling out rules and procedures. They are however lacking professionalism on the issue of punctuality.

#### **4.2.3 Students' Self-discipline**

Self-discipline is the key to other forms of discipline. A student is said to be self-disciplined when he or she knows what ought to be done and does it at the right time without being policed by authority. A self-disciplined student is one who carries out tasks and attends school activities not because he or she is forced to do such, but because he or she sees the

importance of such an activity and is able to personally be responsible for the attendance of such activity. Table 7 presents response on students' level of self-discipline.

**Table 7: Students' Response on Self-Discipline**

Items	SA %	A %	UD %	D %	SD %
I obey the rules and procedures to avoid their consequences.	56.7	32.4	5.4	1.8	1.8
I respect peers, teachers, administration and myself because every human person deserves respect.	72	21.6	5.4	0.9	-
I help maintain or clean the school ground.	40.5	42.3	7.2	6.3	3.6
I am punctual to school and other school activities.	56.7	32.4	6.3	1.8	2.7
I attend school club or movement meetings.	56.7	37.8	2.7	1.8	0.9

Table 7 reveals that 89.1% of the respondents obey rules and procedures of the school not simply to avoid their consequences but as a sign of respect for peers, teachers, administration and themselves because every human person has dignity which should be respected as reflected on the 93.6% positive response on respect for others and the self. 82.8% agreed that they help in keeping the school environment clean and 89.1% come to school on time and attend school activities on time. Only 2.7% do not attend club or movement's meetings and also 2.7% are undecided. In general table 7 reveals that respondents take personal responsibility in doing what they ought to do for the smooth running of the school.

#### **4.2.4 School Safety**

Hostile environments are not places for living, and most especially for learning. Learning can only take place in a peaceful and serene environment. A warm school climate characterized by concern for individual students personal goals; achievements and problems indicate well-disciplined schools. Security structures are also fundamental for school safety. The presence of security personnel, a perimeter fence and other means of surveillance help

eliminate fear of attack from intruders or within the school compound. Table 8 presents the response of respondents on school safety.

**Table 8: Students-Respondents' Response on the Safety of their School**

Items	SA	A	UD	D	SD
	%	%	%	%	%
I am always comfortable at school.	19.8	42.3	10.8	11.7	14.4
The school has a safe environment for both learners and teachers.	39.6	39.6	12.6	4.5	3.6

Table 8 shows 62% of respondents agreeing that they are comfortable at school and 38% either do not feel safe or are undecided. Respondents also have a 79.2% agreement on the safety of the school environment, 12.6% seem not sure and 8.1% are in disagreement. Despite the majority of respondents being positive on being comfortable and safe in school the small percentage that disagreed need not be ignored because their comfort and safety is also crucial for the smooth running of the school. Nevertheless, the lack of comfort and safety of the small percentage may be due to crime incidences related to the Jericho area of Eastlands known for it high crime rates.

#### ***4.2.5 Choosing Prefects and Prefects Role in Creating Discipline Environment***

Students' involvement in drawing up discipline procedures creates a sense of ownership and belonging. Likewise involving students in the selection of prefects will enable them accept and cooperate with them. Also the role of prefects in maintaining discipline is crucial to the running of schools. Table 9 presents students-respondents' response on their involvement in the choice of prefects and the prefects' role in the maintenance of discipline.

**Table 9: Response on Students' Involvement in Selecting Prefects and the Role of Prefects in Maintaining Discipline**

Items	SA %	A %	UD %	D %	SD %
The prefects are great assets to the school in the maintenance of discipline.	29.7	42.3	12.6	4.5	10.8
We are involved in selecting or electing prefects.	2.7	5.4	9.9	13.5	68.4

Table 9 reveals respondents' response to the role prefects play in matters of discipline in the school. There is majority agreement (72%) that prefects are great assets in the maintenance of discipline. On the issue of their involvement in selecting prefects there is an emphatic disagreement. 68.4 strongly disagree that they are involved in selecting prefects as compared to 2.7% who strongly agreed. On the overall, there is an 82% disagreement 8% agreement while 10% are undecided.

On the table 9 shows that respondents appreciate the work of prefects even though they are not involved in the selection of the prefects. This is an indication that the prefects are carrying out their duties with dedication and fairness.

#### ***4.2.6 Family Upbringing and Principals' Competence***

The home is the first educational center of children. It is at home that they begin learning, and this includes learning acceptable behaviors. Therefore, family upbringing can have a serious bearing on how students behave at school. If they acquire bad behaviors from the home, they are likely to carry them over to school. Hence, this research investigated the effect of family upbringing on school discipline. The competence of the Principal on issues of discipline was also assessed in this research. Students can be good judges on how the Principal handle issues. They can cause trouble when they discover that the Principal is

unjust to them. Table 10 below reveals the response of students-respondents' on family upbringing and the competency of the Principal on discipline issues.

**Table 10: Response on Students' Family Upbringing and the Competence of the Principal on Discipline Matters**

Items	SA	A	UD	D	SD
	%	%	%	%	%
My family upbringing helps me to be disciplined at school.	75.6	18.9	1.8	2.7	0.9
The Principal treats us justly and fairly.	61.2	27.9	9	-	1.8

Table 10 shows that 75.6% of respondents strongly agreed that their family upbringing helps them in maintaining school discipline. In general there is a 94.5% agreement on family nurture having a bearing on school discipline. This is a pointer that respondents had a proper family education. On Principals' competence on how justly and fairly they are treated, 89% are positive and 2% disagreed while 9% are undecided. This is a suggestion that discipline in the school is exercised fairly with no favoritism or excessive penalties imposed on students.

### **4.3 Students' Response to Attitudes and Perception Towards Discipline**

#### ***4.3.1 Views on Discipline in General***

The question on views about discipline in general was posed to respondents to assess their attitudes and perception about discipline. Table 11 shows various views highlighted by the respondents.

**Table 11: Views of Student on Discipline in General**

Response	f	%
Discipline is essential to every society	53	47.7
Discipline is fair and just	6	5.4
It is well maintained	25	22.5
It is so strict	1	0.9
Teachers should treat us equally	2	1.8
It depends on what kind of person you are	2	1.8
To correct wrong doers	1	0.9
It should be maintained to keep law and order	3	2.7
Discipline at school or home does not count unless one is self-disciplined	1	0.9
It is very poor	1	0.9
Prefects do not enforce discipline well	7	6.3
It helps one to acquire good behavior and learning/socializing with other students	1	0.9
Discipline is a virtue that is acquired since childhood; it is only boosted at the educational institutions (schools)	1	0.9
Discipline is high in our school due to great assets from prefects	4	3.6
No responses	7	6.3

Discipline as seen in table 11 is a very essential component in the society. Views on such came from 47.7% of the respondents. It is interesting to find that 3.6% of the respondents are of the view that discipline in Ofafa Jericho is high due to the involvement of prefects. They see prefects are great assets to discipline. On the other hand a student is of the view that discipline in Ofafa Jericho High School is very poor. In general the opinions of the respondents indicates that discipline is essential for the success of teaching and learning. Three views of respondents on the essentiality of discipline are presented here below.

A student has this to say;

Discipline is an aspect that is essential to very society no matter where the society is or how it is run. It is just something that has to be there.

Another student stated.

As for me through my experience as an athlete I have noticed many things about discipline because life without discipline as a sportsman you cannot make it. Discipline must be respected by all in the community.

And yet another student declared;

Discipline is good because it makes a person to work hard and also to have a vision on what one wants to do. Also it makes a person to be able to stay with others and fit well without having problems.

#### **4.3.2 Opinions about Corporal Punishment**

The opinions of respondents were sought on corporal punishment. Their responses are presented in table 12.

