

**CHALLENGES IN MANAGEMENT OF PUPILS DISCIPLINE IN PUBLIC
PRIMARY SCHOOLS OF IMENTI SOUTH SUB COUNTY, MERU COUNTY,
KENYA**

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Management of Chuka University**

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DECLARATION AND RECOMMENDATIONS


Declaration

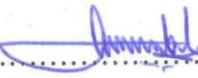
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DEDICATION

I dedicate this research thesis to my beloved husband Mr. Augustine Muriungi together with our two dear daughters Avril Nkatha and Melanie Kawira for encouraging me when I felt like giving up. Not forgetting my parents Mr Fredrick Ikunda and Mrs Gladys Gerrald for instilling the value of education in me. My siblings: Stephen Kiogora, Evans Kirimi, Fridah Kainyu, Felicity Kanana and Darwin Mwaki. I sincerely appreciate the endless support and guidance they all offered to me.

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ABSTRACT

Management is a system of working with individuals for the purpose of achieving the required goal, mission or strategic objectives of an organization. Management is widely acknowledged to be essential for creating a peaceful school climate thus leading to sound academic performance. Management of pupils discipline in primary schools remains a concern to the school administrators and other stakeholders because without discipline the school activities may not run smoothly hence affecting effective teaching and learning. There is growing concern from educators and other stakeholders that the poor results in Imenti South Sub County could be attributed to discipline. The purpose of this study was to determine the challenges in management of pupils discipline in public primary schools of Imenti South Sub County, Meru County, Kenya. The study aimed at determining the school based challenges, home based challenges and cultural based challenges faced in management of pupils discipline in public primary schools of Imenti South Sub-County. Descriptive survey research design was adopted. The study was conducted in public primary schools in Imenti South Sub-County, Meru County. The sub-county had 122 primary schools in total, with a target population of 1,291 subjects comprising of 1,288 teachers and 3 Curriculum Supporting Officers. Simple random sampling was used to sample schools in Imenti South Sub- County. The teachers were selected using simple random sampling method. Deputy Head teachers, Head teachers and Curriculum Support Officers were selected by use of purposive sampling. This enabled the researcher to realize a sample size of 303 respondents who were used for the study. The researcher used questionnaires and interview schedule for data collection. Piloting was carried out among 30 respondents in the neighboring Imenti Central Sub-County. The validity of instruments was ensured through the expert judgment from the university supervisors. Cronbach's coefficient Alpha was applied to assess reliability and the study had an Alpha value of 0.772 indicating adequate convergence or internal consistency. Data collected was analyzed using Statistical Package for Social Science (SPSS) version 21. Descriptive statistics which included frequencies and percentages were used to analyze quantitative data. The results were presented using charts and tables. The study revealed that inadequate guidance and counseling infrastructure, teacher competence and abolition of corporal punishment posed a challenge in management of discipline in a large extent. Results also indicated that unfriendly home environment, lack of provision of basic needs and parents use of alcohol posed a challenge in management of pupils discipline in a great extent. The study concludes that the environment the pupils grow in is very important in molding a disciplined pupil. Lack of a positive environment was a major cause of disciplinary problems. The researcher recommends that Guidance and counseling in schools to be enhanced and parents to be sensitized on how to create positive environment and also be educated on their parental role to minimize cases of indiscipline. The findings of this study shall be useful to the policy makers and other stakeholders of education on the priority areas of challenges and address such challenges for effective management of pupils discipline.

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ABBREVIATIONS AND ACRONYM

CSOs	Curriculum Supporting Officers
HIV	Human Immune Deficiency Virus
MOE	Ministry of Education
NACADA	National Agency for Campaign against Drug Abuse
NACOSTI	National Commission for Science, Technology and Innovation
SCDOE	Sub-County Director of Education
SPSS	Statistical Package for Social Science
UNESCO	United Nations Education Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Discipline is a system of training of mind and character so that the individual is guided to make reasonable decisions in a responsible manner. Discipline should lead to obedience, self- control and the development of an attitude of cooperation and being accountable for one's behavior and action (MOE & HRD, 1999). Discipline is widely acknowledged to be essential for creating a peaceful school climate thus leading to sound academic performance. It is a basic requirement of successful teaching and learning in schools and necessary for effective school management and accomplishment of its goals (Odoyo, Odwar & Kabuka, 2016). Ouma, Simatwa and Semen (2013) maintain that discipline is an important component of human behavior that without it an institution cannot function well towards the achievement of its goals. It is one of the main attributes of effective school, (Agbenyega, 2006).

Management of discipline in the school context involves the skillful control and guidance of pupils in order to achieve the school's desired outcomes (MOE & HRD, 1999). Management of discipline also involves the management of learners' behavior within and outside the classroom (Luiselli, Putnam, Handler & Feinberg, 2005). Effective management of discipline is about developing proactive ways to prevent problems from occurring while creating a positive learning environment (Burden, 2016). This implies that for any school to have smooth running of its activities discipline should be maintained since it ensure no disruptions in the learning process.

