

CHRIST THE TEACHER INSTITUTE FOR EDUCATION

Saint Mary's University of Minnesota

**INSTILLING DISCIPLINE IN
STUDENTS THROUGH EDUCATORS
AS PARADIGMS.**

**A CASE STUDY IN UPPERHILL
BOYS
SECONDARY SCHOOL, NAIROBI.**

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● <i>The generation - gap war</i>	24
● <i>Power of the situation</i>	24
● <i>Seeking of attention and recognition</i>	25
2.4.2 EDUCATORS ARE RESPONSIBLE FOR INDISCIPLINE INDIRECTLY.....	25
● <i>Self-destructive actions</i>	25
● <i>Lack of cleanliness</i>	26
● <i>Lack of emotional outlets</i>	26
● <i>Shattered hopes</i>	27
● <i>Satanism</i>	27
2.4.3 EDUCATORS AT TIMES ARE RESPONSIBLE FOR INDISCIPLINE DIRECTLY.....	28
● <i>Cheating</i>	28
● <i>Fights</i>	29
● <i>Destruction of Property</i>	29
● <i>Drug Abuse and Drunkenness</i>	29
● <i>Time wastage</i>	30
● <i>Bad/Crude language</i>	30
● <i>Truancy and absenteeism</i>	31
● <i>Sexual misuse and abuse</i>	31
● <i>Rule by force</i>	32
● <i>Lack of proper communication</i>	32
● <i>Influence from the neighbourhood, and family background</i>	32
2.5 EXAMPLES OF WHAT LEARNERS TAKE FROM EDUCATORS.....	33
CONCLUSION.....	34
CHAPTER THREE.....	36
3.0 RESEARCH DESIGN AND METHODOLOGY	36
3.1 DESCRIPTION OF THE SAMPLE	36
3.2 DESCRIPTION OF THE RESEARCH INSTRUMENTS	36
CHAPTER FOUR.....	40
4.0 PRESENTATION OF THE FINDINGS.....	40
4.1 RECORDS OF RESPONSE.....	40
4.2 EDUCATORS APPRECIATED AS DISCIPLINARIANS.....	40
4.3 DISCIPLINE CONSIDERED VITAL IN THE SCHOOL.....	41
4.3.1 ADMINISTRATORS' RESPONSE.....	41
4.3.2 THE PRINCIPAL.....	42
4.3.3 A REPORT OF AN INTERVIEW WITH THE DEPUTY PRINCIPAL.....	43
4.3.4 A MEMBER OF THE BOARD OF GOVERNORS (B.O.G).....	44
4.3.5 A MEMBER OF THE PARENTS-TEACHERS ASSOCIATION (P.T.A).....	44
4.3.6 TEACHERS' VIEWS.....	44
4.3.7 STUDENTS' PERCEPTION.....	46
4.3.8 VIEWS FROM NEIGHBOURS.....	47
4.4. HOW EDUCATORS INFLUENCE LEARNERS POSITIVELY.....	47
4.4.1 LOVE.....	48
4.4.2 RESPECT.....	48
4.4.3 RESPONSIBILITY.....	49

4.4.4 HUMANITY.....	50
4.4.5 POSITIVE INFLUENCE FROM NEIGHBOURS OF THE SCHOOL.....	50
4.4.6 POSITIVE INFLUENCE FROM THE NON-TEACHING STAFF.....	51
4.5 HOW EDUCATORS INFLUENCE LEARNERS NEGATIVELY.....	51
4.5.1 INDECENCY.....	52
4.5.2 DISRESPECT.....	52
4.5.3 IRRESPONSIBILITY.....	53
4.5.4 INHUMANITY.....	54
4.5.5 NEGATIVE INFLUENCE FROM NEIGHBOURS AND THE NON-TEACHING STAFF.....	55
4.6 EFFORTS MADE BY TEACHERS AS ROLE MODELS.....	55
4.7 DO LEARNERS COPY THESE VIRTUES?.....	56
4.8 CONSENSUS.....	56
CHAPTER FIVE.....	58
5.0 RECOMMENDATION.....	58
5.1 CONCLUSION.....	58

Learning institutions have many problems related to discipline. Most of the cases are a cross-section of what is happening world-wide. The situation might be alarming. Nevertheless, a remedy can always be found.

This research project attempts to discuss a hopeful way of maintaining discipline in schools; namely, educators as paradigms. It is hoped by the researcher that observation learning is a powerful style, not only applicable to classroom situations, but even beyond school setting.

1.1 BACKGROUND TO THE PROBLEM

It is hardly disputable that there is a great change in the society's living standards. This has brought with it a chain of problems as well. For instance, the weakening of the family system, inevitable stress from various areas, laxity in morals and desire for materialism, just to mention but a few. These have made the society less human, the underlying factor being indiscipline.

A unique element in our growth as human beings is socialization. The earlier generation transmits its values to those who come later. Children mostly learn from elders. No doubt, they receive and inherit both good and bad practices passed on to them. The foundation of the society is shaky at the moment since proper conduct has been eroded.

It is a pity that educators are involved in cases of indiscipline. In a way, this affects learners. There are many occasions where they have been caught in sex scandals like rape, defilement, fornication, adultery and homosexuality. Some have been found to be ring-leaders in drug abuse. They are either abusers

themselves or dealers in drugs. Many have also been found violent. Furthermore, some educators organise and take part in strikes. It is no longer surprising to find them involved in vandalism. If the elderly people (who take the position of educators) turn out uncouth, are the young (who are learners at large) not likely to be the same?

A possible change could be by an alteration in the mode of living. Still, a specific area has to be addressed first. A metamorphosis in educators has to happen, as a starting point.

1.2 THE STATEMENT OF THE PROBLEM

This research project investigates the possibility of learners attaining proper conduct following what they observe in and out of the classroom from their educators.

The researcher will consider the factors that have contributed to the present situation of increased Indiscipline, and also find out the possible antidote against its further spread, specifically administered by educators. With an improvement in the standards of discipline, it is hoped by the researcher that the goals of education will be attained, and the society will be made better.

1.3 RESEARCH QUESTIONS.

In looking at how educators, as role models can help learners to be disciplined, this study will be guided by the following questions:

- 1. What is the importance of discipline in a school?**
- 2. What is the real situation of discipline in our schools?**

3. Could educators, through their behaviour, have an impact on the learners' behaviour?
4. How should educators carry themselves in order to encourage learners to be disciplined?

1.4 THE OBJECTIVES OF THE RESEARCH

This study sets out to:

1. Stress the importance of discipline in schools.
2. Point out the necessity of a role model in one's training/formation.
3. Discuss the areas where educators can be paradigms.
4. Point out how bad examples from educators have affected learners.
5. Find out if learners truly copy good behaviour from educators.
6. Suggest how educators can help learners improve their behaviour.

1.5 RESEARCH ASSUMPTIONS

In carrying out this project, the researcher had a number of considerations in mind:

1. Discipline is essential for the smooth running of a school.
2. There are several ways of fostering discipline. Each has its practicalities and failures.
3. There is a general degeneration in values, and this is reflected in the indiscipline seen in many schools.
4. Children born in families where there is discipline learn how to be disciplined.

5. Children brought up or born in families with no discipline find difficulties in being disciplined.
6. The principle of "Do what I tell you, but not what I do" is not very useful/fruitful. For, actions speak louder than words.
7. Students, being adolescents are likely to imitate what they see, as a step in seeking identity. Hence they can take after their elders, parents, educators and even their peers.
8. Parents and teachers are the immediate disciplinarians to learners; given that they have much time with them.

1.6 THE RATIONALE OF THE STUDY

In a world torn apart by greed and mannerlessness, tension increases with the realization that many styles of enforcing or handling discipline achieve quite little success.

The researcher of this project hopes that the information obtained and collected in this work will be useful to educators as well as to learners. When discipline prevails in both parties (learners and educators), then the process of education will be light and profitable-become a reality.

1.7 DELIMITATIONS OF THE STUDY

Considering the confines of this project, it is impossible to exhaust all the elements pertaining to educators as paradigms. Information will be sought from teachers, administrators, neighbours of the school and students. This will involve

taking a few of these people; to represent the whole. The collection of this information will be done in Upper Hill School (Nairobi) and its environs.

1.8 LIMITATIONS OF THE STUDY

A number of constraints are realisable in this study. The obvious one is time. This limits the researcher in that not all sources of information can be reached, particularly the media producers.

Since not much research has been done in this area directly, wide and intensive reading is a requirement in order to gauge what people have said in this area of study and their implications.