**Table 12: Students' Opinions on Corporal Punishment**

<b>Response</b>	<b>f</b>	<b>%</b>
It is okay, but some teachers over do it	21	18.9
It should be banned	51	45.9
It should be maintained to help students become respectful in the future	24	21.6
Somehow fair	3	2.7
Prefects punish without listening	3	2.7
Punishments should be looked at clearly	2	1.8
Helps students to do the right thing	1	0.9
It is not fair	2	1.8
No response	5	4.5

Corporal punishment is getting out of fashion. It is considered cruel and an inhuman act. With raging debate on the ban on corporal punishment in Kenya, this study seeks to find out the opinions of students on corporal punishment. As it is evident in table 12, there is a 45.9% call for its abolition. This is a reflection of the view that corporal punishment is out of fashion. Nevertheless, there are students who do not see a problem with corporal

punishment. 21.6% of respondents want it maintained to help students be respectful. There is cross section that thinks that corporal punishment is okay but complains that some teachers over do it. The responses in table 12 are an attestation that despite the ban on corporal punishment, some teachers are still practicing it.

Students who called for the abolition of corporal punishment stated that it does not cure problems but makes them worse. A student sees it as an act of violation of human rights and does not see how it can change the mind of a person, but instead makes the person more violent. Another student affirmed that it makes people be more stubborn, as students tend to get used to it and so continue to make the same mistakes.

#### 4.3.3 *Why there should be School Rules*

Attitudes and perceptions of student-respondents toward school rules were collected. Table 13 shows their responses.

**Table 13: Views of Students on School Rules**

<b>Responses</b>	<b>f</b>	<b>%</b>
School rules are there to avoid chaos and guide students	56	50.4
To run the school easily and effectively	21	18.9
To bring agreement between students and teachers	13	11.7
They are there to maintain discipline	19	17.1
It helps students to model themselves into responsible people in the future	10	9
To reinforce positive behavior	1	0.9
I do not see any reason for school rules	2	1.8
To helps students understand the facts of life	1	0.9
It guides the teachers on measures to take when disciplining or punishing students	1	0.9
To achieve different goals in schools	1	0.9
To be obeyed	1	0.9
No response	4	3.6

School rules are necessary in the running of schools. The views of respondents in table 13 are a confirmation of that. 19% see it necessary if a school is to be run easily and effectively. 50.4% stated that school rules are there to avoid chaos in schools and to guide the student in the right direction. The following are some views of students.

A student stated;

School rules maintain school discipline and good actions. Rules are very important not only in schools but in countries and other institutions. People follow rules in order to live peacefully.

Another student stated;

School rules help the students to live in one accord by learning to appreciate the administration and other fellow students. They guide the students throughout their period in school hence making learning become easy. It also guides the teachers on measures to take when disciplining or punishing the students.

To put more simply, another student wrote;

School rules are there to govern the students on what to do and not do. The rules and regulations help students to know their responsibilities and limitations in school.

#### ***4.3.4 Views on Guidance and Counseling***

Respondents were presented with an item of why do they think there is guidance and counseling in their school. Their responses are shown in table 14 below.

**Table 14: Views on Guidance and Counseling**

<b>Response</b>	<b>f</b>	<b>%</b>
To counsel students with problems	50	45
So that they may guide us	26	22.5
To make sure the school rules are obeyed	12	10.8
To teach students good morals	11	10
To motivate students physically and spiritually	2	1.8
To prepare us for the future	5	4.5
To help students understand their purpose in life and education	2	1.8
To spy on the living standards of students so that they may expose them	1	0.9
To enforce discipline	1	0.9
No response	6	5.4

Guidance and Counseling are gaining more popularity as opposed to corporal punishment, which is getting out of fashion. This study sought the views of students as to why they think there is guidance and counseling in school. To counsel and guide students is the response of 67.5% of the respondents. Also some students see guidance and counseling as being there to teach good morals, motivate students and prepare them for the future. However, there is one student who sees guidance and counseling as a way of spying on the living standards of student. This indeed is a negative conception or perception. Such a sentiment may have risen out of a bad experience on how a teacher handled the information confided in such teacher by the student.

#### **4.3.5 Level of Discipline**

Table 15 reveals the response of student-respondents on the level of discipline.

**Table 15: Rating of Discipline**

<b>Rating</b>	<b>f</b>	<b>%</b>
Excellent	24	21.6
Very Good	35	31.5
Good	32	28.8
Fair	17	15.3
Poor	1	0.9
Very Poor	2	1.8

This study investigated the extent of how discipline is seen in Ofafa Jericho High School. Table 15 shows the distribution of students' rating levels. A majority rated discipline positively. 21.6% thinks the level of discipline is excellent and 31.5% rated it as very good. Some reasons given for the rating are presented below.

One student who rated the school as excellent confirms;

This is because we follow our rules and portray a good picture to the public. It been commented that our school is a disciplined institution by the public.

Another points out that;

Many students are fully acquainted with school rules and this has reduces the rate of indiscipline in the school. There has been less cases of students misbehaving or disrespecting relevant people in the school. This has really heightened the spirit of discipline in the school.

A student who rated the school as very good pointed out that:

This is because every student is making every effort to abide by the rules and also the prefects are seriously enforcing their powers as regards discipline. Also there are times when the Principal arranges for some people to come to talk to us about what it is like to be disciplined and also the benefits of it has encouraged many students to be disciplined.

The above responses have all stressed the importance of school rules, the understanding of the rules and abiding by them as the reason behind their rating of the school as having positive disciplined climate. One wrote on the commendation they get from the public and another commented on talks arranged for them by the school administration.

#### 4.3.6 *Role of Teachers in Discipline*

The level at which students perceive teachers' role on discipline issues could impact on how disciplined a school could be. Student-respondents' views were sought on what is the role of teachers in discipline. Their responses are shown in table 16 below.

**Table 16: The Role of Teachers in Discipline**

<b>Response</b>	<b>f</b>	<b>%</b>
Teachers are enforcers of school rules	24	21.6
Some teachers do not maintain discipline	8	7.2
Teachers are counselors and advisers	48	43.2
To discipline students when they do wrong	19	17.1
Teachers are role models of discipline	10	9
They draw up school rules	1	0.9
Teachers are there to maintain discipline	28	25.2
To assist prefects if they are unable to handle certain problems	3	2.7
To find new ways of improving discipline	6	5.4
The role of teachers is complicated	1	0.9
They act as judges	1	0.9
They are like our parents	1	0.9
No comment	2	1.8
No response	5	4.5

From the responses in table 16 it is clear that there are numerous roles being played by teachers in issues of discipline. 43.2% sees the role teachers as counselors and advisers, 25.2% see them as the ones who maintain discipline and 21.6 see them as enforcers of discipline. One student sees the role of teachers as being complicated. Another student thinks that teachers are judges and another one sees them as the ones who draw up school rules. All these characteristics can be seen in teachers because teachers are and must always be involved in creating a disciplined school culture.

#### 4.3.7 *Suggestions for the Enhancement of Discipline*

Suggestions on how to improve the existing discipline culture in Ofafa Jericho were sought out in this study. The suggestions of the student-respondents are shown in table 17.