In United Kingdom every school has a behavior policy which lists the rules of conduct for pupils before and after school as well as during the school day. Public schools in United Kingdom often rely heavily on the maintenance of discipline by older boys (Driessen, Cameron, Thornton, Lai & Barnett, 2014). Detention is also one of the most common punishments in schools in the United Kingdom, Ireland, Singapore, Canada, Australia, New Zealand, and South Africa among other countries. The South African schools Act, 84 of 1996 section 8 highlights that the management of discipline calls on teachers to make children feel emotionally comfortable and

physically safe so that learners can develop self -discipline and accountability in their actions (Naong, 2007).

In Tanzania discipline is valued since it is seen as a way of maintaining order. One of the goal and responsibility in the school is management of pupils' discipline. Discipline is valued in Tanzania since it is seen as way of maintaining order. The teacher goal is to ensure discipline is maintained and the school activities run without interference (Semali & Vumilia. 2016). In Kenya, primary schools are managed by Board of Management who manages the school on behalf of the patron and the minister. The head teacher is responsible for the day-to-day management of the school, including guidance and direction of the teachers and other staff of the school (Ssekiziyivu, 2013).

In primary school in Kenya the head teacher's management of discipline skills are therefore very essential because the general school and classroom discipline is dependent upon him or her (Okumbe, 1998). The head teacher plays an important role in managing discipline in that he monitors and maintains the behavior policy and classroom activity, being felt around the school in all the activities happening and dealing with staff which are all part of the management functions (Darling-Hammon & Lieberman, 2013). The head teacher also oversee the evaluation of pupils, promotes welfare of pupils and staff, overall organizer and supervisor of all school activities and responsible for improving and maintaining the school standards (Jelly, Fuller & Byers, 2013).

Okumbe (2007) indicates that despite the acquisition and application of theoretical skills, educational managers are still faced with challenges of non- adherence to the set discipline standards of their schools from pupils, teachers and support staff. This implies that school head teachers, deputy head teachers and teachers should use appropriate disciplinary actions to maintain school standards in order to achieve the school set goal. Simatwa (2012) in a study on management of discipline observed that head teachers, deputy head teachers and teachers used a wide range of methods in managing pupils' discipline in schools. They included: suspension, physical

punishment, detention, reprimanding, kneeling, guidance and counseling among others.

In Kenya, corporal punishment was used as a method of discipline management and it dates back in the colonial era and is culturally acceptable among various communities (Maina & Sindabi, 2016). It was introduced under Legal Notice No 40 of 1972. Human Right Watch (1999) noted that pupils were caned for; making noise, truancy, bullying, fighting, stealing, rudeness, leaving the classroom or school when the teacher is away. Other forms of punishments include: pupils forced to kneel for long periods, physical labour like digging trenches, slashing grass or uprooting tree stumps, cleaning the school toilets and others made to run around the school compound repeatedly (Busienei, 2012).

Corporal punishment was banned in schools following the United Nations Convention on the rights of the child (Zolotor & Puzia, 2010). The convention has been ratified by almost every nation in the world including Kenya (Gershoff & Bitensky, 2007). The first state to abolish corporal punishment in the United States was New Jersey in 1867 and the second was Massachusetts years later in 1971. In Kenya corporal punishment was banned the year 2001 through Legal Notice No. 56 of 2001 (Kalipa, 2015). This was after the good intentions with which the government introduced corporal punishment in schools waned off and the teachers transformed the cane into an instrument of terror and brutality. Ajowi and Omboto, (2013) observes that pupils lost their lives as the teacher brutally applied the cane on them and others suffered irreparable psychological damage.

The policy of outlawing of corporal punishment was also a major educational change which required planning by the ministry of education. The Tiwari (2014) argued that outlawing corporal punishment would create avenue for indiscipline because it was used as a major way of controlling discipline in pupils, who avoided cases of misbehavior in order to avoid punishment. Teachers also feel they have been completely stripped of their powers and have no control over their pupils. The government through the Ministry of Education identified guidance and counseling programmes and services as a comprehensive alternative disciplinary mechanism for

schools (Kavula, 2014). Other methods included giving rewards to pupils, depriving pupils of privileges, enforcing classroom rules and making parents face up to their responsibility so that there can be discipline in schools. Despite the use of these alternative methods, the disciplinary cases are yet on rise MOEST (2005). Bitu (2015) attributes this to the ban of corporal punishment. Most schools also lack the facilities to carry out guidance and counseling, for instance have no rooms where guidance and counseling can take place and those that have rooms sometimes they are situated in areas where pupils feel embarrassed to seek the services. Most teachers also have little training in guidance and counseling (UNESCO, 2012). Busienei (2012) in a study on behavior management in Eldoret observed that cases of indiscipline have not reduced in school with the use of alternative methods.

Mukiri (2014) in a study on pupils discipline in Nairobi found out that in traditional society the question of children discipline was a joint effort for all members of society. That has changed since most children go to school from a very early age and therefore spend most of their time away from their parent. The parents are also busy making money thus the issue of discipline is mostly left to the teachers. Magana, (2009) in a study also observed that children were left and cared for by househelps who cannot instil discipline in the children. This implies that parents don't control the behavior of their children therefore children can learn undesirable behaviour and continue to practice them since no one is controlling them. Mihindou, (2011) noted that when children walk into the school they bring with them ambitions, pressure, expectations, physical and mental strengths and weakness, sometimes abuse, insecurities, stress and other problems. Lowry (2015) observed that problems like poverty, separation and divorce, stress, lack of basic needs among others will manifests themselves in the behavior of pupils in schools. Such problems pose a challenge in management of discipline.