The methods of data collection employed (questionnaires and interviews) were a bit problematic. The questionnaires had the problem of non-response. In interviews, some interviewee's were not able and willing to answer questions. In both cases, truthfulness, was a problem. The researcher realised that some respondents gave socially accepted answers regardless of one's true observations.

CHAPTER TWO

2.0 LITERATURE REVIEW

In this chapter, the researcher aims at finding out if learners do benefit behaviour-wise from their educators. Consequently, relevant literature will be referred to. This includes ideas from renowned educationists, both in the past and in the present age. To begin with is some scrutiny about educators.

2.1 WHO ARE EDUCATORS, AND WHAT IS THEIR ROLE?

There is a Swahili proverb which implies that educators are numerous. It goes: "*Asiyefunzwa na mamaye hufunzwa na ulimwengu*". Translation: He who is not taught or educated by the mother is taught by the world. The semantic of the saying is that the individual will find the going tough, unkind, cruel and will be subjected to suffering as a result. In the first place, a mother is considered an educator. Then the world, which contains all and sundry has more educators, who are found in various spheres of life. Their manner of teaching, unlike that of one's mother might be unpleasant. In general consideration, educators contribute towards the formation and education of the members of the society.

Br. John O'Neill, in 1996, giving a course on the History and Philosophy of Education (CED 101) in C.T.I.E. commented wonderfully about educators and their role. This must have been after some reflection and proper research.

According to O'Neill, for education to have a positive impact, educators' roles could be crowned as:

- Encouraging the learners to develop their gifts gradually without fear or inhibition.
- Sharing knowledge with the learners by imparting new ideas, and also incorporating what is already known into their life.
- Trying to eliminate vices coming up in learners, and nurturing the virtues that the learners have.
- Being an example for the learners to follow.

Furthermore, he gave examples of educators like:

(a) Parents

When a child is born, parents happen to be the very first teachers, because it occurs automatically that it is in their hands that the child first falls. In normal circumstances the mother is the primary teacher to the infant. She is the main initiator of knowledge and simple skills to the child. Habits like eating, talking and courtesy are taught by the mother.

Due to role specialisation, as children grow, they acquaint themselves with same-sex parents. For example, mothers are supposed to help their daughters master the house chores gradually.

Through life, parents educate their children both consciously and unconsciously. Children observe what their parents do. They also follow their guidance and carry out their commands. Hence, if parents mess up, children become wrecks in life. Parents can employ different styles to discipline their children, but the surest is letting them copy what they can see practically.

(b) Colleagues/Peers

According to Sifuna (1990:7), it is rare to find a child who does not enjoy role play. Through this, children learn from each other. Hence, peers are very strong educators.

Moving outside the family circle, children meet others with mixed behaviour, and they copy each other. They have discussions about many things which "enlighten" them differently. If they are helped to be disciplined, then this will be shared among them.

(c) Teachers and members of non-teaching staff at school

Teachers are parents by extension (*loco in parentis*). Though they are supposed to impart academic knowledge, they obviously do more than that. They actually contribute a lot in helping parents bring up their children. In fact, they are social leaders. In modern times, due to the heavy workload, teachers have more time with learners. Teachers are therefore supposed to be alert to ensure that discipline prevails among learners, by first being disciplined themselves.

The non-teaching staff also has an impact on the learners' behaviour. They teach learners indirectly, since their work touches the students on a daily basis.

(d) Media

Television, radio, newspapers, magazines and movies are used to give information to many people. There are not media that are value-free. The producers are always out to pass on specific messages, especially what favours

them. Unfortunately, what is communicated does influence the growing people considerably. Teachers and parents ought to guide the young on the use of the media, by having selected programmes to watch. Some students behave in queer ways having followed what the press offers or copying characters in certain films.

Through the media, we learn a lot of things which might alter our behaviour. Hence, learners have chances of integrating good values from what they find in media insofar as it appeals to them.

(e) Church Leaders

They not only touch people's spiritual values, but their very manner of behaviour. Many people observe and refer to the way Church leaders behave more than to what they teach or preach. Students who have their schools attached or affiliated to certain churches are quite privileged. If the Church leaders are involved in matters of the school, they can help learners to be disciplined, mostly from the way they present themselves.

As a matter of fact, young people take after grown ups because they admire and regard their success and prosperity. For instance, a single encounter with a musician or superstar is enough to send the youth in few days following into dressing like the musician, imitating his/her manner of talking, walking, singing and dancing. For example, Kanda Bongoman's fashion of the trousers, his hairstyle and the gap between his teeth were copied by many youth in Kenya. Also, many young people have picked up Bob Marley's cap and long hair. Mike Tyson's body structure and completely shaven head are admired and emulated. Sports' wear

(especially sports shoes) are a fashion cherished originally by Mike Jordan, but are now the order of the day. This is a common feature among the young, as a point of solidarity with the celebrity in question.

2.2 IMPORTANCE OF DISCIPLINE IN SCHOOLS

Considering the struggles undertaken to instil discipline, its importance is obvious. Consequently, the researcher finds it essential to include the necessity of discipline in schools. In 1998, when teaching a course in school management (CED 315) in C.T.I.E, Sr. Mary Gen Olins stressed on the importance of discipline. According to Olins, working in an atmosphere dominated by indiscipline can be frustrating to many. Chaos retard and even destroy progress. Fear comes in as a result and this can be destructive as well. Furthermore, lack of courtesy breeds violence and lack of concern, which might lead to failure. Olins also observed that indiscipline, in a general sense makes people less human.

On the other hand, as Olins commented, when there is discipline, right from within, it creates ease. In such conditions, people work well and freely. This gives room for success. In addition to Olin's views, consider academic achievements disciplined schools have:

Order

As Dreikurs and Grey (1968:5) say, discipline, as seen in self-respect drives people to do what they are supposed to do with much ease. The co-operation makes it possible for goals to be achieved. If a school is to succeed in attaining its

aim, discipline has to be given top priority. Order is visible and enjoyable when everyone in the school setting carries on his/her duties without disturbance. At the end of the day, teachers manage to transmit academic and social knowledge to learners; as the latter respond by their social manner of behaving.

Efficient Administration

According to Olins (1998), if teachers, students and the non-teaching staff uphold discipline, administrators have an ample time to attain the school's aims. They can use the energy and time which could have been wasted in solving cases of indiscipline to do other constructive things.

Conducive atmosphere for learning

Olins (1998) stresses that a disciplined school is not noisy. Learners talk at normal tones and manage to keep silence when it is required. For example, during lessons and study time. Farrant (1964:184) asserts this, and adds that discipline enables students see the essence of their being at school.

Proper use of money and other resources

"Learners who have self-respect will hardly be found hurting either themselves or other people (fellow students, teachers, neighbours or the non-teaching staff)", commented Olins(1998). She further observed that, consequently, money, (medical fee) will be spent on other ailments, not those caused by ruthless attacks and fights. Also, if students have self-control, resources will be used well and even

taken good care of. Hence, not much will be spent on repair and replacement of facilities.

Good Academic Results

Farrant (1964:197) says that success is partly caused by the presence of ease, doing what is right without disturbance, hard work and commitment. These, Farrant affirms, are found where there is discipline. The same is admitted by Susan Kabue, a student at Precious Blood Riruta school in her article: The reason behind the school's success (Education and training 1999, Vol.3).

Tidiness and Decency

In a research carried out by the researcher earlier (1998) on school climate, cleanliness was a real issue. A common feature in schools considered disciplined was tidiness. Nevertheless, schools known to be indisciplined portrayed filth in the environment. Sr. Olins, (1998), basing on her experience as a teacher and researches as a scholar, also admitted this. According to Olins, when students try to be clean in their dressing and bodies, it is really pleasant. This ought to be extended to the neat arrangement of furniture and implements, proper disposal of wastes and thorough cleanliness of washrooms. Such a condition is an indicator of discipline.

Relationships of Love and Trust

Farrant (1964:197) stresses on the importance of a good network of relationships in school. According to Farrant, this is to be evident in proper

conduct among teachers, between them and students, within students themselves and with the non-teaching staff. This enables each person to take up their responsibility without overlapping them. It can also help in achieving respect for every person's work, as Kagichiri (1999) asserts.

2.3 THE PRACTICALITY OF HANDLING DISCIPLINE THROUGH PARADIGMS

2.3.1 IDEAS FROM RENOWN EDUCATIONISTS

(a) Albert Bandura

As a psychologist, he has contributed a lot and has had great impact on present day psychology. He observed that what we see can easily affect how we respond to things and various situations, hence, behaviour. Bandura also realised the steps that do exist in the process of learning from what we see others doing.