**Table 17: Suggestions from Students on how to Improve Discipline**

<b>Response</b>	<b>f</b>	<b>%</b>
Choose self-disciplined students as prefects	4	3.6
The school should be strict on lawbreakers	7	6.3
Give awards to students who are good	4	3.6
Harsh and oppressive rules should be removed	2	1.8
The present discipline culture should remain	19	17.1
There should be fairness and equality in discipline	22	19.8
Teachers should not leave discipline only to prefects	3	2.7
Thieves should be expelled	3	2.7
All classes should have their own rules and regulations	1	0.9
More power should be given to prefects and monitors	3	2.7
Teachers and prefects should listen to students before punishing or making decisions	3	2.7
Reduce the powers of prefects	1	0.9
Punish those who break the rules	6	5.4
Students should respect teachers	1	0.9
Teachers and prefects should lead by example	3	2.7
Guidance and counseling should be strengthened	11	10
Students should be involved in voting for prefects	9	8.1
Teachers and students should cooperate	2	1.8
Parents should teach children discipline from childhood	1	0.9
School rules should be evaluated	3	2.7
Students should be actively involved in discipline issues	4	3.6
There should be a suggestion box for complaints	2	1.8
We should be given time to air out our views, for example class meetings once a month with teachers	4	3.6
More prefects should be added	1	0.9
Our administration should be changed	1	0.9
Prefects should be changed	1	0.9
Prefects should not be allowed to give punishment	1	0.9
Corporal punishment should be abolished	8	7.2
There should be good communication and relationship between teachers and students	2	1.8
No response	5	4.5

About ten suggestions in table 17 are about prefects. For example 3.6% want self-disciplined students selected or elected for the position of prefects. 2.7% want prefects given more powers while 0.9% wants the powers of the prefects slashed. One student does not like the prefects giving punishment and 8.1% want students involved in the selecting or electing prefects. Apart from the prefects issues 10% want the guidance and counseling strengthened while 7.2% want corporal punishment banned.

From the table 17 it is evident that students have a lot of suggestions with regards to how to improve discipline in the school. This may be the reason why 1.8% students want a suggestion box in school about discipline. 3.6% want to be given time to air out their views. This seems to indicate that students are not so much involved in discussions about discipline in the school.

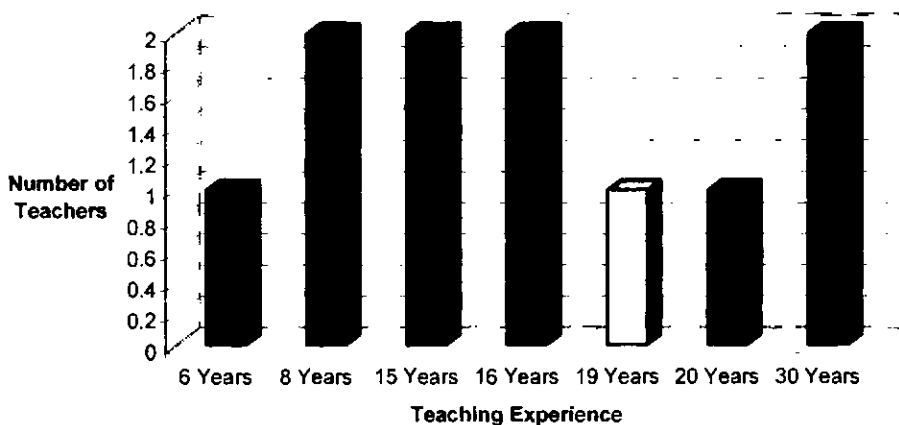
#### 4.4 Teachers Surveyed Background Information

Fifteen questionnaires were distributed to fifteen sampled teachers. Only eleven teachers responded and four did not respond. Therefore there was a 73.3% response rate and 26.6% none response rate.

##### 4.4.1 Teachers' Teaching Experiences

The number of years teachers put into teaching can greatly influence how they handle discipline issues. Some could spend a lot of years in the teaching profession but could be incapable of handling discipline issues while inexperienced ones could do better in that regard. Figure 4 below shows the distribution of teaching based on years they have spent in teaching.

**Figure 5: The Distribution of Teachers based on their Teaching Experiences**

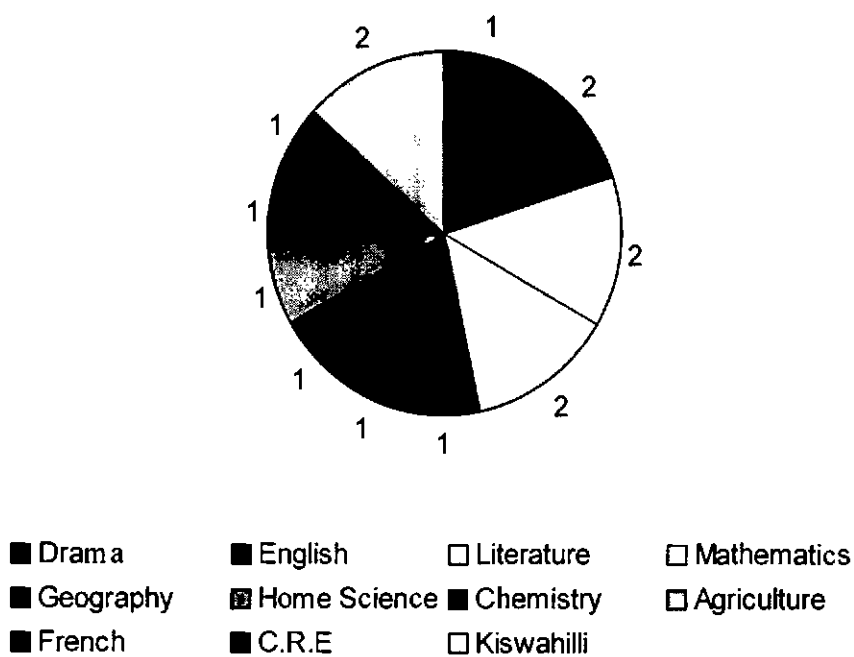


The figure 5 indicates that eight of the respondents have put in fifteen years and more in the teaching career. Three of the respondents have put in less than ten years with one teacher having six years and two teachers having eight years respectively. The table indicates that the respondents have a reservoir of experience in handling school discipline issues owing to the years they have put into teaching.

#### 4.4.2 Teachers' Teaching Subjects

This section shows the distribution of teacher-respondents according to their teaching areas as can be seen in figure 5.

**Figure 6: Distribution of Teachers According to Subjects Taught**



The figure 6 reveals respondents' subject teaching area. The majority of the respondents teach in the department of languages with sciences, humanities and mathematics departments constituting the rest. This may well indicate that the teachers do meet with students everyday in class and as such are conversant with students' attitudes and behaviors.

#### **4.4.3 Teachers According to Teaching Forms**

The distribution of teachers based on the forms they teach is shown in table 18.

**Table 18: Distribution of Teachers According their Teaching Forms**

<b>Forms</b>	<b>n</b>	<b>%</b>
One	10	90.9
Two	10	90.9
Three	10	90.9
Four	11	100

Table 18 reveals that 90.9% of the respondents all teach in Form One, Two and Three and all of them teach in Form Four. This shows that the respondents are virtually in contact with all the forms or classes on one way or the other. This means that the respondents have a considerable knowledge of students and interact with them more often.

#### **4.5 Teachers' Response on the Factors Responsible for Discipline**

This section presents findings of teacher-respondents on the factors responsible for discipline in Ofafa Jericho High School.

##### **4.5.1 Guidance and Feedback**

Regular guidance, advice and feedback to students are significant in curtailing discipline problems. Teachers can use guidance, advice and feedbacks to promote desirable class behavior. Table 19 below presents teacher-respondents' response on guidance and feedbacks.

**Table 19: Teachers' Response on how Guidance and Feedbacks Affect Discipline**

Items	SA %	A %	UD %	D %	SD %
I counsel and guide students who are troubled.	27.2	72.7	-	-	-
Positive behavior is reinforced in the school.	45.5	54.5	-	-	-
I refer serious indiscipline behavior to the Principal.	18.1	63.6	9	-	9
I praise students in private and sometimes in public.	27.2	45.4	9	9	9

Guidance, support and feedback opportunities are effective factors that can promote discipline in schools. Also appropriate and efficient channels of communication are important for any disciplined school.