Ngari (2014) in a study found out that prolonged conflict and hostility between parents and guardians may have a negative impact on children. Marital psychological abuse is a risk factor to children's socio-emotional and behavior which may be taken to school. (Karuke, 2012) also found out that negative family environment contributes to behavior problem in children. This is because the family is the basic unit in which

children learn values that guide their behavior throughout their lives. Pupils whose schools are located in areas with criminal activities may display the same in schools thus posing a challenge in management of pupils discipline in schools (Ngari, 2014). Poverty in the home can also tempt children to acquire vices such as stealing as they try to cope with life challenges (Magana, 2009). These children may bring such vices to school thus posing a challenge in management of pupils discipline in schools. When parents fail to meet learner's basic needs as stipulated by Maslow's hierarchy of needs (1970) the children are not motivated to learn and may result to abusive behaviour since their needs are not satisfied to the required extent (Kagama and Kagoiya, 2018). This implies that lack of basic needs may lead children to develop undesirable behaviour as they try to meet the needs

According to Luiselli (2010) many pupils attending public schools exhibit discipline problems such as disruptive classroom behavior, bullying, and violence. Gofrey Oundoh (2017) reported that five female teachers at Kirimoni Primary school in Samburu were ambushed and beaten up by pupil in class six who were armed with clubs and machetes. Another case happened at Chalbi boys' high school in Marsabit where students stormed the staffroom and attacked six non-local teachers, injuring two of them seriously (Mwendwa, 2018). This implies that schools are still faced with indiscipline cases and the current methods used in management of discipline may not be effective thus leaving teachers in a dilemma of management of discipline. According to Murage (2014) there is a breakdown of traditional ties due to urbanization, formal education and white collar jobs which has resulted to individualism. The society is no longer concerned about the welfare of the child. The management of discipline is left to the teacher who is also busy with other school activities therefore raising indiscipline generation in the modern society. This may pose a challenge in management of pupils' discipline. Kagama *et al.* (2018) in a study observed that lack of discipline among learners is a reflection of values and morals of their society. If there is no social order in the society it will be reflected in the school. This therefore implies that if there are social problems like crime and drug abuse in the society they are likely to be taken to school by learners thus posing a challenge in management of pupils discipline. The ministry organized a refresher course for head teachers and their deputies in administration. The cabinet secretary did not include the

teachers who are also involved in management of discipline and most of the indiscipline cases take place in the classroom, it is expected therefore that the teachers might face various problems in management of discipline.

According to the Kenya's National Agency for Campaign Against Drug Abuse (NACADA) survey of 2012 the drug abuse age has gone down to 10 years of age (NACADA, 2012). This implies that pupils in primary schools are also using drugs since 10 year of age is the age of children in class six. NACADA as cited by Olson, (2015) shows that pupils are being used in trading drugs and many adolescents are using drugs out of frustration, curiosity, poor academic achievement and dysfunctional families; this poses a challenge in management of discipline because even In school some teachers use drugs thus leaving the pupils with no role models to emulate and also at times the teachers may not know how to counsel and help such pupils. It is for these reasons that this study investigated the challenges in management of pupils discipline in public primary schools of Imenti South, Meru County.

1.2 Statement of the Problem

Management of discipline involves the management of learners' behavior within and outside classroom. Management of discipline is important because it ensures the learners display acceptable behavior and follow set rule and regulations, this helps to create a positive learning environment and smooth running of school activities. Management of pupils' discipline has continued to face challenges due to emerging issues like drug abuse by pupils since research shows that the drug abuse age has gone down to 10 years, other pupils indiscipline behaviours include; fighting, bullying, lateness, absenteeism and drug trafficking. Observation by stakeholders on emerging cases and causes of indiscipline is that the emerging cases of indiscipline bring with them new challenges in management of pupils' discipline. It is for this reason the researcher sought to establish the challenges in management of pupils discipline in public primary schools of Imenti South Sub-County, Meru County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the challenges in management of pupils discipline in public primary schools of Imenti South Sub County, Meru County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To determine the school based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County.
- ii. To investigate the home based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County.
- iii. To establish the cultural based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County.

1.5 Research Questions

This study sought to answer the following research questions:

- i. What are the school based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County?
- ii. What are the home based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County?
- iii. What are the cultural based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County?

1.6 Significance of the Study

The findings of this study can be used by the curriculum developers, policy makers, school administrators, teachers, parents and researchers when dealing with matters of discipline. The findings of this study can help the curriculum developers to design policies that may cater for the challenges faced in management of pupils' discipline so that the school managers can manage pupils' discipline well irrespective of the challenges faced. The findings may act as a guide to school administrators, teachers and parents on their role in managing pupils' discipline. The policy makers may also use the findings to come up with intervention measures in order to eliminate the

challenges faced in management of pupils' discipline. The study may also provide a base on which other research might be carried on.

1.7 Scope of the Study

The study was conducted in public primary schools of Imenti South Sub-County, Meru County. The respondents were the head teachers, deputy head teachers and Curriculum Supporting Officer. The study addresses challenges faced in management of discipline in public primary schools. The study focused on school based challenges, home based challenges and cultural based challenges in management of pupils' discipline in public primary schools of Imenti South Sub-County.