According to Bandura, the foremost step involves seeing, which must be done keenly to ensure that one grasps the full meaning of the behaviour and its outcome (Weiten, 1989: 217). This originates from interest— we consider what we see in other people because we are interested (Weiten: 217).

This is followed by the process of Possessing what one will have acquired. This might involve trying out the new way for some time (Weiten:217). Then there comes the stage of reproduction of what has been achieved so far. This is crucial because unless one is able to do what he/she admired and acquired, the efforts employed are rendered fruitless (Weiten:218).

Lastly, there is the consideration of what profit one gets from acquiring the new element of behaviour. If it serves the person's intentions, that is, if there is any gain, the new element is absorbed. If not, it is done away with (Weiten: 218).

This, however, does not mean that we absorb whatever comes our way. No. People are clever enough to take only what is necessary and leave out the rest. The brain selects what to record. We pick up what is appealing and is expected to be profitable, and leave out the needless (that which is not reinforced) (Weiten: 218).

Bandura's theory is exemplifiable as a case in this research. The young see and acquire values from adults. Their behaviour to a large extent involves the reproduction of what they cherish from adults, which their brains have selected. At the end of the day, we have youths who do what adults within their reach are doing.

b) Jean - Jacques Rousseau

A philosopher as well as an educator, who remains influential even to this age, emphasises on learning from what is perceived (Smith 1994:165). In *Emile*, one of his works, Rousseau unveils his desired style of bringing up a boy called Emile. The boy is brought up "naturally". He was allowed maximum freedom, even from parental care and concern. In teaching the child the distinction between wrong and right, no adult talked to him, or rather explained this to him using words. Instead, his parents and tutor helped him learn morals by being models themselves. Emile would copy their virtues if they were virtuous. Rousseau also added that it was

enough for the child to learn things the hard way, finding life's bitter side. Hence, according to Rosseau, administering punishment as a way of teaching discipline was unfit (Smith p.167).

(c) Maria Montessori

According to Montessori (1970:39-40) most habits which children adopt at early stages of life remain with them. These habits are picked up from adults. Montessori confirms that children cherish adults and readily follow what they say and do. Hence, they are influenced in such ways. As a precaution, Montessori suggests that adults be sensitive and careful as they care for the young.

Montessori (pp. 54-56) is against the idea of adults restricting children so much. She observes that it makes them develop fear of authority. If this sticks in them, as youth, they tend to fear rules and those who enforce them (authority). They also develop the fear of taking responsibility. In fact, such are the people who do not like volunteering, out of fear.

Therefore, as Montessori says, given that children are sensitive to what they see adults doing and hear what they say, adults ought to do what is honourable. This will enable the young grow up in virtue.

(d) Oginga Odinga

Odinga remains a prominent figure in Kenya even now, years after his death. He is remembered as a Luo, who upheld his traditions. He cherished what the village elders taught him.

In his autobiography (1968), Odinga proves to be an educator. He taught many through words and deeds. Among his ideas on education, he notes that women are significant educators as well as disciplinarians. He expected mothers to correct their children when they went wrong. If they(mothers) failed, they could bear the consequences. Odinga (1968:11) considers children as a reflection of their mother(s) because they are under her charge most of the time. It follows that children who are obedient, hardworking and loving take after their mothers. Those who are rude, lazy and chaotic do so because their mothers were the same. Odinga (p.12) stresses that it is a task upon women to do the best they can to provide good examples for their children to follow. This serves as a good way of teaching, more than warnings and punishment.

(e) Mwalimu Julius K. Nyerere

Nyerere is truly an educator as the title given to him (Mwalimu) suggests. Though powerful in ideas and actions, Nyerere remained simple and has contributed a lot to Tanzania's history.

As an educator, Nyerere had substantial views for learners of whatever calibre. For instance, in his speech during the opening of the extensions to the Morogoro Teacher's College in 1966, Nyerere stressed on the authority of educators, teachers in particular. Nyerere (1968:227) said that teachers had great influence on citizens, hence the nation. They took charge of the young before and as they form their attitudes in life. Consequently, the young, to a great degree conform to their teachers' attitude and behaviour without discrimination. They therefore come

up to be either good or bad depending on their teacher(s). This happens, regardless of what subjects the teachers teach in the classroom. After all, the knowledge imparted to learners concerning various fields of study might be deleted with time. Attitudes though they might change, remain and carry the people throughout life. Nyerere's illustration of the point (1968: 227) is so powerful that it calls for quotation:

It does not matter what the teacher says in civics class or elsewhere; they (learners) will learn from what he does. A teacher who treats everyone with respect, who discusses his position clearly, rationally and courteously with everyone whatever their position - that teacher is inculcating a spirit of equality, of friendship, and of mutual respect. And he is teaching by being - which is, the most effective teaching technique existing!

The observation made by the above educationists point to the possibility of role models being disciplinarians. There are more researchers who admit the same, though in varied ways. For instance, they consider educators as individuals and in groups. They also consider the environment and territories under which they work. More importantly, they offer practical suggestions and challenges to the given educators. Hence, events in this piece of work now turn to look at how educators can actually be paradigms.

2.3.2 EDUCATORS AS PARADIGMS

a) Parents and family members

As Gordon (1975:273) says, parents have some good values which their children lack. These values, according to Gordon, if instilled into the young could help them to be disciplined. Parents therefore have the task of teaching their children virtues. It is not an easy job because teaching them by word makes very little sense to them. For Gordon, children look at their parents and learn from what they see them doing.

Gordon's research (1975:274) found out that many children are dishonest, unkind, selfish and violent. To a large extent, Gordon discovered that it was because the children heard their parents fudging stories to other people and also deny them charity deliberately, even when they were needy. Children also saw their parents and elders abusing each other and fighting. Gordon further observed that parents who rarely used physical punishment on their children and avoided fighting in their presence seemed sensible to their children when instructing them to avoid violence. Gordon confirmed that parents who love the truth and are open to their children help the latter to understand life better and learn good behaviour.

According to Gordon (p.274) it is not enough to have children adhere to a set of regulations. What they see speaks louder and meaningfully. The young get enraged when adults tell them to do what they (adults) themselves cannot do. As a result, they neglect what they are told to do and have never seen, for they doubt the outcome, comments Gordon.

According to a research carried out by Fred Otieno - University of Nairobi (1997) on discipline, it is a feeling across the board that parents ought to teach their children the simple ways of being courteous. This depends largely on training them by example. For instance, they can teach them how to express a sense of sorrow for a mistake that they have made by doing so to their own spouses, neighbours and even children;—by saying “sorry”. Also, parents ought to be ashamed of vices and show outrightly that they should be avoided whenever possible. Otieno further observes that appreciation is best taught by saying “thank you” for any good done or received. These simple elements have to exist in families if discipline is truly treasured.

As Sr. Prisca Muthoni (1987(b):38-40) observes, a child grows with some influence from the parents' actions. The love parents show makes a child feel at ease, willing to love and be loved. Muthoni stresses that children learn how to be respectful in accordance to what they see the elders doing. Furthermore, Muthoni (p.68) says that they learn proper use of dialogue and communication by seeing elders giving each other time when speaking in order to understand what is meant.

Muthoni, (1987(a)69) comments on values of transparency and openness in handling resources. She says that these can be taught by involving the young and teaching them the steps to follow. However, this is not all; the young need to see the clear records kept by the elder members, and know that no property is swindled. According to Muthoni, this will reduce corruption and the habit of making many unreasonable demands. If this is curbed, says Muthoni, it can save some situations in schools which commonly end up in strikes.

According to Muthoni's observation (1987(a):70) the youth need a lot of support. When they see elders sharing their plans and supporting each other, they (youth) will imitate them. They will even approach the elders for help. In this way, cases of irrational decisions made by the youth will be reduced. Muthoni confirms this by basing on the sensitive nature of the youth. She says that they become virtuous by seeing their parents, family members and friends, supporting the old, visiting the sick and those in prison, sharing their food with the hungry and clothing the naked. Muthoni admits that though to a small degree, the youth will respond if invited to accompany adults in such duties. She further suggests that it can be a better way of making use of their leisure time, material goods and money.

b) Teachers and Administrators

Ozigi (1977:38) says that teachers and administrators are supposed to nurture the good things students acquire from home. The best way of teaching good manners is letting learners copy the educators' good manners. Ozigi gives instances where teachers can help school children. They (students) can be hardworking. This goes hand in hand with the efforts made to uproot laziness. Teachers have to keep time - coming to school and coming for lessons on time. They have to ensure that they follow up the assignments they give, and assess them without delay. There is no doubt that a teacher who gets to class late, misses some lessons and does not take the trouble of checking learners' work will have lazy students, as Ozigi (p.38) observes.