Table 19 shows some statements about guidance and feedbacks. On the matter of counseling and guiding of troubled students, there is a 100% response. This is an indication that teachers believe they have the concern of the students at heart. It is an indication that the teachers are ready to help students to acquire knowledge and excel in their academic endeavors. In table, 45.5% of respondents strongly agreed that positive behavior is reinforced in Ofafa Jericho High School and 54.5% agreed that positive behavior is reinforced. Combined together, figure 22 reveals that 100% of the respondents agreed that positive behavior is reinforced in the school. Positive behavior reinforcement could be done through rewards or verbal affirmation. When students are rewarded or verbally affirmed for proper behavior, it follows that they will feel accepted and will consequently behave appropriately.

Table 19 also shows that 18.1% strongly agreed that they refer serious discipline problems to the Principal and 63.6 agreed that they also refer serious discipline problems to the Principal. Nine percent are undecided and another nine percent strongly disagreed. Strongly agreed and agreed put together reflects that 81.7% refer serious discipline issues to the

school authority. 18% may well indicate that they either deal with such problems on their own or do not bother to report such problems to the relevant authority.

Still on the same table 19, it shows that 72.6% agreed that they praise students in private and sometimes in public. 9% are undecided and 18% disagreed that they praise students in private and sometimes in the public. 18% though represents a small section of the respondents; it indicates that there is need for teachers to praise students whether in private or public. Such praise can go a long way in influencing better discipline. Every human person deserves praise when he/she had done something worthy of praise. Not to praise them will mean that their efforts are not being recognized and so they will not be motivated to do better.

#### 4.5.2 Teachers' Rapport with Students

Teacher-student relationship creates an environment of harmony and calm in the school. Good teacher-student rapport is a very important factor in the preservation of discipline, which leads to mutual efforts in the learning and teaching process in and outside the classroom. Table 20 presents the findings on teacher-student relationship.

**Table 20: Teachers' Response on their Relationship with Students**

Items	SA %	A %	UD %	D %	SD %
I make effort to know and understand the students.	36.3	63.6	-	-	-
There is good rapport between the students and I.	54.5	45.5	-	-	-
There was never a time that I humiliated learners.	9	54.5	-	27.2	9
I make decisions on learners when I am upset or emotional.	9	9	-	27.2	54.5
I am respectful to my students.	36.3	54.5	9	-	-
My discipline methods are consistent.	18.1	72.7	9	-	-

Teacher-student rapport is one factor that can promote discipline in schools. When students have a good relationship with their teachers they are less likely to cause discipline problems

for such teachers. Teachers in table 20 agreed 100% that there is a good rapport between them and the students. Also there is 100% agreement among respondents that they make effort to know and understand students. On whether they have ever humiliated learners, 63.5% reveals that they never humiliate learners and 36% were undecided on the issue. As for whether they respect students and maintaining consistent of their manner of discipline 90% agreed and 10% were undecided. Still on table 13, 18% agreed that they have made decisions on learners when they were emotional and 82% disagreed that they made decisions when they were emotional.

Table 20 is an attestation that there is a good teacher-student rapport in Ofafa Jericho. This means that a good relationship between teachers and students is a factor that influences discipline in school.

#### ***4.5.3 Teachers' Professional Competency***

Competent teachers facilitate orderly classrooms and minimize student misbehavior. Competent teachers use effective methods that engage students and keep them focused on learning and reducing the likelihood of classroom disruptions. Table 21 reveals the response of teacher-respondents on how they handle teaching.

**Table 21: Professional Competence of Teachers**

<b>Items</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
I prepare my lesson for every class.	36.3	45.5	-	18.1	-
I involve students in class decisions.	27.2	63.6	-	9	-
I am punctual to school and class.	27.2	54.5	9	9	-
Students are comfortable in my class.	18.1	81.8	-	-	-

How well a teacher displays competency in his or her lesson and how such teacher manages his or her class would be a factor for or against discipline. Lack of preparation of lessons

and incompetence in a teachers' subject area can bore the students. And when students are bored they are most likely to disrupt the class proceedings. Table 21 shows the response of teachers on how well they manage and prepare lessons. In table 8, 81.8% agreed that they prepare their lesson for every class while 18.1% do not prepare lesson for every class.

On the involvement of students in class discussion, 90% involve them in class discussion and 10% do not involve students in class discussion. The table shows that 81.7% are punctual to school and class, 18% are undecided and disagreed that they are punctual to school and class. However, there is a 100% agreement on students being comfortable in their class.

Table 21 reveals that majority of teachers in Ofafa Jericho High School believe they are serious with their work and know what they are doing. A minority of respondents' as the table indicates, seems not serious with their work or are incompetent. Such a minority can have a major impact on discipline because one incident of indiscipline from any of such teachers' classes could greatly affect the whole school.

#### ***4.5.4 Principal's Competence and Parents Cooperation***

A Principal's commitment in establishing and maintaining appropriate teacher and student behavior is an important precondition of learning. Also a visible and supportive Principal who walks around the school, talks informally with teachers and students, expressing interest in their activities, will in a matter of fact lead to a disciplined school culture. Parents' cooperation in school, especially in issues of discipline is very important. Parents are in a better position to know their children better than teachers. They are also in a better position to handle the social and psychological development their children. Therefore their cooperation with the school in matters of discipline cannot be overemphasized.

Table 22 shows teacher-respondents response to the Principals' competency and the level of parents' cooperation in dealing of discipline problems.

**Table 22: Response on Principals' Competence and Parents' Cooperation**

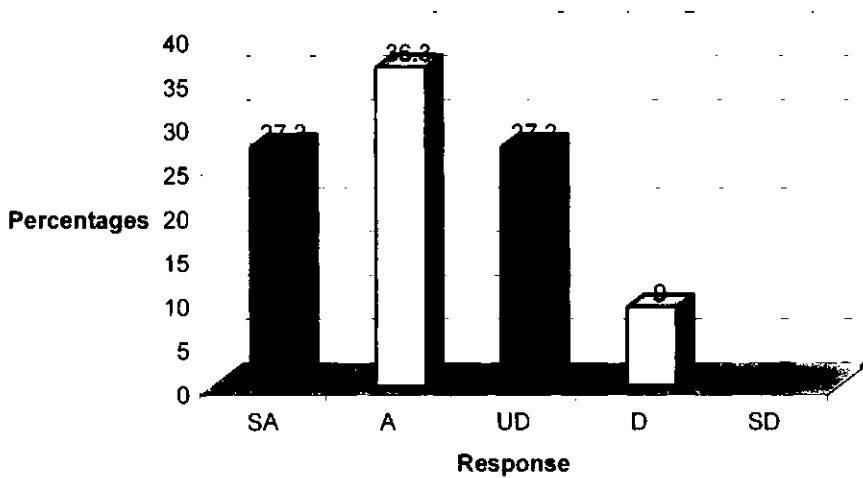
Items	SA %	A %	UD %	D %	SD %
The Principal demonstrate professional competence.	45.5	36.3	18.1	-	-
Parents are cooperative in assisting with discipline.	-	81.8	9	-	9

Table 22 shows the response respondents on Principal's competence and parents' cooperation on discipline issues. There is an 81.8% agreement that the Principal is a competent administrator. This means that the Principal has a reservoir of experience in school management and as such is able to handle the school with competency. 18.1% are undecided on the competency of the Principal. Also 81.8% agreed that parents are supportive when there are discipline incidents. 9% are undecided and another 9% strongly disagreed on parents' assistance with discipline problems.

