THE INTERNATIONAL JOURNAL OF SCIENCE & TECHNOLEDGE

School Based Factors Influencing Pupils' Discipline in Complimentary Primary Schools in Makadara Sub-County, Kenya

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Abstract:
The purpose of this study was to investigate school-based factors influencing pupils' discipline in complimentary primary schools in Makadara sub-county, Nairobi, Kenya. The objectives of the study: to establish the extent to which head teachers' discipline management skills influences pupils' discipline in complimentary primary schools, to determine how teachers' training and peer pressure influence pupils' discipline in complimentary primary schools in Makadara Sub-county, Kenya. A descriptive survey design was adopted. Sample had 7 head teachers purposively sampled, while 42 teachers and 28 pupil leaders were randomly sampled. Questionnaires and an interview guide were used to collect data. Test-retest method was used to measure reliability of the instruments. Conclusions; that Discipline and Guidance/Counselling committees existed but did not organize adequate counselling sessions. Training of teachers improved ability to manage student discipline. Peer pressure had negative effect on discipline. The recommendations; that the head teachers need to use guidance and counselling more effectively in handling discipline. Teacher training on discipline management be enhanced in colleges. The pupils need to be counselled regularly so as to enable them manage peer pressure. The head teachers need to actively involve parents in the discipline management.

Keywords: School factors, discipline, complementary school, Nairobi city

1. Background to the Study

Complimentary schools are established under private-public partnerships for the provision of basic education for children and youth who due to difficult circumstances are unable to access public or private schools in the informal settlement. These institutions compliment the government efforts to provide education and training for all (Akyeampong, 2004). Discipline in schools is an ongoing topic of discussion in school and the broader community. The effectiveness of a school may often be judged on how discipline is maintained among pupils. However, school discipline is a complex issue and is not merely a matter of control and ensuring an orderly environment. Without discipline, particularly self-discipline, there is little learning (John Carr,2002). According to Okumbe (2007), seven principles of discipline include, prior knowledge of the rules and regulations in a school, application of disciplinary actions immediately after infraction, consistency applied, objectivity, impersonal disciplinary action, avoidance of entrapment and allowing right of appeal.

Discipline refers to training that is expected to produce a specified character or pattern of behavior. It is when one uses reason to determine the best course of action that opposes one's desires and is sometimes the opposite of fun. Virtuous behavior can be described as when one is aligned with one's aims: to do what one knows is best and to do it gladly. Continent behavior, on the other hand, is when one does what one knows is best, but must do it by opposing one's motivations (Fowers, Blaine, 2008). It follows then that discipline is intended to suppress, control and redirect behavior that is aggressive, immoral or disruptive to learning in school. Discipline is at the core of the education process and enhances academic achievement.

Preventive discipline is the administrative action taken by the management to ensure adherence to the laid down rules and regulations to avoid infractions and stimulate the students to meet the school expectations. Corrective discipline is the action taken by management following an infraction of a rule in order to discourage further infringement of the rule.

Effective supervision of instruction can positively influence discipline, resulting in improved quality of teaching and learning in the classroom. According to Republic of Kenya (200), indiscipline in schools can take the form of lateness, chronic absenteeism, truancy, disrespect, abuses, non-compliance to school rules and regulations, drug abuse, destruction of property, bullying fellow students, indecent behaviors like rape and arson. Pupils' absenteeism and lateness to school are strongly related to poor performance in schools.

The pupils in schools located next to slums in Makadara Sub-county have a challenge of discipline. Some pupils absent themselves in order to earn and help their parents. This has resulted in poor performance in Kenya Certificate of

Primary Education (KCPE). The Sub-county Education officer, Makadara, is particularly concerned by the low mean scores which may be attributed to many factors including indiscipline (Makadara Sub-county Education sector Strategic Plan, 2012 – 2017). Okumu (2014) found the common indiscipline cases in Makadara sub-county as use of slang language, stealing, lateness to school, absenteeism, not doing **a**ssignments, and not observing school dress code. Truancy and absenteeism cause poor academic performance (Njaaga& Okoth, 2015). Hence, there is need for effective holistic preparation of pupils to appreciate themselves and others and make them fit in the society.