As Lickonna (1992:72) puts it, we all feel good when loved, and we can pass this feeling on to others. For Lickonna, teachers are called to treat learners with warmth and regard. Teachers are to be available to support the learners' success. This involves making learners relax—removing tension by greeting them, and discussing their concerns and current events. This assertion has also been made by Griffin (1996:60).

In classroom situation, Farrant (1964:199) rightly suggests that teachers should be professional. They ought to give proper motivation. They are also to be firm without being rigid, to ensure a student-centred learning. If learners do something good, they deserve praise or thanks. Hence, for Farrant, the students' struggles need to be appreciated. Prior to lessons, the teacher is to prepare properly, adds Farrant (p.199). Teachers ought to be competent to face challenges and questions raised in class. Farrant advocates for varied styles being employed in teaching. He comments that, in this way, the students are kept at their level (as learners), and they have limited chances to become rowdy.

Farrant (p.199) further notes what is to be done beyond the classroom: There should be frequent monitoring. Prefects are to help teachers to supervise other students. The head teacher ought to take up the task of monitoring other teachers, in terms of behaviour and tasks. According to Farrant (p.200) teachers have to try to avoid carrying grudges. Each day should be new in dealing with each learner. Concerning dressing, Farrant (p.200) comments that teachers have not only to be smart, but also decent. This will make learners try to do the same.

Looking at the general presentation of teachers, Lickona (1992:74-75) suggests a number of values. They include: using respectful language, and being keen to what learners say. Also, there is a necessity for individual encounter and journeying with learners, Lickona says. He encourages understanding of the learners - that they are human and can err. With such an understanding, students may be confident. According to Lickona (p.76) discouragement would kill their efforts and lower their esteem.

Going down the memory lane, Olins (1998) admits that it is a good experience to deal with students who are courteous. Following critical surveys, Olins realised that this habit can be helped to thrive within a school. How? For Olins, teachers, whenever possible and necessary ought to thank learners for the efforts in academic and co-curricula activities. She suggests that administrators have to do the same. Everyone's effort (teachers and non-teaching staff) have to be appreciated. Fees payment, meeting attendance, fund raising and other efforts should not be taken for granted. As the young see what is happening, they copy and are likely to make such habits part of them.

2.4 ARE EDUCATORS RESPONSIBLE FOR INDISCIPLINE IN SCHOOLS?

Finding out if educators are responsible for indiscipline in schools presents a paradox:

In some cases, they are not responsible at all.

In other cases, they are responsible either directly or indirectly.

2.4.1 EDUCATORS ARE NOT RESPONSIBLE FOR INDISCIPLINE

o Decadence in morals

Farrant (1964:186) rightly observes that the society has had so much changes and challenges that make it more permissive. Students (the young in general) are not the ones to blame totally. Most of them found the condition already filthy. Farrant comments that though some things are inhuman, people in the society do them. For example, there is a lot of violence since human life is not respected. Many people drink themselves silly and many more are ruled by their emotions. In some circumstances, some people behave more or less like animals. Such conditions block discipline, for educators can not rectify such a terrible mess.

o The generation - gap war

Dreikurs and Grey (1968:10) say that a struggle exists between members of society given that there is a gap difference in age. This conflict is such that the young feel that elders are old-fashioned and have nothing to tell or show them because their time is up. Yet, the old want to enforce their authoritarianism on the young, whom they feel have no experience. This clash of values, as Dreikurs and Grey add, acts as a boiling pot, as the community continues to lack discipline. Educators have no control over such a condition, neither are they the cause.

o Power of the situation

According to Dreikurs and Grey (1968:5), some force pulls one to do what the rest are doing, even without consideration. This is common among students. No

one likes to be left behind while others move ahead in particular ways of doing things. For example, if a conflict arises among certain students and prefects, in case of a fight, many students join even without knowing why certain prefects are being beaten up. And, even after there has been mass destruction of school property, the students lack sufficient answers as to why they did it. Such cases can not be easily controlled, and educators are not to be held responsible, since they do not encourage learners to be violent.

o Seeking of attention and recognition

As Ozigi (1977:39) says, many students feel the pain of not being known and considered. They therefore, decide to misbehave so that attention may be given to them. Ozigi further explains that some students get self-enjoyment in becoming cheeky. For instance, they deliberately break rules just because it is a common view that "the forbidden fruit is always the sweetest".

2.4.2 EDUCATORS ARE RESPONSIBLE FOR INDISCIPLINE INDIRECTLY

Attention is now turned to the elements of indiscipline which thrive from the educators influence, though they do so indirectly.

o Self-destructive actions

It has been observed by Lickonna (1992:18-19) that many students attempt suicide due to frustrations, depression or fear. Others do it just because they lack self-control, which is indiscipline in itself. Lickonna further implies that the young think of suicide because they have seen adults doing it - sometimes their parents

and other relatives, or in the neighbourhood. Worse still, even teachers at times attempt or succeed in committing suicide. In such circumstances, students, when faced by problems opt for suicide because many find it a short-cut.

o Lack of cleanliness

As Farrant (p.197) says, untidy dressing and hair could be deliberate for stubborn students. In addition to that, the development of "don't-care" attitude in disposing of rubbish is another sign of mannerlessness. For example, failure to use the washrooms hygienically and the refusal to clean the environment as required. Partly this could be the student's fault. But, it also depends on their educators, who might be untidy themselves, or fail to teach them what is to be done.

o Lack of emotional outlets

Farrant (p.190) further notes that there is much pressure in living conditions as well as in matters of school. Failure to cope with such conditions, they tend to project it in various ways. For example, mishandling of the implements they use. Farrant confirms that boredom creeps in once emotions are suppressed. With this, there comes a lot of time wastage and rudeness among students. This could be blamed on educators if they fail to motivate the learners adequately. However, where tension is caused by other factors, educators might be limited in what to do. Drelkurs and Grey (1968:5) also make the same assertion. For them, when learners are tensed up, they tend to seek autonomy from other people and

institutions. In doing so, they might infringe rules or go against other people's rights.

o **Shattered hopes**

According to Fred Otieno's research (1997) on discipline, students have been found to behave like perfectionists at times. They simply want the best, and refuse to admit that to err is human. Poor food is unacceptable by many of them and they can misbehave on account of the food. Incompetent teachers, and those who use a lot of force are not liked by students, since they expect experts. Indisciplined teachers come as a shock to students. All these can lead to cases of indiscipline by way of reaction— riots, disobedience and disrespect. Behaving in such ways, students suggest that they hate what is happening.

Another element as Otieno observes is poor examination results. If students feel that it is not their fault they can react badly. However, in most cases, it is out of fear of failure and the possibility of blame from their teachers and parents, that they feign dissatisfaction. Attaining the students' hopes depends on educators partially. Therefore, their failure can cause cases of indiscipline; but students also have a part to play in fulfilling their hopes.

o **Satanism**

In a magazine on Education and Training (1997) Kagichini (p.7) gauges people's reaction concerning the rate of violence and indiscipline in Kenyan schools. He admits that some blame it on devil worship. As a cult that encourages bloodshed,

violence, materialism, sexual immorality, godlessness, cheating and all forms of evil; Satanism is very much indiscipline in itself. Members of the school who become victims are leaders in whatever badness they promote, because for them, rules do not exist. If teachers, parents, workers and administrators become satanists, students are more likely to be recruited into the cult. But, the students, at times can find themselves becoming devil worshippers even without their educator's knowledge. In such cases, the blame is not to be on educators.