1.8 Assumptions of the Study

The researcher made the following assumptions;

- i. The respondents gave honest responses because the researchers assured them that the information they gave would purely be used for academic purpose only.
- ii. The respondents were able to identify the school based, home based and cultural based challenges faced in management of pupils' discipline since they had experience.

1.9 Limitation of the Study

The respondents were reluctant to respond to the questionnaires because there was no benefit to be gained.

1.10 Operational Definition of Terms

The following are operational definitions of terms which will be used in the study.

- Challenge:** Obstacles that may be experienced or faced while managing pupils discipline in school. They are those problems that may arise and prevent the school from managing pupils' discipline.
- Cultural based challenges:** These are problems that arise as a result of the taboos and beliefs in the culture and have negative impact on the children and which the pupil may carry to school thus posing a problem in management of pupils' discipline.
- Discipline:** Refers to acceptable behaviours and orderly actions which when not present may cause challenges in management of pupils discipline.
- Home based Challenges:** These are problems that arise from the home environment and are displayed in school by the pupils thus posing a problem in the management of pupils' discipline.
- Management:** It refers to how an institution organizes itself by setting the objectives and laying down strategies to ensure that the set objectives of the school are achieved.
- Management of pupils:** This is ensuring that pupils adhere to the set rules and regulations in the school so as to enable smooth running of school activities.
- Primary:** Refers to early bases of education with classes from one to eight.
- Public:** Concerns the people as a whole or entire society.
- Pupil:** Refers to a person who is being taught in primary school or school going children who are still in primary level.
- School:** An institution for educating children which has got set rules and regulations to be followed and goals and aims which the members strive to achieve

School based Challenge: These are problems that arise from the school set up and affects the school management of pupils' discipline.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of Management

Management is a system of working with individuals for the purpose of achieving the required goal, mission or strategic objectives of an organization (Kithure, 2007). Management is working with available resources through individual and groups to accomplish organizational goals. Management involves the process of setting and achieving the goals of organization through the functions of management which are: planning, organizing, controlling and evaluating the performance of the members of an organization (Kithure, 2007). Management can also refer to the person who performs the act of management. According to Okumbe (2003) management evolved as a result of man's desire to have things done the right way. One main contributor to management is Fayol (1916) whose principles of management are still being used. Management elements include planning, organization, controlling, communication and decision making (Florence, 2009).

Management is important because it ensures the learners display acceptable behavior and follow set rule and regulations, this helps creates a positive learning environment and smooth running of the school activities (Gretty, 2009). Management encourages hard work and productivity in individuals making it possible to monitor progress for achievement of goals (Florence, 2009). Management also unites people as they work and share available resource for a common goal and develops a relaxed healthy working environment which leads to positive results (Florence, 2009). Effective school management involves a whole school approach that provides respect for all members of the school community. There is also need for the school to work in partnership with parents in the management of pupils discipline (Ong'era, 2007). This will ensure that parents are involved in moulding the discipline of their children. It also notifies parents of their children behavior at school.

Proper management is required in all areas of educational institutions and to ensure this the Ministry of Education offered diploma education management to the head teachers in public primary school, the purpose of the course was to equip the head teachers with knowledge and skills to enable them offer quality services in the schools (Republic of Kenya, 2011). The school managers in primary school needs to be aware

of the challenges facing the management of schools and come up with ways of addressing them (Kamau, 2010).

2.2 Management of Pupils' Discipline in Public Schools

Discipline is a system of training of mind and character so that the individual is guided to make reasonable decisions in a responsible manner. Discipline should lead to obedience, self- control and the development of an attitude of cooperation and being accountable for one's behavior and action (MOE & HRD, 1999). Discipline is widely acknowledged to be essential for creating a peaceful school climate thus leading to sound academic performance. It is a basic requirement of successful teaching and learning in schools and necessary for effective school management and accomplishment of its goals (Odoyo, Odwar & Kabuka, 2016). Discipline is the administrative action taken by education managers to encourage employees to follow the standards, rules and organizational expectations (Okumbe, 1999). Ouma, Simatwa and Semen (2013) maintain that discipline is an important component of human behavior that without it an institution cannot function well towards the achievement of its goals. It is one of the main attributes of effective school, (Agbenyega, 2006).

According to Okumbe (2001) discipline is the epicenter of success of a school and all members of a school are expected to adhere to various standards. Discipline is important to any school because it helps in effective school management and accomplishment of its goals (Odoyo, Odwar & Kabuka, 2016). Kindiki (2009) observed that discipline is a contemporary problem that if not handled properly may affect the running of the school and achievement of its goals. However, according to Luiselli (2010) many pupils attending public schools exhibit discipline problems such as disruptive classroom behavior, bullying and violence. For instance With peer pressure, pupils may take drugs like alcohol and tobacco. NACADA, (2012) shows that pupils are being used in trading drugs and many adolescents are using drugs out of frustration, curiosity, poor academic achievement and dysfunctional families; this poses a challenge in management of discipline because even in school some teachers use drugs thus leaving the pupils with no role models to emulate and also at times the teachers may not know how to counsel and help such pupils.

Gofrey Oundo (2017) also reported that five female teachers at Kirimoni Primary school in Samburu were ambushed and beaten up by pupil in class six who were armed with clubs and machetes. This implies that schools are still faced with indiscipline cases and the current methods used in management of discipline may not be effective thus leaving teachers in a dilemma of management of discipline.