**4.5.5 School Safety**

Threatening environments do not support learning. The safety of students and other members of a school community is a concern of school administrators and parents. These researches investigate the perception of teacher-respondents on the safety of the school. Figure 7 shows the distribution of respondents on school safety.

**Figure 7: Respondents' response on the safety of the School Environment**



The safety of a school environment is very important for the concentration of teachers and learners. Response to the safety of the school environment for both teachers and students is 63.5%. Twenty-seven point two percent are undecided on the safety of the school environment while 9% disagreed that the school environment is safe for both teachers and students. Considering the location of Ofafa Jericho High School in the Jericho area of Eastlands it should be expected that response to the safety of teachers and students will be negative due to its association with high crime activities. This could be the reason why 27.2% are undecided on the safety of teachers and students with 9% on disagreement. The fact that there is 63.5% agreement on the safety of teachers and learners is an indication that the school has some mechanism in place for the safety of teachers and students.

#### ***4.5.6 Teachers' Collaboration and Sense of Equality and Fairness***

The level at which teachers share teaching resources and collaborate with one another could determine their collaborative responsibility to students' achievement and dealing with discipline issues. Also teachers' sense of equality and fairness indicate their readiness to facilitate a disciplined school. Table 23 below shows teacher-respondents' response of

collaboration in sharing teaching materials and sense of equality and fairness in dealing with discipline problems.

**Table 23: Response on how Teachers collaborate and share teaching materials and the issue of equality and fairness in dealing with discipline problems**

Items	SA %	A %	UD %	D %	SD %
We work collaboratively and share teaching materials with each other.		9	63.6	9	18.1
There is equality and fairness when issues of discipline are being handled.		27.2	63.6	-	-

Table 23 reveals that 72.6% of respondents work collaboratively and share teaching materials with each other. This may well point out that they assist each other in dealing with discipline issues. On the issue of the presence of equality and fairness in handling discipline problems there is a 100% response. This is another indication that teachers in Ofafa Jericho High School work for the benefit of all students. Students like any humans have a sense of justice and fairness. Any perceived unfairness and injustice can be disastrous to the discipline atmosphere of the school.

#### **4.6 Teachers' Response on Attitudes and Perception Towards Discipline**

This section presents the findings of teacher-respondents' attitudes and perception towards discipline. The presentation is done in the following subheadings: role of the teachers in discipline, views on corporal punishment, views on guidance and counselling, level of discipline, views on discipline in general and suggestions on how to improve discipline in Ofafa Jericho High School.

#### 4.6.1 Views on the Role of Teachers in Discipline

Table 24 below present the response of teacher-respondents' views on the role of teachers in instilling discipline.

**Table 24: Role of Teachers in Discipline**

Response	f	%
To provide guidance and counselling	7	63.6
To detect deviant behavior and deal with it or refer to higher authority	3	27.2
To be role models to learners	6	54.5
To be guardian/parents to learners	2	18.1
To enforced discipline	5	45.4

Table 24 shows that teacher-respondents are of the view that the role of teachers is to provide guidance and counselling, to detect deviant behavior and deal with it to the appropriate authority, be role models, guardians/parents and to enforce discipline. 63.6% considered teachers to play the role of guidance and counselling. This is a confirmation that the role of teachers is not only to teach but to counsel and guide learners and equip them with skills necessary for their future and that of the society. The following are sampled responses of respondents;

Making students understand what discipline is all about, embrace it and enjoy carrying out their individual roles/responsibilities to themselves and to others without being forced to do so.

Another teacher stated;

They are the 'vehicles' through which discipline is instilled and inculcated.

This is what another teacher stated;

The role of a teacher is simply to assist the parents in disciplining the child. Otherwise discipline is to be done by the parents. Another stated: teachers should be role models, parent/guardian to the students, be a counsellor.

#### **4.6.2 Views on Corporal Punishment**

Corporal punishment is such a controversial issue in school discipline. This research elicits views of teachers on corporal punishment. Table 25 shows the responses on corporal punishment.

**Table 25: Response on Corporal Punishment**

Responses	f	%
There should be corporal punishment but administered with care	5	45.4
Corporal punishment is good for discipline	2	18.1
Corporal punishment should be done away with	3	27.2
It should be used as the last resort	1	9

There are four categories of response to the issue of corporal punishment. As can be seen in table 25 some teachers are of the view that corporal punishment is in order but should be administered with care, some see corporal punishment as a good method of discipline, others want it out of the school system and one teacher is of the view that it should be administered as the last resort. Table 25 indicates that, despite the ban on corporal punishment, there are teachers who still apply it.

#### **4.6.3 Response on How Guidance and Counseling Helps Discipline**

Guidance and counseling is now favored more for the instilling of discipline. This study investigated the opinion of teachers with regards to how guidance and counseling help discipline. Table 26 reveals the findings.

**Table 26: Response on How Guidance and Counseling Helps Discipline**

Response	f	%
To prevents students from engaging in criminal activities	1	9
To create awareness on importance of discipline	5	45.4
To help students make the right choices	5	45.4
It helps but not very effective	2	18.1
To help students to learn better	1	9

From table 26 it is clear that guidance and counseling is supposed to help in maintaining discipline. There is a frequency of 5 responses that guidance and counseling helps students make the right choices and another 5 responses considered it not very effective. From the findings it could be deduced that guidance and counseling support discipline but must be strengthened so that it becomes an effective method of helping learners to be disciplined.

#### ***4.6.4 Views on the Level of Discipline***

Table 27 below shows the rating of the level of discipline in Ofafa Jericho High School. Below the rating level are the reasons for the levels rated.

**Table 27: Rating of Discipline**

Rating	f	%
Excellent	1	9
Very Good	3	27.2
Good	6	54.5
Fair	1	9
Poor	-	-
Very poor	-	-

As evidently shown in table 27, 54.5% rated the level of discipline in Ofafa Jericho High School as good. 27.2% considered discipline as very good. From the findings it is apparent that discipline in the school is good hence it can be deduced that teaching and learning take

place in Ofafa Jericho High School without disruption. The following are some of the reasons for the rating.

A teacher who rated the school as excellent stated;

The students can work without supervision. Students do not defy the authorities and for the years I have taught in Jericho have never been on strike. Students after completing always come back with respect. There are national and international figures who still identify with the school.

Teachers who rated the school as very good confirmed:

There are hardly any ugly incidents of confrontations amongst students both in school, home nor between school and home. Students come together to offset any needy financial challenges befalling the members of the school fraternity.

Another teacher affirmed:

There have never been serious disciplined, considering cases of late and hence affirmation of the above rating.

On the rating of the school as good one teacher stated:

Good because we have disciplinary teachers who enforce that. Besides that all teachers are always out to deal with indiscipline students and report them to the principal if they become impossible. On excessive cases Kenyan police has always dealt with some students.

Another teacher confirmed:

Our students are disciplined; considering the bad environment the school is located in. If the school were located in a better place the students' discipline would actually be excellent.

#### 4.6.5 Why there should be School Rules

Table 28 below presents the findings on why there should be school rules.

**Table 28: Response on Why there should be School Rules**

Response	f	%
To create disciplined atmosphere	11	100

Table 28 confirmed a 100% response that school rules are promulgated to create disciplined atmosphere. This is an attestation that school rules are very important in maintaining discipline.

The following are selected opinions of some teacher-respondents.

They are general guidelines for all to minimize conflicts of interests by individuals, societies/clubs etc. They are challenges to all for academics, social and psychological excellence.