2.4.3 EDUCATORS AT TIMES ARE RESPONSIBLE FOR INDISCIPLINE DIRECTLY

Despite what has been discussed, the fact that educators are at times at the core of indiscipline is indeed a reality. It is a bitter pill to swallow. Here are some cases where educators fail.

o Cheating

According to Lickona (1992:14), cheating should not be allowed whatsoever. If it exists, then it points to lack of self-respect. Lickona gives circumstances of cheating, like: in examinations and in dealing with formal issues. He admits that untrue information can cause havoc. Bad enough, some educators encourage cheating—they give learners hints and tricks on how to cheat. Consequently, they promote indiscipline.

o Fights

Farrant (1964:197) suggests that when cases of cruelty become common, it could be an indication that there is no discipline in the school. This can be seen in fights among students and some even attack their teachers, parents and the non-teaching staff. These cases could probably be purely from the learners lack of self-control. However, physical punishment administered by teachers and parents at times stimulates violence, for some educators use physical punishment to let out their anger. Furthermore, fights among teachers and or non-teaching staff are bad examples which can taint the innocence of students.

o Destruction of Property

Farrant (p.197) points out that vandalism is a case of Indiscipline. One might wonder why students break the screen of the school bus or flatten the tires. It is even shocking to find them breaking their desks and chairs, yet these implements are essential for learning. In most cases, as Otieno's research on discipline shows, students take after their parents, who when annoyed, destroy property. In the same way, learners are influenced by the extravagance and carelessness of their educators, even unconsciously.

o Drug Abuse and Drunkenness

According to Kagichiri (1997) many people connect indiscipline to drug abuse. Hard drugs, due to their effects are not allowed in schools. Obviously, those who abuse drugs and drunkards will spoil order in learning institutions. Therefore, their

use is a sign of indiscipline. However, the fact that educators abuse and sell drugs makes it hard to convince students that it is wrong to abuse drugs. For example, a child whose father is an irresponsible drunkard might see no sense in a teacher warning him against alcohol. After all it is the style used by his own father to escape the reality of life.

o **Time wastage**

Ozgi (1977:40) comments that when there is no time consciousness, a lot is wasted. Farrant (1964:167) confirms this, and adds that time wastage is a proof of lack of seriousness in class work. Hence, the main purpose of the institution might not be achieved. In matters of time, educators ought to lead, then the learners follow. Consequently, if they (educators) waste time, learners will do the same.

o **Bad/Crude language**

As Lickonna (1992:160) observes, it is a common feature to find students using bad language. For instance, euphemisms are rare or applied wrongly. Furthermore, obscene talks are carried out, with no consideration of the people around. A lot of cuss words are used even when it is not necessary. This, to a large extent is due to the influence from parents and teachers, who ridicule learners and even insult themselves.

o Truancy and absenteeism

Otieno (1997), in his research on discipline found out that there are cases when students prefer being away from school to taking education seriously. Many run away from schools for no obvious reasons, or sometimes they give reasons that are not genuine. Farrant (p.197) exemplifies this with incidents of sneaking out of school. Their intentions of running away from school and avoiding lessons vary. Some are simply lazy, running away from work. Others go out to commit crimes like mugging people in the streets. Yet more go for leisure.

The problem of truancy is not totally the students' making. Some students leave the school compound due to boredom, especially when the teachers are absent.

o Sexual misuse and abuse

According to Lickonna (1992:17), sex scandals are realisable in the many cases of teenage pregnancies, abortions, misuse of contraceptives and contraction of sexually transmitted diseases. Otieno's research (1997) on discipline confirms this by showing that indisciplined students also talk about sexual intercourse and other sexual acts openly, fearlessly and frequently. Much of sexy communication goes on among them; and cases of elderly students harassing the young ones sexually are common. Otieno comments that at times, students behave in such ways as a form of revenge, having been abused themselves by adults, like their teachers, parents, friends or relatives. Some innocent ones are cheated by adults and lured into illegal sexual relationships.

Others still, copy what they see from their educators - like seeing their teachers commonly with people they suspect to be sexual partners.

o Rule by force

As Ozigi (1997:40) says, students, as adolescents hate force being applied on them. Some teachers and parents use force indiscriminately, even at moments when they are wrong. Consequently, the young rebel. Rebellion can be seen in cases of indiscipline like demonstrations and go-slow strikes.

o Lack of proper communication

Farrant (1964:91) says that many a time, students do not know how far they should go in their daily activities in relation to other people in the compound. Such unclear limits can cause chaos, seen as cases of indiscipline. For example, students could be found misbehaving in the teachers' quarters. Though they might be wrong, they might not be aware that such places are out of bounds for students in the first place. This might be because of lack of access to the school's rules and regulations. Apart from that, if there are changes within the school system, it is better to inform students before hand. Bringing in changes abruptly can cause demonstrations.

o Influence from the neighbourhood, and family background

Ozigi (1977:40) says that interaction with the people who border the school can cause problems among students. Likewise, the habits carried by students from their families and their experiences from varied background can affect the

individual students and others. Neighbours of the school can act as sellers of illegal brews and drugs. They can also encourage theft by buying stolen property from students, like basins, furniture, food stuffs, bedding and clothing. Hence, neighbours and family members probably become causes of indiscipline in the ways noted.

2.5 EXAMPLES OF WHAT LEARNERS TAKE FROM EDUCATORS

Isaacs (1987:15) comments that training people by example gives good results. Isaacs further stresses that what we are, together with what we struggle to do as a step towards formation of good habits have influence on those with whom our lives intertwine. Nevertheless, the good we do ought to be from within, so that one does not find hardship in repeating virtues whenever this is required of us. Some virtues to some extent eliminate vices. Among the values learnt from educators, as Sr. Prisca Muthoni (1987(b):75- 76) observes are:

- (i) **Sharing** - Whether at home or at school, parents as well as teachers can share physical needs, knowledge, sorrows and even views. The young ought to be introduced into such systems. Sharing eradicates selfishness and lack of co-operation.
- (ii) **Unity** - Regardless of the environment, educators can show unity, for example in working and fostering security. Such efforts help to eradicate sloth and laziness among the young, who are sensitive to what elders do.

- (iii) **Friendliness** - If parents and teachers try to avoid keeping grudges, enmity and hatred, the young find peace in the environment. Within such surroundings ways of relating will be improved in the school.
- (iv) **Kindness** - This element enhances respect for life, hence people become more human. If teachers, in their daily encounter with learners show a human heart and attitude, the learners will value life and respect property.
- (v) **Perseverance** - When educators show commitment and tolerance in life, the young get challenged. Perseverance eliminates fear and increases a sense of responsibility. Consequently, many problems and evils can be prevented in good time.

CONCLUSION

Discipline is essential in schools. Attaining it, to a large extent helps in achieving the goals of education. In many Kenyan schools, indiscipline is a common feature. In fact it is on the increase, yet the efforts being made to foster discipline achieve minimum success. Consequently, a lot more ought to be done.

Human beings learn through socialisation. Hence, the young learn much from the old—by observation, following commands, counting on their experience and being convinced by the implications presented by the adults. Therefore, adults, specifically parents and teachers ought to take up the challenge of being models for the young (students).

Considering that the situation of discipline is already bad, we have to check it, lest we end up with a society in which people eat each other. The young, being

**the inhabitants of the world in the near future need to be shown how to be human.
Unless this is done in schools now, by way of example, the meaning of human life
will go into oblivion.**

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

The research was meant for educators as well as learners. The survey design method was chosen and employed by the researcher. Data was collected from Upper Hill Boys' Secondary School and its environs. The target population consisted of some learners, administrators, some teachers and a few neighbours of the school. Questionnaires and Interviews were used to collect data. Mail questionnaires were sent to some administrators, who were not easily available within the school premises, and a few teachers whose schedules were heavy or did not match with the researcher's. For the rest who were readily available, face-to-face interviews were conducted. In all these, prior arrangements were made to ensure that usable information was obtained.

3.1 DESCRIPTION OF THE SAMPLE

The participants involved in the research were a mixture of the members of the school community. Nevertheless, the choice was deliberate considering age, gender, status and responsibility.

3.2 DESCRIPTION OF THE RESEARCH INSTRUMENTS

Questionnaires and Interviews were employed. They were open-ended, and constructed to fit the various participants. For instance, there were:

6 Questionnaires for administrators

14 Questionnaires for teachers, and

20 Questionnaires for students

Furthermore, the researcher arranged for interviews with more participants:

The Deputy Principal,

12 teachers,

25 students, and

8 neighbours - these included some church leaders.

The items in the questionnaires and interviews were very much alike, only that interviews probed more information and clarity.

Samples of the questionnaires are included in the Appendix.

The expected total number of participants was 85. However, not all co-operated. Out of forty (40) questionnaires sent out, seventeen (17) were not responded to. Among forty five (45) interviews planned for, seven (7) failed because the interviewees did not show up as expected. The research therefore ended up having sixty one (61) respondents.