1.1. Statement of the Problem

The government of Kenya has promoted education in the complimentary schools or centres by providing a curriculum. These schools are used alternatively to increase access to schooling within the context of Education for All (EFA) and universal primary education (World education Forum, 2000). Despite Free Primary School policy in which parents have to meet only the cost of uniform, food and transport, majority in informal settlement cannot afford. The studies done in informal sector have concentrated on the management, finance, and access to education. Okemwa (2007); Kamau (2008); Ikambili (2003); and Okumu (2014) show that indiscipline in these schools contributes to poor academic achievement, low retention, engagement in drugs and crime basically as they lack skills to utilize in meaningful engagement in society. There is limited literature on discipline in complimentary schools hence this study on school-based factors that influence pupils' discipline in complimentary primary schools in Makadara sub-county. Objectives of the study were:

- To establish the extent to which head teachers' use management structures influence pupils' discipline in complimentary primary schools in Makadara Sub county Kenya.
- To determine how teachers' training affects pupils' discipline
- To establish how peer pressure influences pupils' discipline

2. Literature Review

Reviewed literature is under three subheadings.

2.1. Head Teacher Discipline Management Skills and School Discipline

According to Mbiti, (2007) the main function of the head teacher is to direct, guide and integrates human efforts with specific education goals. The head teacher is directly involved in establishing the rules of behavior, the penalties to be applied as well as the processes to be used. School rules should be drawn to emphasize the values to the individual and the community (Maingi, 2005). For example, an open atmosphere in which school policies are designed and discussed with active participation by the School Board, teachers and learners will reduce indiscipline whereas a tense environment brings out fear and indifference in school matters (Kiogora, 2010). According to Muriithi, Nyagah, &. Okoth (2016) communication during school assembly, classroom meetings with class teacher, and Guidance and counseling sessions can improve discipline.

2.2. Teachers Training and Schools Discipline

Training involves preparation on how to handle learners. Conscious discipline approach is a training program whose goal is to provide systematic changes in schools by developing the emotional intelligence of teachers first and children second. Conscious discipline educates teachers on how to transform resistance into cooperation (Bailey 2001; Bailey in 1994). Teacher training sessions impart knowledge and skills related to self control and creating a school family. The teachers can in turn impart the learnt knowledge and skills to their pupils (Hoffman, Hutchinson & Reiss, 2005). Mentoring students on ethical living was found to be strongly correlated with reduced incidences of negative discipline. Mentoring of pupils inculcated positive habits which were passed from senior to junior students, thereby reducing cases of negative discipline (Wambua, Kalai & Okoth, 2017). Effectively mentored students tend to score higher on self-control measures, self-concept and reduced drop out.

2.3. Peer Pressure and Schools Discipline

Peer pressure has both negative and positive impacts on the child (Jensen & Bursztyn, 2014).   The peer groups provide medium through which children learn to function more independently, acquire and test skills that earn them self-esteem, and develop new interests different from those of adults. According to Kibera and Kimokoti (2007) the youth also learn positive values of cooperation and responsibility in the peer groups which form the basis for adult discipline. The social groups present a significant peer pressure on the pupils' behaviour.

3. Research Methodology

3.1. Design and Sampling

The descriptive survey design was adopted. A descriptive survey research involves collection of data from a population in order to determine the status of that population in respect to one or more variables. The design was considered appropriate as it is concerned with describing, analyzing and reporting conditions as they occur without manipulation (Mugenda and Mugenda, 2003; 1999). Seven schools were purposively sampled. The 7 head teachers of these schools were

automatically selected by census. Six teachers and four pupils from each school were selected using simple random sampling making a total of 42 teachers, and 28 pupil leaders.

3.2. Instruments

Questionnaires were used to collect data. To demonstrate content validity the questionaires were reviewed by the supervisors to ensure fair coverge of the domain areas. The two questionnaires were pretested by using three headteachers and five teachers to identify ambiguous items (Orodho,2003). Reliability was determined using the test-retest method.

3.3. Data Analysis Techniques

The data was both quantitative and qualitative. The quantitative data from the closed –ended questions was analyzed using descriptive statistics such as frequencies and percentages then presented in tables.