Another teacher elaborated:

Rules set parameters within which a school operates. Without rules everybody will be 'right' all the time, which is chaos.

Another teacher affirmed:

Rules are to harmonise the students' body and provide a conducive environment for teaching and general meaning of the schools.

#### 4.6.6 Discipline in General

This section presents the views of teacher-respondents on discipline in general. There are shown in table 32 below.

**Table 29: Views on Discipline in General**

Response	f	%
Indispensable every where in the society	9	81.8
Need effort of parents/ teachers	1	9
Discipline in schools is no longer good there bring back corporal punishment	1	9
Falling due to bad habits seen outside school	1	9

In table 29 teacher-respondents considered discipline an indispensable value in any society. They confirmed that in the frequency of 9, which is 81.8%. One teacher sees discipline as no longer good and as such calls for the reinstatement of corporal punishment. Another teacher asserted that discipline is falling due to bad habits seen by students outside school. It appears that the findings in general considered discipline as an indispensable ingredient of social living.

Selected views of teachers are presented here below.

It is the mother of success and indispensable in every system, school inclusive.

Another teacher asserted that:

Discipline is the central point for good learning environment to take place. Without it learning would be difficult to achieve and meaningful learning can't be attained.

The above responses are an indication that teachers are aware of the importance of discipline in the school and as such would strive to uphold it.

### 2.6.7 *Suggestions on How to Improve Discipline*

Table 30 presents suggestions by teacher-respondents on what should be done to improve discipline in Ofafa Jericho High School.

**Table 30: Some Suggestions on How to Improve Discipline**

<b>Response</b>	<b>f</b>	<b>%</b>
Administration demonstrate high level managerial skills	1	9
Teachers commit themselves to employers' contractual agreement to duty and service	1	9
Parents stop playing observers role	3	27.2
Eliminate drugs	1	9
Make the school boarding	1	9
Parents, administrators, teachers and students must all be involved and have coordinated meetings	11	100
Administrators and teachers stick to convenient operation system	1	9
Restructure rules by involving students	1	9
Guidance and counseling should be strengthened	1	9
Improve physical facilities of the school	1	9
Use behavior modification techniques life rewards	1	9
Minimize use of corporal punishment	1	9

It appears that the findings in table 30 are more concerned with the issues of parents. 27.2% want parents to stop playing the observers' role and be involved in the discipline of their children. There is 100% recognition that parents, administrators, teachers and students should rally around and coordinate meetings so as to improve discipline in the school. From the findings it can be deduced that parents are not so much involved in the discipline of the school or that parents are not supportive when it comes to discipline issues.

#### **4.7 Background Information of Administrators**

Two administrators were targeted for personal interview in this study – the Principal and the Deputy Principal. The Principal had put in nine years at the helm of leadership and the Acting Deputy Principal had put in thirteen years as a disciplinarian in Ofafa Jericho High School Nairobi. This is an indication that they have a wide range of experience and information on issues of school discipline and how to handle them. At the time of the study the Deputy Principal retired and so the Acting Deputy Principal was interviewed.

#### **4.8 Principal's Responses to the Factors Responsible Discipline**

The Principal was asked about structures put in place for the enhancement of discipline in Ofafa Jericho High School. His response is that:

The Principal is first and foremost a role model. Show what discipline is with consistency. The teachers are all involved in discipline in and out of the classroom. Teachers on duty handle the daily discipline problems. Prefects check on discipline and handle minor cases. They are involved in counseling their peers. There is a guidance and counseling group of teachers headed by a Head of department. They handle discipline with psychological problems. There is serious disciplinary committee headed by a chief disciplinarian. Any case that requires suspension goes through the Board of Governor and in the case of expulsion the Director of Education is involved.

When asked if the school involve students in the drawing up of discipline policies his response seem to suggest that not all students are involved in the process. His said:

Yes, the prefects and class monitors are involved.

On the area of reviewing discipline policies he said the review is done yearly. Further more the Principal was asked of the role guidance and counseling play in maintaining discipline. His response is:

Any discipline problem identified to be committed with punity is taken to the guidance and counseling department. Most of those that undergo counseling come out humble and responsible.

Also the Head Teacher was asked how the school selects or elects prefects. This is what he said.

The students and the teachers are involved in proposing names. The guidance and counseling group and the existing prefects and the administration look at the names. Then they are appointed.

Similarly there is the question of the role of prefects in enhancing discipline. The Head Teachers said:

They observe, counsel, and deal with discipline issues they can handle. Those they cannot manage they report to teacher on duty or discipline committee. They prefects do peer group counseling in individual classes during pastoral on Tuesdays and Thursdays.

Also there is the question of the role of teachers and students in the maintenance of discipline. The Principal gave the following responses.

Every week there is a teacher on duty who takes charge of all discipline issues for the week. The whole teachers are involved in discipline in class, games and other activities. The organize talks to students. They identify problems of student and help them. Teachers are in the counseling and discipline groups. Students who are not prefects seek permission to talk to their colleagues on good governance, personal improvement and other important things pertaining to their lives. Students are trained in public speaking, leadership skills and peer group counseling. In club activities they provide leadership, which others emulate and this flows down to good discipline in students. For example leaders of clubs like the Presidential Award, Scout organize hikes and camping for their members.

On the issue of discipline problems he was asked if there was ever a time they went out of control since his appointment as the administrator of Ofafa Jericho High School. He said:

Yes. There was a time when there was a wave of lawlessness among students from other schools. The students here thought it is a fashion to be carried out. They were told of the reason for such wave of lawlessness and the consequences of such actions were spelt out to them. This calmed them and they returned to the class. There are also some discipline problems by the students outside the school and such was taken care of by the Kenya Police. There are also drug and family problems. On the area of drugs those who identify and accept the problem and went for counseling came out well but those who refuse help find it difficult to come out it.

And finally there was the question of involvement of parents or guardians in the discipline of the school. His answer was emphatic:

Yes, parents are involved in the discipline of the students. They are called or written to of the problem their children are involved in. In most cases they responded positively.

The responses on the interview, which the Principal gave, are pointers that he is doing a lot in ensuring that there is a discipline atmosphere in the school. This is what is expected of any school administrator.

#### **4.9 Acting-Deputy Principal Responses on the Factors Responsible for Discipline**

In the interview with the Acting-Deputy Principal who is also the Disciplinarian, the same questions put to the Principal were also put to him. On the question of structures put in place for the enhancement of discipline he said:

We make the boys become responsible. The boys set the rules then they are polished and ratified by the administration. The boys are then made to understand that the rules and regulations are to be respected. The discipline of students involves a group of teachers – a discipline committee. The issue is then shared with the rest of the teachers. There is peer group counseling where students help each other.

On the question of students' involvement in drawing up discipline policies, the response is contained in the response of the first question of which the answer is in the affirmative that students are involved. As on how often the discipline policies are reviewed he said:

Twice every year to appraise the rules but also as need arises.

On the role of guidance and counseling he said:

Constant repetition of mistakes requires counseling. They are advised. If the issue is very serious, that is if the case is at extreme and there is no breakthrough in the school we refer for professional counseling. In my 13 years as disciplinarian we have had about two or three extreme cases.

When asked how prefects are selected or elected his response is:

We asked all teachers to suggest names of possible candidates to class teachers. Also the outgoing prefects submit an independent list of possible names. The disciplinarian and the guidance and counseling teacher scan through the names and then passed on to the teachers for approval and appointment.

Similarly when asked of the role of prefects in maintaining discipline he said:

Prefects are very useful. They are in control of their peers. They deal with late coming through assigning culprits to pick up litter or sweep a portion of the school compound. They are in charge from start of school until closing. They preach to the boys during assembly. They make sure school rules are followed. So far they have done a satisfactory job.