Management of discipline involves the skillful control and guidance of pupils in order to achieve the school's desired outcomes (MoE & HRD, 1999). Management of discipline also involves the management of learners' behaviour within and outside the classroom (Adam, 2003). Effective management of discipline is about developing proactive ways to prevent problems from occurring while creating a positive learning environment (Gretty, 2009).

According to Mutua and Thinguri (2014) the primary school management approach towards management of pupils discipline should be an educative one aimed at helping pupils develop intelligence, understand their behavior and the impact of their behavior towards others. In primary school the head teacher is responsible for the overall management of the school (Education Act, 1968). The head teacher is accountable for all the activities that take place in school. The head teacher's functions include: development of behavior guidelines, ensuring the teaching staff has suitable training and resources to support the policy, monitoring and maintaining the behavior policy and classroom activity among others (Chaplain, 2003). The head teacher is indirectly involved in setting the school rules and regulation as well as the punishment to be given if one goes against the set rule. This implies that the head teacher plays an essential role in managing pupils' discipline. The head teacher is assisted by the deputy head teacher, teachers and prefects to manage pupils discipline.

Okumbe (2003) observed that the head teacher should be in a position to set out goals and develop objectives of the school and determine the achievement of these goals and objectives. Pupils should be involved in the formulation of rules and regulations so that they can own the enforcement of the set code of conduct (Chaplain, 2003). For a school to successfully achieve the discipline objectives all the school stake holders are required to adhere keenly to the different behavior patterns of the school

(Okumbe, 2007). The head teacher is however faced by the challenges of non-adherence of the set discipline objectives (Okumbe, 2007).

Despite the role of the head teacher Nyaga (2013) observed that 80% of the head teachers had not attended in-service training on management of pupils' discipline. Mukindi, (1999) also noted that most of the head teachers had been picked from the classroom and promoted as school managers. Lack of training affects the management of educational institutions adversely including management of pupils discipline (Nyaga, 2013). In the class room the teachers have a great role in management of discipline to ensure they achieve the desired behavior (Karuri, 2015) however teachers find it difficult to enforce discipline particularly after the abolishment of corporal punishment (Karuri, 2015).

In a study Nyaga (2013) pointed out that the banning of corporal punishment with weak guidance and counseling programs in schools has posed a challenge in effective management of pupils' discipline. This is because teachers have become very cautious so as to avoid being accused of assaulting the pupils. Teachers are afraid of taking any disciplinary action to the pupils hence escalating the problem of discipline cases Kilonzo (2013). This implies that the pupils may develop indiscipline cases since they know their rights protect them and that teachers will not give them any corporal punishment.

After the ban of corporal punishment the government of Kenya implemented measures to curb indiscipline cases in schools. Some of the measures include Guidance and counselling, good classroom management, effective teaching methods and involvement of learners in making school rules (MOEST, 2005). In spite of all the efforts teachers have been reported on several occasions having used corporal punishment (MOEST, 2005). This implies that the intervention measures may not be working in dealing with discipline thus posing a challenge to management of pupils discipline. According to Ondieki (2018) there is need to strengthen the use of alternative punishment measures. He further notes there is need to train teachers through manuals and module provision to properly in service teachers on management of pupils discipline. To improve the effectiveness of administrators in the

management of schools the ministry organized a refresher course for head teachers and their deputies in administration. The cabinet secretary did not include the teachers who are also involved in management of discipline and most of the indiscipline cases take place in the classroom, it is expected therefore that the teachers might face various problems in management of pupils' discipline.

2.3 School Based Challenges in Management of Pupils Discipline

Children spend most of their time of the day in school. The purpose of a school is to provide children with equal opportunities for learning. A school ensures that all pupils are provided with harmonious environment where they can learn and realize their potential. Discipline is therefore needed to ensure the school is able to provide effective learning (Karuri, 2015). The school can achieve this purpose through the knowledge and dedication of teachers Odhiambo (2005). The head teacher should therefore manage the teachers by motivating them, delegating duties and responsibilities, orienting the new staff members, counsel and give advice and provide the teaching materials among others (Njuguna, 2015), but with increased number of pupil as a result of free primary education teacher-pupil ratio is likely to rise resulting to increased work load for teachers (Njuguna, 2015). This is likely to pose a challenge to the head teacher whose duty is to ensure that the quality of education is not compromised as well as management of pupils.

Simatwa (2012) in a study on management of discipline observed that head teachers, deputy head teachers and teachers used a wide range of methods in managing pupils' discipline in schools. They included: suspension, physical punishment, detention, reprimanding, kneeling, guidance and counseling among others.

Nyaga (2013) in a study observed that there were inadequate classrooms facilities to cater for high enrollment of the pupils in the schools. This implies that the classrooms lack good learning atmosphere hence leading to poor class control and making it critical for pupils' management. When pupils are overcrowded in their sitting positions it makes it difficult for the teacher to move around the class and monitor their behavior fully, even for committed teachers because the ability to retain control over the classroom is diminished in the face of large classes (Human right watch,

1999). This implies that overcrowded classes may encourage indiscipline cases and pose a challenge in management of pupils discipline because the teacher cannot deal with all the learners at the same time. Individual attention to each learner may be difficult. On the other hand when learners are put in an environment that restricts their movement and has no appropriate teaching and learning materials, they are unable to explore learning. This may lead to behaviours such as disruptive behaviours, attention seeking, and truancy among others (Biggs, 2011) all of which can pose a challenge to the management of pupils' discipline.