Considering gender, all students were male, for Upper Hill is a boys' school. They were thirty (30) in number, selected randomly from all classes (form 1-4). For the teachers, out of the twenty (20) who participated, fifteen (15) were female and five (5) male. This is due to the nature of the staff, which has a majority of women. Among the six (6) neighbours who participated, there were four (4) women and two (2) men. Three (3) out of four (4) administrators who took part were men, and there was one (1) woman, the deputy principal. This is clarified in Table 3.1 below:

Table 3.1: Gender Distribution of Participants:

Gender	Administrators	Teachers	Neighbours	Students	Frequency	Percentage
Female	1	15	4	-	20	66.6
Male	3	5	2	30	40	33.3
Total	4	20	6	30	60	100

Concerning age, the correspondents were a mixture. They ranged from adolescents (mostly students) to middle-aged adults (administrators, teachers and neighbours). Table 3.2 below, shows this.

Table 3.2: Age Distribution of respondents:

3.2.1: Administrators:

Age	Frequency	Percentage
20-30	1	25
31-40	1	25
41-50	2	50
Total	4	100

3.2.2: Teachers:

Age	Frequency	Percentage
20-30	4	20
31-40	12	60
41-50	4	20
Total	20	100

3.2.3: Neighbours:

Age	Frequency	Percentage
20-30	2	33.3
31-40	2	33.3
41-50	2	33.3
Total	6	100

3.2.4: Students:

Age	Frequency	Percentage
14	6	20
15	6	20
16	9	30
17	4	13.3
18 and above	5	16.6
Total	30	100

CHAPTER FOUR

4.0 PRESENTATION OF THE FINDINGS

In this chapter, the researcher intends to present the research findings and analyse the data. The information to be dealt with (discussed) was collected from administrators, teachers, neighbours and students, in relation to the topic being handled.

4.1 RECORDS OF RESPONSE

In line with chapter two, the researcher collected information from respondents, under relevant sub-topics. To begin with, information about educators as disciplinarians was collected. This involved finding out if educators have the task of instilling discipline.

4.2 EDUCATORS APPRECIATED AS DISCIPLINARIANS

The respondents showed an awareness of who educators are. Furthermore, there were responses affirming that enforcing discipline is part of the educator's duty. Nevertheless, the degree of who among the educators is the most responsible varied. This is presented in Table 4.1.

Table 4.1: Who is supposed mostly to instil discipline?

Educators	Frequency	Percentage
Parents	18	30
Administrators	15	25
Teachers	12	20
Media	6	10
Church leaders	5	8
Students	3	5
Neighbours	1	2
Total	60	100

4.3 DISCIPLINE CONSIDERED VITAL IN THE SCHOOL

96.5% of the participants affirmed that discipline is essential if the school is to achieve its goals. Two (2) of the respondents (3%) however, had it that, even without discipline, a school can survive and attain its purposes. This is shown in Table 4.

Table 4.2: Response to the importance of discipline

Respondents	Frequency	Percentage
Administrators	4	6.6
Teachers	20	33.3
Neighbours	5	8.3
Students	29	48.3
Total	58	96.5

In considering the necessity of discipline in school, many points and explanations were raised.

4.3.1 Administrators' Response

The administrators, though encountered differently gave views that were quite similar. As a whole, they were for the idea that discipline is core in the school.

4.3.2 The Principal

He suggested that his mission was not merely teaching and making students to pass examinations. His concern rather, was to form good citizens. Such was only possible if students were helped to be disciplined. He expressed his joy as he recounted many of the prominent people who had been students of Upper Hill School. He noted that there are lawyers, doctors, managers and good teachers who had been to the school. Mr. Shitakha, the physics teacher in the very school was the nearest example.

The principal noted that discipline in itself makes a person human by teaching him/her the techniques of self-control. Through this, much trouble is avoided in the school. According to him, cases of theft, fighting, truancy and rudeness are reduced when students are helped to develop some self-control, hence discipline.

He supported a view that had been given by the deputy principle that discipline is a key factor to success. On his part, he had observed that whenever a class of candidates had many cases of indiscipline, the results would reflect this. There would be an increased number of failures.

The principal was of the opinion that discipline changes the school climate, making it better. This, he commented, was evident when members of the school community are decent both in dressing, behaviour and talking. From this develops a spirit of respect, so that the property of the school is taken good care of.

4.3.3 A Report of an Interview with the Deputy Principal

The deputy principal could not imagine a situation where anything could be possible in the school without discipline. For her, lack of discipline meant chaos straight away.

When asked why she had such a view, she exemplified this by pointing out three main areas where discipline has enabled the school achieve its aims. She referred to the good academic results the school has had through the years. Though there were failures, this could not alter her stand. She commented that some cases (of failure) were inevitable. The results, in general, for most of the years were satisfactory. She proved that the students who performed well most of the times were disciplined. For instance, considering the best ten students in the last five years, only three had had serious cases of indiscipline in the school. She said that there being many successful students is an achievement of the school's aim. This creates order because if the school had failures only, the Ministry of Education and even the parents could blame the administration.

The deputy principal expressed a sense of fulfilment in her work. She attributed this to the presence of discipline. She said that the school was run effectively because the members have regard for discipline. For example, students know quite well that infringement of the school rules is punishable, and also has impact on the rest of the school community.

She also reported how discipline had brought about order and organisation. Everyone in the school system tries to follow the timetable. As a result, their

actions are in line with the expectations of time and place. Apart from some few cases when inconveniences are caused, events take their proper course.

4.3.4 A Member of the Board of Governors (B.O.G).

When asked about the importance of discipline in the school, he noted that there would be no school without discipline. He agreed with the other administrators' opinion that discipline helps in forming the learners to be good people. It also contributes a lot to good performance and gives ample time to the member of the community to take up their duties. For example, the administrators are given the opportunity to run and develop the school in an organised manner. All these, put together, helps the school to achieve its objective.

4.3.5 A Member of the Parents-Teachers Association (P.T.A)

As a representative of parents and teachers, he said that indiscipline can be a threat to parents as well as to teachers. He suggested that discipline is the main foundation of order in the school. With the presence of discipline, the school is made a place where people can communicate well, show concern, work hard and build the nation.

4.3.6 TEACHERS' VIEWS

Teachers were required to consider discipline within a classroom situation. Many of their views were quite similar.

All of the teachers who took part (20) agreed that discipline was essential for effective class control. This meant that discipline enhances the learning as well as the teaching processes.

According to five teachers, discipline was considered as a way of achieving true and meaningful communication in the class. The teacher easily understands the learners if they have respect and express themselves clearly. The learners on the other hand, understand the teacher who presents himself/herself well.

Ten teachers supported the idea that discipline brings about proper concentration. If the learners are disciplined, they are likely to be present in the class with their minds, and take into account what they are taught. Indisciplined students in most cases give a deaf ear to what the teachers say.

The fact that discipline creates a sense of seriousness in studies was brought up by twelve teachers. The school is meant to be a place for studies. For this to happen, there has to be discipline. Otherwise, there will be much noise, idleness and even fights.

Teachers mentioned or noted the importance of creating a good rapport as they begin a lesson. However, they complained that this does not work always, especially when learners lack discipline. If a teacher succeeds in creating a rapport, he/she is likely to form a good relationship in the class and even outside. According to six of the teachers, this is possible where students are disciplined.

Eleven teachers admitted that discipline in school leads to good character formation. They had it that if students are trained to be disciplined now, they could maintain it throughout life.

4.3.7 STUDENTS' PERCEPTION

All, except one student admitted that discipline is necessary in the school. They gave a number of reasons why they considered discipline to be important.

The majority (eighteen) had the opinion that with discipline, order was given a chance to thrive. This is so because unless one is disciplined, they tend to see little sense in doing what has been laid down for them. A similar population supported the idea that discipline forms good habits, and characters.

One student explained how discipline had trained him in self-control. He was able to bear with those who upset him, avoid making unnecessary noise and stop mishandling school property. This was so because he had known that it was a requirement in the school and he was prone to punishment if he did not control himself.

Five students suggested that discipline gives a sense of direction. For them the school is able to progress and, students as individuals are able to act responsibly because of discipline. One of the students elaborated this point by using the neighbouring school for comparison. He considered that school indisciplined, given that many of the students were smoking and used hard drugs. For him, the root cause of this problem was that students have not disciplined their bodies or senses as persons. They therefore, give in to peer influence so easily. This is accelerated by the fact that elements of discipline are rare in their surroundings.

Half of the student respondents (15) perceived discipline as a contributor to effective and easy learning. When there is indiscipline, lessons are commonly interrupted by rowdy students. This retards the learning process.