4. Research Findings

4.1. Demographic Information

4.1.1. Gender and Age of Teachers and Heads

Most of the headteachers 57.1% and fewer teachers, 44.1% were male respectively. Most of the head teachers 57.1% were between 25-35 followed by 42.9% 36-45years while the majority, 64.7% teachers were between 25-35 years. The age difference is lower compared to public schools. In the public schools the employer, Teachers Service Commission(TSC), promotes older teachers to head schools.

4.1.2. Education Level

The majority of head teachers and teachers 79.4% were college level and university graduates.

4.1.3. Experience of Head Teachers and Teachers

The majority of head teachers had served between 3-5 years at 42.9% and 6-10 years (28.6%) as teachers. Majority of the teachers had below 5 years of experience at 47.1% and between 6 to 10 years of experience at 26.5%.

4.1.4. Pupils' Gender and Class

The majority of pupil leaders were female (61.9%) and the rest were male (38.1%) and were distributed as: class 6, 42.9 %; and 28.6% each were in classes 7 and 8 respectively.

4.1.5. Distribution of Pupils' by Position in Pupil Leadership

Most of leaders were Class monitors 13(61.9%), School governor 3(14.3%), Assistant social panel leader 1(4.8 %), English panel leader 1(4.8%), Head boy 1(4.8%), Head girl 1(4.8%) and Social panel leader 1(4.8%). The majority of pupil leaders were class monitors hence representing most pupils.

4.2. Influence of Head Teachers' Use of Management Structures

The head teachers were asked about the use of management structures and the findings showed that majority (85.7%) of head teachers agreed that they had a discipline management committee in school. The schools also had Guidance and Counselling department. On counselling seminars, majority of the head teachers disagreed that they organized seminars or training on discipline for teachers

4.2.1. Use of Stakeholders

Support for teachers: The responses show that majority of teachers 85.3% (47.1% agree and 38.2% strongly agreed) were in agreement that head teachers support teaching staff. The minority were uncertain 5.9% and those who disagreed were 3, 8.8%. This shows that some heads contradict teacher efforts to maintain discipline.

Involvement of parents and pupils: The findings indicate that most head teachers 85.8% (Strongly agree 3, 42.9%, and agree 3, 42.9%) involved parents and pupils in maintaining discipline. Kiogora (2010) concurs that participation by the parents, teachers and learners can curb indiscipline in schools. Ogweno et al (2016) found that generally students were not involved in decision making especially in areas that concerned them such as review of school rules and regulation. Actions such as collaborative drafting of school rules involving pupils can positively influence their discipline.

4.2.2. Head Teachers' on Having Skills to Monitor Discipline

The head teachers were asked if they had skills to monitor standards and quality of discipline. The results show that the majority of the heads were in agreement that they had skills to monitor (Agree 3, 42.9% and Strongly agree 1, 14.3%) while the rest disagreed (Disagree 2, 28.6 % and Strongly Disagree 1, 14.3%). The results indicate that most head teachers perceived that they had necessary skills to monitor standards and quality of discipline. Mbiti (2007) argues that the main

function of the head teachers is to direct, guide and integrate human efforts to achieve specific education goals. The head teacher should be directly involved in establishing the rules of behavior, the penalties to be applied as well as the processes to be used.

4.3. Influence of Teachers' Training on Discipline Management

- The teachers were asked if they had been trained in discipline management. The findings showed that majority (19, 55.9%) of the teachers agreed they had been trained in discipline management. On the frequency of attending discipline management courses, majority (61.1%) of teachers had been trained only once in their career.
- When teachers were asked about the effect of training in discipline management, majority indicated that training had a great impact on how teachers handled disruptive behaviour; and how they interpreted school rules and enforced them.
- The head teachers were asked about the influence of teachers training on school discipline. The findings are as shown in Table 1

	Responses	Percent
Handling pupils improved	3	42.9
Gained knowledge on dealing with discipline cases	3	42.9
Empowering and developing skills	1	14.3
Total	7	100.0

Table 1: Head Teachers on the Influence of Teacher Training on Discipline Management

Table 1 indicates that teacher training improved how teachers handled pupils (42.9%), and how they dealt with discipline cases (42.9%). It empowered them by acquisition of skills (14.3%). Hoffman, Hutchinson & Reiss (2005) concur that teacher training sessions impart knowledge and skills related to self - control, discipline and creating a school family. Bailey (1994) affirms that training program provides systematic changes in schools by developing the emotional intelligence of teachers first and children second.