In the classroom teachers have a leading role to play in the management of pupils' discipline since most of the indiscipline takes place in the classroom (Karuri, 2015) however, teachers find it difficult to enforce discipline after the abolition of corporal punishment. Kilonzo (2013) observed that after the outlawing of corporal punishment in schools, teachers became very cautious so as to avoid being accused of assaulting the pupils and put themselves to problems with the law. Teachers are afraid of taking any disciplinary action to the pupils hence escalating the problem of indiscipline in schools. This may pose a big challenge in management of pupils' discipline in schools. After the outlawing of corporal punishment the head teachers and teachers did not undergo any in-service training on alternative methods of disciplining the pupils which may also contribute to the challenge of management of pupils' discipline (Nyaga, 2013).

The structures for providing guidance and counselling in schools are still very weak and they may fail to adequately fill the gap left after the outlawing of corporal punishment (Republic of Kenya, 2005). This implies that teachers may be finding it difficult to deal with the indiscipline cases in school since the alternative methods of discipline still are inadequate. This leaves the teachers with a challenge when managing pupils' discipline. On the other hand introduction of free primary education (FPE) in 2003 led to rise in enrollment. Increased enrollment overstretched school resources and provision of quality education (MoEST, 2005, 2014). This implies the teachers may be facing a challenge in management of pupils discipline due to the large numbers. For a school to achieve its discipline objectives all the school stakeholders are required to adhere keenly to the different behavior patterns of the

school however the head teacher face the challenge of some stake holders not adhering to the set discipline objectives (Okumbe, 2007) which may pose a challenge in management of pupils' discipline.

The teachers conduct is an important element of the school ethos and behavior of pupils. According to Kilonzo, (2013) the teachers are also supposed to be role models to the pupil because pupils learn through observation and imitation but in many schools some behaviours exhibited by some teachers may lead to pupil indiscipline. This is because learners learn by observation and imitation (Bandura,) and may emulate the example of the teachers. Teachers who use provocative language or behavior may create a poor relationship between them and the learners which may make the learners behave negatively (Ong'era, 2007).The teachers may also lose their respect and authority hence lacks no command of power which may pose a challenge in management of pupils' discipline.

According to Louis (2017), the teacher influences character formation of learners. For instance a teacher can influence pupils negatively if he uses ineffective teaching approaches, shows little attention to learners, gets to class unprepared, comes late to class, does not have leadership and authority to discipline the pupils. The pupils may emulate these negative ways thus undesirable disruptive behaviour which may pose a challenge to management of pupils discipline.

Most of the head teachers are also not inducted to the administrative job when they are appointed to take up the role of head teacher therefore management of pupils may become an administrative challenge (Nyaga, 2013; Kilonzo, 2013) agrees with Nyaga, (2013) that inappropriate knowledge on the side of head teachers may pose a challenge in management. In Kenya, school administrators encounter various challenges while enhancing discipline both legally and in practice (Thinguri & Mwaura, 2015). The Ministry of Education organized a refresher course for head teachers and their deputies in administration (Bundo, 2012). Most of the head teachers and deputy head teacher who attended the course never covered the area of pupil behavior management (Nyaga, 2013). This therefore implies that head teachers may be facing the challenge of management of pupils' discipline since they may be lacking

knowledge in effective management of pupils' discipline thus posing a challenge to management of pupil's discipline.

Most of the studies that have been conducted in this area of discipline such as Odhiambo (2005), Nyaga (2013) and Kilonzo (2013) have remained such as silent on the effects of school based challenges faced in management of pupils discipline in public primary schools of Imenti South Sub-County. For instance, Okumu (2014) focused on investigating factors influencing indiscipline among student in public day schools in Makadara District, Nairobi County. Ngere (2014) focused on effects of drug and substance on discipline among primary school pupils in Kamukunji division, Nairobi County. Ngwokabuenui (2015) study focused on students' indiscipline: types, causes and possible solutions using the case of secondary schools in Cameroon. This study will therefore seek to establish challenges faced in management of pupils' discipline in public primary schools of Imenti south Sub-county.

2.4 Home Based Challenges in Management of Pupils Discipline

Home is important because it provides the first context for learning; language and mental skills, emotional and moral values as well as gender identity of a given culture (Mumbi, 2002). At home the parents are models and symbols of truth to be imitated by their children. The parents behavior and home environment, influences a child's behavior and response to formal school system because parents are the initial teachers. From parents children learn social skills and respect for authority among others, (Sifuna *et al*, 2006). According to Olaitan, Mohammed and Ajibora (2013) parents are very important in creating a health learning environment and lack of parental involvement is a major cause of disciplinary problems. A home characterized by quarrels and disagreements may have a negative effect on the child. Parents in such a relationship tend to direct negative behavior at their children who have a high chance of developing anti-social behaviours (Mumbi, 2002). Parental neglect which may be caused by very big families or poverty has also been identified as a factor associated with increased pupils' strikes and protests, (Murage, 2014). This is because child neglect may lead to development of emotional problems and the children also lack proper guidance on the right values hence discipline problems.