The students gave an impression of their school as a peaceful place. Ten of them said that the smooth running of the school was due to the presence of discipline. Such a condition is a motivation for students to work hard, since they are not tensed up or afraid of probable chaos.

Discipline, as viewed by eight students, gives way to mutual understanding between various members of the school community. With this, there is room for change and improvement of behaviour and even academic work.

4.3.8 VIEWS FROM NEIGHBOURS

Five of the six neighbour respondents considered discipline as being essential, not only in the school, but for their welfare and security. According to them, if students maintain discipline, they will succeed in their education. Otherwise, they might cause chaos. When indiscipline reaches its peak, learners might destroy property indiscriminately— including what they find in the neighbourhood. They gave examples of occasions where some students at one time grabbed what the neighbours were selling and another time when they stole maize from a small garden near the school. The students involved were indisciplined, and this happened when they went on rampage.

4.4. HOW EDUCATORS INFLUENCE LEARNERS POSITIVELY

When asked if there is anything good learners find, cherish and imitate in the people they consider to be their educators, there were varied responses. 58% strongly agreed, 13% disagreed while 29% were undecided. Out of those who agreed, a number of the habits they admire and even imitate in their educators

were mentioned or noted. Grouped systematically, these elements can be put into four broad virtues, and later elaborated upon by exemplifying their illustrations. They are: love, respect, responsibility and humanity.

4.4.1 LOVE

There was a clear indication from the student respondents that the concept of love was not entirely new, since they had been loved, and they had extended it to others. 62.8% admitted having experienced love from their parents. This had been shown to them by acts of caring, understanding, loving, sharing and forgiving. Their parents were portrayed as kind, supportive and patient people in one way or another.

It was also found out that love had been experienced from teachers, especially students' favourite teachers. Those with this view totalled 40%. According to them, teachers show love through motherly/fatherly correction, courtesy and generosity. Such teachers were described as being good listeners, humble, friendly, kind, loving and caring.

From their fellow students, this character of love was also shown. This was affirmed by 46%. This, as was shown, is got in peers who are faithful, kind, helpful./supportive, concerned, friendly and loving.

4.4.2 RESPECT

Respect is not only taught by parents, but is learnt from them as well. This was agreed upon by 40% of the student respondents. In clarifying this, they pointed out that they learn this element, given that their parents are well-behaved, honest,

co-operative and obedient. Furthermore, they realise that their parents have perseverance and the fear of God.

Teachers too exhibit respect. In fact 34% of the students realised this in their teachers through their decency, sense of trust and openness. Consequently they have such teachers for their confidants. They are law-abiding and appreciative, qualities admired by the students.

Students also find the essence of discipline in their colleagues. Behind this view, were 20% of the student respondents. This is possible from friends who are decent, well behaved, truthful, sincere and faithful.

4.4.3 RESPONSIBILITY

The findings showed that responsibility, as an element of character needs to be observed, then given chance to grow in a person. 48.2% of the participating students had it that they cherished responsibility, as displayed by their parents. For them, this is illustrated by their parents providing the needs of the families, the spirit of hard work, their protection/security. On many occasions, their parents play the active role of advising them or providing guidance counselling.

28.8% realised responsibility in their teachers. This was through the teachers' struggle to modify learners' behaviour, their emphatic consistency, punctuality and hard work. In themselves, such teachers are good leaders who are committed to their work and are also disciplined.

The sense of responsibility being felt in other students was quite minimal—10%. This element is found in some students, and is visible in their courage, being

punctual and co-operative. Many of them have their friends asking for their opinion since they are good.

4.4.4 HUMANITY

The research showed that learners, though young members of the human society realise people's evil tendencies. However, they had hope that still some people are trying to be good. For instance, 50% of them reported values which prove that their parents have human hearts, feelings and considerations. The values are: mercy, compassion, concern, readiness to listen and proper reasoning.

12% of the student participants had it that some of their teachers showed humanity. Such teachers are social, disciplined, neat, happy, understanding and fair in the way they deal with students.

Some students' (14%) responses showed that humanity as a quality existed in friends and they cherished it. Their friends are social, understanding, flexible, and presentable, since they are strict with what they anticipate.

4.4.5 POSITIVE INFLUENCE FROM NEIGHBOURS OF THE SCHOOL

80% of the participating students reported that they had nothing to do with the neighbours, in fact, they did not know how they were. The few (20%) who admitted interaction with them said their relationship was not intensive enough to make them learn or admire anything from them. Fr. Glean, the priest in charge of the shrine near the school was commented for his moving sermons, which are a challenge to the students. However, students knew very little about him.

4.4.6 POSITIVE INFLUENCE FROM THE NON-TEACHING STAFF

These members of the school community help students in various ways—through the services they offer. 50.5% of the participating students said they admired the spirit of hard work among the non-teaching staff members. From them, they said, they realise the dignity of work. 20% noted that they at times shared with the non-teaching staff some views, and the latter advised them, or gave them encouragement. They showed a sense of appreciation for the services rendered. 10.5% considered the non-teaching staff below their standard; therefore, they had nothing to learn from them. 19% were undecided about the issue.

4.5 HOW EDUCATORS INFLUENCE LEARNERS NEGATIVELY

There were challenging responses in finding out if there were bad practices which learners copy from educators. There are numerous characters which learners outrightly detest. There are others which they imitate because they find them appealing, even though they are not good. 44.6% of the students who participated affirmed that sometimes they behave in ways they know are not necessarily good. They do so because they see some figure somewhere doing the same, and probably finding pleasure. In gauging this information, which had many similarities, the researcher put the habits into four (4) broad vices: indecency, disrespect, irresponsibility and inhumanity.

4.5.1 INDECENCY

The research findings showed that the indecency of parents affects children. For instance, 16% of the learners who took part had observed that their parents' infidelity (witnessed by having step children in the family) had an adverse impact on their view of marriage. Some of them, from what they saw had a feeling that human sexual life was liberal, provided one can justify him/herself. This was a view from learners whose parents are single and promiscuous. Dirty (obscene) talks from parents, according to some students was enjoyable, especially when there was some excitement due to alcohol.

20% of the student respondents affirmed that some teachers were indecent. This is seen in their use of offensive language which they term to be jokes and in verbal insults. Some teachers, when annoyed can use immoral terms to abuse students. There are teachers whose way of dressing is poor — shabby and at times sexy.

When asked if their peers were indecent, 40% of the learners agreed. This was illustrated where some harass their neighbours, others are dictators. Commonly, many mislead/misguide others through bad behaviour and wrong advice. Some have too much trust in themselves and ignore the rest.

4.5.2 DISRESPECT

Habits such as quarrelling, use of commanding language, impoliteness and uncourteousness, were reported by 32.8% of the students participating. They noted that those were common habits in their families, portrayed by their parents.

It was further found out from the research that learners with such a background had very little or even no regard for others.

The learners also realised that there were elements of disrespect among their teachers. 14.5% of them illustrated that by identifying the teachers' refusal to understand the learners at times. Also, some teachers use language that is critical of authority, while others are impolite. There was an element of inconsistency hinted at by the students, especially on occasions where teachers overdrink, then they misbehave afterwards, yet they constantly warn the students against misbehaviour.

30% of the learners showed awareness of the fact that some of their colleagues were disrespectful. They break rules deliberately and cause misunderstanding. Others are bothersome and their nagging sometimes disturbs their friends.

4.5.3 IRRESPONSIBILITY

40% of the participating learners admitted that to some degree, their parents were irresponsible. This is so due to their habits of drunkenness, which they even teach their children. Within the very population, some parents were noted to have abandoned their families or overlook the needs of their families. Others were reported to be lazy with the result that their families experience economic constraints. The students also reported their dislike of their parents' attempts to overprotect them.

Irresponsibility also exists among teachers. 30.2% of the students gave responses suggesting that some teachers do not conduct their lessons professionally. For example, some are irrelevant and untidy in the use of the chalkboard, yet, they severely punish for untidy work by students. Others are lazy in marking assignments and tricky in assessment. The corrupt leadership of some teachers and poor communication were also viewed as Irresponsibility. Favouritism was also detested by the students.

From their peers, students also identified elements of irresponsibility. This was illustrated by habits like favouritism by prefects, laziness, negligence of work and time wastage. 30% of the students had this view.

4.5.4 INHUMANITY

33.3% admitted that violent acts such as fighting and severe punishment were common in their families. They complained that at times their parents arrived at irrational decisions or made many demands. Many a time, children fall victims of displaced anger, and they experience even hatred from their parents.