- Head teachers were asked about teachers' ability to handle disruptive behaviour. The results show that most heads 4 (57.1%) agree while 2 (28.6%) disagree and 1 (14.3%) strongly disagree that teachers have ability to handle disruptive behaviour of students. This may indicate that there is disruptive behaviour in some classes where pupils could be aggressive and easily agitated
- Involving pupils in deciding collective punishment is a skill acquired in teacher training courses. The pupils were asked to rate how teachers involved them in identifying and selecting appropriate consequences. The findings indicate that teachers involved pupils in identifying and selecting appropriate consequences for unacceptable behaviour at 57.1% meanwhile those who disagreed 14.3% and uncertain 28.6%. Ogweno, Kalai, & Okoth (2016) concur that student involvement improves discipline.

4.4. Influence of Peer Pressure on Discipline Management

Peer pressure was measured by disciplinary cases involving members of the same social group, and the effect of the social group on pupils' behaviour. The majority of teachers were in agreement that pupils had social groups. The majority (52.9%) of teachers agreed that social group participation generates value conflicts. On advice given to pupils, majority (71.4%) of pupil leaders agreed that teachers advise pupils to avoid bad company.

The pupil leaders were asked whether pupils belonged to social groups. The majority of pupil leaders, 17 (81%) admitted pupils had social groups. They disagreed that friends break same rules all the time contrary to the teachers.

The teachers were asked if a social group to which a child belonged influenced their behaviour and the results are shown in Table 2.

	Frequency	Percent
Strongly disagree	2	5.9
Disagree	1	2.9
Agree	17	50.0
Strongly agree	14	41.2
Total	34	100

Table 2: Teachers' Opinion on a Child's Group Exercising
Influence on Behaviour

The findings show that majority of teachers agreed that groups to which a child belongs exercises influence on their behaviour.
The teachers were asked about the influence of peer pressure on school discipline. The majority of teachers, 94.2%, were in agreement that peer pressure influences pupils discipline (to a great extent and very great extent 16 (47.1%) respectively. Meanwhile the rest 1, (2.9%) each responded "not at all" or 'neutral'. Peer pressure was one of the causes of indiscipline since peer group is reference point for pupils as they grow and develop.

4.5. Discipline Issues
Head teacher's responses on the major indiscipline cases are shown in Table 3.

Indiscipline Case	Responses	Percent
Absenteeism	6	60
Drug abuse	3	30
Fighting	1	10

Table 3: Major Indiscipline Cases

Table 3 indicates that absenteeism and drug abuse were the most common disciplinary cases reported. However, most teachers concurred but added; bullying & abusing others; lateness, failure to finish homework and rudeness.

4.6. Suggestions for Maintaining Discipline
The head teachers' and teachers' suggestions on how to maintain discipline in school is shown in Table 4

Head Teachers Suggestions	Frequency	Percent
Cooperation among teachers, pupils and parents	4	57.1
Guidance and counselling	2	28.6
Using of canes should be introduced	1	14.3
Total	7	100
Teachers Suggestions		
Knowledge on how to deal with pupils	20	74.1
Train to understand child psychology better	4	14.8
Train teachers to deal with disruptive behaviour in class	3	11.1
Total	*27*	*100*

Table 4: Head Teachers and Teachers Suggestions on Maintaining Discipline

The majority of head teachers suggested cooperation among teachers, pupils and parents while teachers indicated that they wanted to have the knowledge on how to deal with individual pupils.

5. Conclusions
The head teachers had discipline and Guidance/Counselling committees to help in discipline matters but counselling training for teachers was limited. Teacher training enhanced their ability to manage pupils' disruptive behaviour. Peer pressure affected pupils' discipline. Hence school-based factors influence discipline in complementary schools.

6. Recommendations
The head teachers need to hold seminars in schools especially on guidance and counseling. The use of trained pupil counselors can reduce peer pressure. In addition, the head teachers should actively involve parents and Board of Management in discipline management. The Ministry of Education needs to provide counselling support programs for complimentary schools.

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