Adolescents may give in to peer pressure and manifest undesirable behaviour that impact negatively about them (Johnson, 2012). With peer pressure, pupils may take drugs like alcohol and tobacco. This may further make them go against the school rules and become deviant to school authority (Johnson, 2012). Permissive home environments contribute to learner misbehavior (Kagama *et al*, (2018). This is because if parent spend little time with their children they are not able to monitor the behavior of their children hence the children may result to undesirable behaviour without the knowledge of the parents thus may pose a challenge in management of pupils' discipline.

Most of the pupils' misbehavior is rooted in a dysfunctional home life. When a pupil's family struggles with extreme poverty characterized by poor living conditions, lack of basic necessities, small or congested shelter may affect the way children relate to life (Ong'era, 2007). Pupils growing up in such conditions may develop behavior difficulties like aggression, extreme fear and lack of confidence in self (Ong'era, 2007). When parents fail to meet learner's basic needs as stipulated by Maslow's hierarchy of needs (1970) it may impact on the learners negatively since they are not motivated to learn and as a result may be involved in abusive behaviors like stealing, child labour, prostitution, hawking among others (Kagama *et al.*, 2018). Child neglect and abuse by family members, exposure of the child to dangerous criminal activities, violence, use of drugs all influences the behaviour of the children negatively (Adigeb & Mbua, 2015; Magwa & Ngara 2014)

According to Ong'era, (2007), children become emotionally unsettled when there are family problems such as parental divorce. Broken families, disorganized homes with unstable relationships in the family may result into stress and eventually yield to behavior difficulties such as depression and aggression (Ong'era, 2007). Parents have a responsibility of instilling discipline in their children through guidance and counseling in the process of socializing children at the family level because good behavior is founded on positive parenting (Kilonzo, 2013). Failure of parents to communicate standards of behaviour or societal expectations to their children may lead learners in disruptive behavior since the children are not aware of what is expected of them (Magana, 2009). This implies that if parents fail in their duty to

mould the behavior of their children then they are likely to bring these behavior problems with them when they come to school and this may pose a challenge to management of discipline.

When parents put undue pressure on their children through high expectations it may cause anxiety, fears and unhappiness in children thus affecting their discipline which may pose a challenge to management of pupils' discipline. Parents who use authoritarian parenting style, with very strict rules, prohibitions and punishments may cause low self-esteem, socially unassertive and frustration to children (Ong'era, 2007) this implies that these children may carry their frustration to school and exhibit negative behaviour thus posing a challenge to management of pupils' discipline.

Ouma (2013) in a study observed that boys in primary school were using alcohol and went to school drunk since alcohol was brewed in their homes. The parents did not control their children when at home hence children developed habits which made them truants and disobedient. Other parents did not provide their children with basic needs thus forcing them to steal while other pupils were coming to school late since they were being engaged in domestic chores in the morning and others had to attend to their sick parent who were already infected by HIV/AIDS before attending school (Ouma *et al.*, 2013). This implies that the children coming from such homes may develop emotional problems as well as discipline problems thus posing a challenge to management of pupil's discipline. According to Mbiti (2009) drug abuse and trafficking, family breakdown and others practices may lead to act of lawlessness to a great extent thus influencing school discipline in a negative way.

Ngari (2014) in a study found out that prolonged conflict and hostility between parents and guardians may have a negative impact on children. Marital psychological abuse is a risk factor to children's socio-emotional and behavior which may be taken to school. (Karuke, 2012) also found out that negative family environment contributes to behavior problem in children. This is because the family is the basic unit in which children learn values that guide their behavior throughout their lives. Pupils whose schools are located in areas with criminal activities may display the same in schools thus posing a challenge in management of pupils discipline in schools (Ngari, 2014).

Poverty in the home can also tempt children to acquire vices such as stealing as they try to cope with life challenges (Magana, 2009). These children may bring such vices to school thus posing a challenge in management of pupils discipline in schools. When parents fail to meet learner's basic needs as stipulated by Maslow's hierarchy of needs (1970) the children are not motivated to learn and may result to abusive behaviour since their needs are not satisfied to the required extent (Kagema and Kagoiya, 2018). This implies that lack of basic needs may lead children to develop undesirable behaviour as they try to meet the needs hence posing a challenge in management of pupils' discipline.

The parents are also busy making money thus the issue of discipline is mostly left to the teachers. Mihindou, (2011) noted that when children walk into the school they bring with them ambitions, pressure, expectations, physical and mental strengths and weakness, sometimes abuse, insecurities, stress and other problems. Lowry (2015) observed that problems like poverty, separation and divorce, stress, lack of basic needs among others will manifests themselves in the behavior of pupils in schools. This implies that these problems may affect the children negatively thus they end up posing a challenge in management of discipline.

The studies that have been carried out on discipline many have focused on school environment as the only determinants of pupils discipline. These studies include (Okumbe, 2007; Ong'era, 2007 & Njuguna, 2015) therefore, this study will seek to address other factors such as home based challenges and cultural based challenges faced in management of discipline. Parental involvement in the discipline of the pupils at school helps develop positive self-esteem in the pupils hence less indiscipline cases (Garcia & Santiago, 2017, Masabo, Muchopa & Kuoth, 2017). This implies that if parents fail in their duty to get involved in the discipline of their learners they may develop undesirable behaviour thus posing a challenge to the management of pupils discipline.