As for the teachers and students he said:

The teachers play a very important role as role models. Prefects consult them on cases they cannot handle. The students also play a very important role. Without them there will be no rules and regulations. They educate each other on adhering to the rules. Students see the meaning and important of rules after it had been interpreted by their peers.

On the question as to whether there has been any discipline problem that went out of control. The answer he gave is:

Yes, there were in 2000/2001. There were only two cases of expulsion. They are both on the issue of hard drug consumption but the expulsion was done after there was no change after professional counseling. There was also a case of suspension due to regular absenteeism. There was a time when the boys had a bad food. They went on shouting so as to get attention. The administration looked at the issue and resolved it without any ugly incidence.

And finally on the involvement of parents in discipline issues, he said:

They are told of the indiscipline behavior of the boy. The parents and teacher will talk to the boy. There is a constant reminder to parents to help in the discipline of their children.

The issue of discipline in Ofafa Jericho High School seems to be taken seriously when looking at the responses provided by the Principal and the Acting-Deputy Principal/Disciplinarian. There is the impression that there are some form of theme work with all concern in maintaining discipline but to the extent students are involved it seems they offer only very little in selecting prefects and the drawing up of discipline structures.

#### **4.10 Conclusion**

Chapter 4 dealt with the presentation, discussions and interpretation of the data collected based on the research objectives. The next chapter presents the research summary, conclusions and recommendations.

# **CHAPTER FIVE**

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter sums up the whole investigation. The study investigated the Factors Responsible for Discipline in Ofafa Jericho High School. It contains the summary, conclusions and recommendations based on the findings.

### **5.1 Summary**

This investigation was guided by the following objectives:

What structures put in place are responsible for discipline in Ofafa Jericho High School?

What are the attitudes and perceptions of students and teachers toward discipline?

The survey research designed was used in this study. Students and teachers were randomly sampled and the administrators were purposively sampled. Questionnaires were distributed to respondents and a scheduled interview was carried out with the administrators with the aid of interview guides.

### **5.2 Research Findings**

Based on the findings is evident that there are numerous structures put in place in Ofafa Jericho High School so that discipline can be enhanced. It is also evident that the students and teachers have similarities and differences of attitudes and perceptions toward discipline. The findings are presented here in two themes based on the research questions.

### ***5.2.1 Structures Put in Place that are Responsible for Discipline***

The existence of guidance and counseling services has greatly enhanced discipline. Also the competence and professionalism of teachers contributes to the setting of discipline environment. Students' sense of self-discipline is another factor. Other factors are: the safety of the school, the role of prefects, proper family upbringing, the competence and professionalism of the Principal, proper channels of feedback, positive teacher-student rapport, collaboration among teachers, the sense of fairness and equality, peer counseling among students, and the involvement of parents or guardians in discipline problems and the clear explanation and interpretation of the school rules.

### ***5.2.2 Attitudes and Perceptions of Teachers and Students Toward Discipline***

Teachers and students are in agreement that discipline is very essential and indispensable in every society. They also agreed that discipline is maintained in Ofafa Jericho High School. Students however feel that they are not so much involved in choosing their prefects and the drawing up of rules but they agreed with teachers that corporal punishment should be abolished from schools.

There is also a consensus that teachers draw up rules and enforce them and that school rules are very important for the smooth running of the school. There is also a consensus that guidance and counseling helps discipline hence, discipline in Ofafa Jericho is very good. Teachers see themselves as role models of discipline and students also agreed on that. Teachers however feel that parents are not cooperating much in issues of discipline.

### **5.3 Conclusions**

From the findings of the study it is clear that discipline in Ofafa Jericho High School is maintained and that there are a number of structures put in place for the enhancement of discipline. The level at which teachers and students perceive discipline is equally responsible for the discipline culture of Ofafa Jericho High School.

It is therefore important for the school community that is the administrators, teachers, parents, students and other interested parties to come together and work collaboratively towards strengthening the existing disciplined culture. This is because the progress of a school needs the support of very one. Therefore nobody should be left behind.

### **5.4 Recommendations**

Based on the findings is obvious that the administrators, teachers, students and parents must be all actively involved in maintenance and instilling of discipline values in students. Hence the following recommendations are offered:

1. Parents should not sit on the sidelines and watch especially when it comes to discipline issues. They must take an active part. Their involvement on such should be begin from the home. owned
2. Create an avenue where students will sit with teachers every month discuss discipline issues and to air out their views without intimidation of any kind.
3. A suggestion box on complaints on discipline issues should be provided.
4. The school should involve students in drawing up discipline policies by asking them to give suggestions.
5. The school should provide boarding facilities for the students.
6. Harsh and repressive rules should be removed from the school rules and there should be a regular evaluation of the school rules.

7. Students should be involved in the selection or election of prefect.
8. The powers of the prefects should be well defined, as it seems that some are exceeding their limits.
9. Guidance and Counseling services should be strengthened and student should be made to understand why the service is there and be encouraged to take advantage of it.
10. The Principal, teachers, parents and prefects should be role models of discipline.
11. Teachers should at all times exhibit competence and professionalism in the performance of their duties. They should look more at the area of late coming to school and lessons.
12. The Principal should ensure that there is fairness and justice in dealing with discipline problems.
13. The physical structure of the school should be face lifted and the issue of security of teachers, students and all those who visit the school should be looked into, considering the location of the school high crime area of the Eastlands.
14. The recommendations of the report of the 2001 Presidential Task Force on Student's Discipline and Unrest in Secondary Schools should be implemented.

### **5.5 Recommendations for Further Studies**

1. A survey research should be carried out in the schools of Eastlands area and that of other places on the factors responsible for discipline for comparison.
2. A study of the factors responsible for discipline should be carried out in girls' schools and also in mixed schools for comparison.

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## APPENDIX A: STUDENTS QUESTIONNAIRES

SAINT MARY'S UNIVERSITY OF MINNESOTA, NAIROBI CAMPUS CHRIST THE  
TEACHER INSTITUTE FOR EDUCATION, TANGAZA COLLEGE

Vitalis Anthony Sodida  
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### Title of Study

**Factors Responsible for Discipline in Ofafa Jericho High School, Nairobi**

### Questionnaire for Students

Dear Respondent;

My name is Vitalis Anthony Sodida, a student at the above named institution. I am carrying out a research-based study on the Factors Responsible for Discipline in Ofafa Jericho High School, Nairobi. This questionnaire is designed as an instrument for this study.

Please kindly offer your assistance by filling in this questionnaire as best as you can. The information provided is for research purposes and will be treated with the utmost confidentiality. Your responses will be very helpful for the success of this study. The research is in partial fulfilment of the requirements of a degree of Bachelor of Science in Education at the Saint Mary's University of Minnesota, Nairobi Campus.

### Section A

#### *Instructions*

Please

- Put a tick (✓) in the box that matches your age
- Give brief information in the space provided

1. You are between the age of

12—14    15—20    21—25

2. What form are you in? \_\_\_\_\_

3. Are you leaving with your parents? \_\_\_\_\_

4. Are your parents working? If Yes, what is the nature of the work?  
\_\_\_\_\_

5. What religion do you practice? If any and which sect or domination do you attend?  
\_\_\_\_\_

## Section B

### Instructions

Please tick (✓) in the appropriate box depending on your response to the items below.