According to 22% of the responses, teachers' habits of unkindness, much harshness, hot temper and quarrelling instead of advising are not helpful. They stir anger in students or make them worse in behaviour.

15% of the learners commented on their colleagues' inhumanity, as seen in acts of bullying, cruelty, over-dominance, lack of support, harshness and hatred.

4.5.5 NEGATIVE INFLUENCE FROM NEIGHBOURS AND THE NON-TEACHING STAFF.

A uniform idea shared by the students was that some of the illicit items in the school were sold or provided for by some neighbours and members of the non-teaching staff. These included cigarettes and condoms. At times, the non-teaching staff or neighbours give wrong advice to students, which misguides them. These outsiders sometimes carry information to and from the school, with adverse effects of rumour mongering.

4.6 EFFORTS MADE BY TEACHERS AS ROLE MODELS

Teachers showed an awareness of their duty as role models and disciplinarians. They instil discipline in various ways. Highlighting their efforts of fostering discipline by way of example, they mentioned or noted what they do. Table 4.3 shows the practices/habits of teachers done deliberately, with the hope that learners imitate them.

Table 4.3

Habit	Frequency	Percentage
Punctuality	3	15
Smartness	2	10
Friendliness	2	10
Courtesy	1	5
Fairness	4	20
Consistency	1	5
Concern	2	10
Encouraging	5	25
Total	20	100

4.7 DO LEARNERS COPY THESE VIRTUES?

Asked what their opinion was about the reality of learners imitating good habits from their teachers, they (teachers) had mixed reactions. As Table 4.4 shows, some agreed while others did not.

Table 4.4

Response	Frequency	Percentage
Yes	14	70
No	4	20
Not sure	2	10
Total	20	100

With a 70% support of the possibility of learners taking after their teachers, it is clear that a consideration of role models as a measure towards discipline can be practical.

4.8 CONSENSUS

There was a general agreement in the views given by students and teachers. Both parties were aware that they have a part to play in the issue of promoting discipline, basing on their status.

Students recommended that teachers and parents ought to carry themselves exemplarily. It is from seeing the practicality of acts of discipline that students will imitate them. Otherwise if they (parents and teachers) demand that students do what they themselves rarely do, they (students) will continue doubting them, and doing nothing better.

Teachers recommended that learners ought to be wise and selective. The world is full of error, and if they have to go by what they see, it might ruin them. Learners have also to be observant to copy good habits from their parents and teachers, not only the bad practices. Teachers presented a challenge that though they err in few circumstance as human beings; learners rarely learn from the good they do other times. For instance, some youth are brought up by upright parents, but they come up undisciplined - mostly due to peer pressure.

CHAPTER FIVE

5.0 RECOMMENDATION

After consulting various sources during the research, some recommendations came up:

- (i) Educators ought to take up the duty of fostering discipline in learners. This will help them achieve their objectives.
- (ii) There are high chances of learners being influenced by educators. Hence, the latter should take precautions in their manner of conduct.
- (iii) Educators' good practices are supposed to be foregrounded so that learners can pick up what appeals to them.

5.1 CONCLUSION

The intention of conducting this research was to stress that introducing and or sustaining discipline by way of example is a possibility. The following conclusions were drawn.

Discipline is very essential in learning institutions.

Educators, through their behaviour, have an impact either positively or negatively on learners' behaviour, and even attitudes.

Educators are important to learners, not only as trainers but also as role models to help in the formation of worthy citizens.

Learners need to be keen and wise enough to select good things from educators and leave out bad ones. In this area, they (learners) constantly need help.

Processes related to teaching at times go on even unconsciously. There is need, therefore, for educators to check themselves frequently so that their actions tally with their words.

We are human, prone to error. In different capacities—either as educators or learners, we have roles to play. Blaming each other over issues of discipline is of little or no help. We each ought to play our parts in the promotion of discipline.

JOURNAL:

Kagichiri, G. (1999) Who is to blame for the Violence? Education and training

Vol. 3. Nairobi:_____.

Kabue, S. (1999) The reason behind the school's success. Education and training

Vol. 3. Nairobi:_____.

UNPUBLISHED THESIS:

Otieno, F. (1997) The necessity of discipline. Unpublished B. Sc. Ed thesis.

University of Nairobi.

FROM COURSES.

O'Neil, J. (1996) Class notes for History and Philosophy of education presented at

C.T.L.E.

Olin, M.G. (1998) Class lecture for School management presented at C.T.L.E.

APPENDIX



Christ the Teacher Institute for Education

Tangaza College
P.O. Box 15055
Nairobi, Kenya

February 8, 2000

To Whom It May Concern:

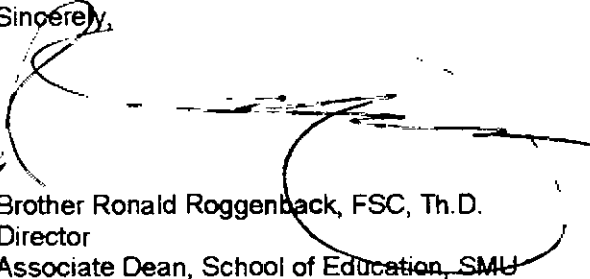
Sr. Phoebe Anyango, SOM.

The above named student is enrolled in the Seminar: Research Methods course during this semester, January to May 2000. This course demands that the student identify a topic and gather data for the writing of a draft dissertation. These students are fourth year students and preparing to receive their bachelor's degree in May.

I request that, if at all possible, you extend to this student the courtesy of using your institution for purposes of gathering data as per the program which can be shown to you.

Thank you very much for your consideration and assistance.

Sincerely,



Brother Ronald Roggenback, FSC, Th.D.
Director
Associate Dean, School of Education, SMU

FOR ADMINISTRATORS.

NAME:

AGE: 20-30, 31-40 , 41-50 (Tick appropriately)

SEX: F M (Tick appropriately)

1. In your opinion, what is the importance of discipline in school ?

.....
.....
.....

2a Have you cases of in discipline?

.....
.....

(b) which ones appear more frequently?

.....
.....

3. How do you handle discipline cases?

.....
.....
.....

4. Whom do you consider the disciplinarian(s) for learners?

.....
.....

5. Could teachers' behavior influence learners ?

.....
.....

Explain briefly:

Positively:

.....
.....
.....

Negatively:

.....
.....
.....

6. Does the administration ensure that teachers promote good behavior among students ?

.....
.....

How ?

.....
.....
.....
.....

7. Is there a possibility of the non-teaching staff influencing learners ?

.....
.....
.....

How ?

.....
.....
.....

8. Are there learners who are affected by their parent s`behavior in the school ?

.....
.....

Give a brief illustration.

.....
.....
.....
.....

** The information you give will be treated with maximum confidentiality.*

FOR TEACHERS.

NAME;
AGE: 20-30 31-40 41-50 (*Tick appropriately*).
SEX: F M (*Tick appropriately*).

1. What is the importance of discipline in a classroom situation?

.....
.....

2. How do you handle cases of discipline?

.....
.....
.....

3. Which styles of handling and instilling discipline gives good results?

.....
.....
.....
.....

4. Which cases of indiscipline commonly crop up in your school ?

.....
.....
.....
.....

5. What qualities in learners would make you consider them either disciplined or in disciplined?

Disciplined:

.....
.....
.....

In disciplined:

6. In your opinion, who is supposed to instill discipline in learners?

.....
.....

Give reasons for your answer.

7. Could a teacher's behavior have impact on students-either positively or negatively?

.....
.....
.....

Explain briefly

Positively:

.....
.....
.....

Negatively:

* *The information obtained will be treated with a lot of confidentiality.*

FOR LEARNERS

NAME:

CLASS:

1. What is the importance of discipline?

2. How is discipline handled in the school you are in now ?

3(a) Which style of instilling discipline makes sense to you ?

(b) Which style of instilling do you not like ?

4.. Which cases of in-discipline do you commonly witness in the school?

5(a) What type of behavior do you admire in the following people? :

Favorite teacher:

Parents:

Prefects:

Friends and classmates:

b) What don't you like in them?

Favorite teacher:

Parents

Prefects

Friends and classmates:

* *The information you offer will be treated confidentially.*

FOR NEIGHBOURS.

NAME:.....

AGE:.....

SEX: F M

1. Does the discipline of the school affect you?

How?

2. Does what you do affect learner's way of behavior?

How?

3. How do you promote discipline in the school?