#### Key

SA = Strongly Agree

A = Agree

UD = Undecided

D = Disagree

SD = Strongly Disagree

#	Items	SA	A	UD	D	SD
1.	When I came into this school the rules and procedures of the school were carefully explained to me.					
2.	I obey the rules and procedures to avoid their consequences.					
3.	Our teachers are models of discipline for us.					
4.	My family upbringing helps me to be disciplined at school.					
5.	Our teachers treat us equally and fairly.					
6.	Our teachers encourage us to manage ourselves in a responsible way.					
7.	The prefects are great assets to the school in the maintenance of discipline.					
8.	The advice and guidance we get during pastoral and assembly helps in creating discipline culture.					
9.	I respect peers, teachers, administration and myself because every human person deserves respect.					
10.	The Principal treats us justly and fairly.					
11.	We are encouraged to identify discipline problems.					
12.	I help maintain or clean the school ground.					
13.	I am always comfortable at school.					
14.	The school has a safe environment for both learners and teachers.					
15.	I am punctual to school and other school activities.					
16.	Classroom rules and procedures are clear.					
17.	Positive behaviour is reinforced in our school.					
18.	Our teachers prepare their lessons well before they come to class.					
19.	Teachers are on time for lessons.					
20.	We are involved in selecting or electing prefects.					
21.	I attend school club or movement meetings.					

**Section C**

**Please respond to the following questions in the space that is provided after each question.**

**1. What are your views as regards discipline in general?**

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**2. What are your views about corporal punishment?**

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**3. Why do we have school rules?**

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**4. Why do think there is guidance and counselling in your school?**

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**5. How will you rate the level of discipline in your school?      1. Excellent  2. Very Good  3. Good  4. Fair  5. Poor  6. Very Poor  Give reasons for your choice.**

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**6. What is the role of teachers regarding discipline?**

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**7. What suggestions do you have for the enhancement of discipline in Ofafa Jericho High School?**

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**Thank you for your responses.**

## APPENDIX B: TEACHERS QUESTIONNAIRES

SAINT MARY'S UNIVERSITY OF MINNESOTA, NAIROBI CAMPUS CHRIST THE  
TEACHER INSTITUTE FOR EDUCATION, TANGAZA COLLEGE

**Vitalis Anthony Sodida**

P. O. Box 15055

Nairobi

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### **Title of Study**

**Factors Responsible for Discipline in Ofafa Jericho High School, Nairobi**

### **Questionnaire for Teachers**

Dear Respondent,

My name is Vitalis Anthony Sodida, a student at the above named institution. I am carrying out a research-based study on the Factors Responsible for Discipline in Ofafa Jericho High School, Nairobi. This questionnaire is designed as an instrument for the study.

Please kindly offer your assistance by filling in this questionnaire as best as you can. The information provided is for research purposes and will be treated with the utmost confidentiality. Your responses will be very helpful for the success of this study. The research is in partial fulfilment of the requirements of a degree of Bachelor of Science in Education at the Saint Mary's University of Minnesota, Nairobi Campus.

### **Section A**

#### *Instruction*

*Please give brief information on the items below.*

For how long have you been teaching in Ofafa Jericho High School and elsewhere?

\_\_\_\_\_

What subjects do you teach in Ofafa Jericho High School?

\_\_\_\_\_

What forms do you teach in Ofafa Jericho High School?

\_\_\_\_\_

**Section B**

In this section, please tick (✓) in the appropriate box depending on your response to the statements given below.

**Key**

- SA = Strongly Agree
- A = Agree
- UD = Undecided
- D = Disagree
- SD = Strongly disagree

#	Items	SA	A	UD	D	SD
1.	I prepare my lesson for every class.					
2.	There is good rapport between the students and I.					
3.	The Principal demonstrate professional competence.					
4.	There is equality and fairness when issues of discipline are being handled.					
5.	I involve students in class decisions.					
6.	We work collaboratively and share teaching materials with each other.					
7.	Positive behaviour is reinforced in the school.					
8.	I see myself as a model to the students.					
9.	I am punctual to school and class.					
10.	The school is safe environment for students and teachers.					
11.	My discipline methods are consistent.					
12.	Students are comfortable in my class.					
13.	I counsel and guide students who are troubled.					
14.	I am respectful to my students.					
15.	I make effort to know and understand the students.					
16.	There was never a time that I humiliate learners.					
17.	I refer serious indiscipline behaviour to the Principal.					
18.	Parents are cooperative in assisting with discipline.					
19.	I praise students in private and sometimes in public.					
20.	I make decisions on learners when I am upset or emotional.					

**Section C**

Please respond to the following questions in the space that is provided after each question.

**1. What is the role of teachers in enhancement of discipline?**

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**2. What are your views about corporal punishment?**

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**3. How does guidance and counseling help discipline in your school?**

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**4. How will you rate the level of discipline in your school?**      1. Excellent   
2. Very Good     3. Good     4. Fair     5. Poor     6. Very Poor

**Give reasons for your choice.**

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**5. What are the reasons for having school rules?**

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**6. What are your views regarding discipline in general?**

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**7. What are your suggestions for the enhancement of discipline in Ofafa Jericho High School?**

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Thank you for responding to the questions.

## APPENDIX C: ADMINISTRATORS INTERVIEW GUIDE

SAINT MARY'S UNIVERSITY OF MINNESOTA, NAIROBI CAMPUS CHRIST THE  
TEACHER INSTITUTE FOR EDUCATION, TANGAZA COLLEGE

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### Title of Study

**Factors Responsible for Discipline in Ofafa Jericho High School, Nairobi**

### Interview Guide for Administrators

#### *Purpose*

This guide is designed as an instrument for a study on the Factors Responsible for Discipline in Ofafa Jericho High School, Nairobi.

#### *Introduction*

We are going to go through some questions that will help me elicit information on the above topic. Whatever information you provide will be held in utmost confidence. Your responses will be very helpful for the success of this study. This study is done in partial fulfilment of a degree of Bachelor of Science in Education at Saint Mary's University of Minnesota, Nairobi Campus.

#### Background Information

Post of the Administrator: \_\_\_\_\_

#### Guiding Questions

1. How long have you been an administrator in Ofafa Jericho High School?
2. As the administrator of Ofafa Jericho High School, what structures have you established for the enhancement of discipline?
3. Do you involve the students in the drawing up of discipline policies?
4. How often do you review the school discipline policies?
5. What role does guidance and counseling play in maintaining discipline?
6. How does the school select or elect prefects?
7. What role do the prefects play in enhancing discipline in the school?
8. What role do teachers play in instilling discipline in the school?
9. What is the role of the students in the maintenance of discipline?
10. Ever since you took over the administration of this school has there been any time that some case(s) of indiscipline went out hand? If 'yes' how did you manage it (them)?
11. How do you involve parents in the discipline of the school?



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6<sup>th</sup> December 2004

To Whom It May Concern:

**Vitalis, Anthony (0133)** is a fourth-year full time student in good standing at Christ the Teacher Institute for Education. In May, he will be graduating with a B.Sc.Ed. As part of his final semester, he is enrolled in a research seminar in education, during which he is to conduct research and gather informational data regarding various issues, leading to the writing of a major paper. His lecturer for this course, and the person responsible for directing his research, is Ms. Angela Mwenda, one of our lecturers.

Christ the Teacher Institute for Education is an institute in the School of Education of Saint Mary's University of Minnesota / USA. It is also an institute within Tangaza College, one of the constituent colleges of the Catholic University of Eastern Africa.

In order to accomplish his work, I respectfully request that you allow **Vitalis, Anthony** the courtesy of having access to your institution for the purpose of gathering data, all of which will be shown to and discussed with you.

Thank you for your kind consideration of this request. Please contact me if I can provide additional information, clarification, or amplification of anything above.

Sincerely

Br. Brendan Foley  
Dean of Studies  
Christ the Teacher Institute for Education