2.5 Cultural Based Challenges in Management of Pupils Discipline

Children and their families are embedded in their culture that influences their behavior. Values and behavior norms are communicated to children through a variety

of cultural norms, demands, prohibition and models. The roles of men and women are determined by culture. The culture in which children are brought up exerts an influence on their social, emotional and behavioural development (Ong'era, 2007). Appropriate sex roles are learnt in the society and in turn the society expects males and females to behave differently (ong'era, 2007) for instance women are supposed to plait their hair and dress in skirt if they violate and wear trousers it may be regarded as indiscipline. Society impacts the school environment both positively and negatively and the school environment is mostly affected by what goes on in the society (Kilonzo, 2013). The community in which the pupils come from may be socially disorganised. If pupils come from a community where there is poverty, drug and criminal activities the pupils are likely to pick the vices (Peterson & Morgan, 2011: Gambo & Muktar, 2017).

Mukiri (2014) in a study on pupils discipline in Nairobi found out that in traditional society the question of children discipline was a joint effort for all members of society. That has changed since most children go to school from a very early age and therefore spend most of their time away from their parent. The parents are also busy making money thus the issue of discipline is mostly left to the teachers. The pupil behavior in school is greatly a reflection of values and practices of their society (Kilonzo, 2013) this implies that if there is no social order or good values in the society then the pupils will be indisciplined in school thus may pose a challenge in management of pupils' discipline. In the African culture, men are regarded as the stronger sex while women are regarded as the weaker sex (Ongera, 2007). For instance Godfrey Oundoh (2017) reported that five female teachers at Kirimoni Primary school in Samburu were ambushed and beaten up by pupil in class six who were armed with clubs and machetes. According to Godfrey Oundoh, 2017 the pupils ambushed the female teachers because according to their culture it is wrong for a woman to beat or punish a man. This implies that believes, values and taboos of a community influences the moral of the young and if they are negatively influenced they will carry it to school thus posing a challenge to management of pupils' discipline.

Some of the traditional cultural practice such as child marriages and circumcision influence children's behavior. When under age school going children are forced into marriage their learning and lives are affected for they are forced to behave like adults while those who undergo circumcision loose respect for female teachers and become disobedient and disrespectful to both teachers and other pupils (Ong'era, 2007). Older girls living in the coastal area were involved in casual sex work. Most of the girls were being encouraged by parents and relatives to get old white men who would pay the girls for the services (Karuke, 2012). This implies that school going girls are involved in premarital sex and are likely to bring the vice to school hence posing a challenge in management of pupils discipline. The gender roles of men and women are also determined by culture and the gender roles are learnt in the society and the society in turn expects males and females to behave differently therefore leading to stereotypic, negative self-concept and conduct disorders all which may lead to challenges in management of pupils discipline.

(Murage, 2014) in a study observed that there is breakdown of traditional ties which has resulted in individualism. The society is no longer concerned about the welfare of the children. The traditional values, norms and customs are no longer valued in the modern society. There is also influence of urbanization and foreign cultures on sexual behaviour which has led to sexual malpractice (Ong'era *et al.*, 2007). This breakdown of traditional ties is a contributing factor to discipline problems in schools since the discipline of the child is left on the teachers at school only. The teachers on the other hand are overloaded with academic work and have little time on disciplining children. Murage (2014) further observed that the frequent strikes and demonstrations in the nation for instance by teacher, lectures among others as they demand for pay rise and other rights may influence pupils in the schools negatively. The pupils may think that by demonstrating and going on strike is a way of cowing the headteacher to give in to their demands. A lawless community gives rise to unproductive members for the society as well as promoting disciplinary challenges to the school managers and teachers.

2.6 Theoretical Framework

This study was guided by the Path-Goal theory propounded by House (1974). The theory is based on the leader-follower concept. The path- goal theory is a process in which leaders select specific behaviours that suit their followers' needs and the working environment so that they may best guide the followers through their path daily activities. In the process, the leader may assume different types of behavior or different leadership styles which include directive, supportive, participative and achievement (House, 1996). The leader may clarify the path by directive where he or she informs the followers on what is expected of them in terms of how to perform a task and scheduling and coordinating the work. This way the follower is well informed of what is expected of him or her.

The path- goal theory therefore suites this study because in school the headteacher and teachers are the leaders and can direct learners on what is expected of them hence reducing cases that arise as a result of lack of knowledge on what should be done. The leader can also make the work and the environment conducive by being supportive so as to make the work pleasant; however in the school context if the leader fails in supporting it may pose a challenge in management of pupils discipline since the learners may not be aware of what is expected of them. When the leader is friendly and approachable the followers are likely to seek assistance when faced by challenges. The followers may open up and this way their problems are understood and solved. The school therefore should create a friendly environment where learners are free and open in what affects them and failure to do so may pose a challenge in management of pupils' discipline.

The leader should also consult other members when making decision so as to come up with an informed decision. When other members are involved in making decisions they are likely to abide and own it. The school should therefore ensure effective communication channel so as to make proper decision and also understand the problems in the school. The path is not always smooth, it has got obstacles or challenges and in removing the blocks on the way the leader may set challenging goals for the followers and show confidence in their ability to overcome the challenges. The leader can achieve this through motivating the followers by either

encouraging them or by giving them rewards. The leader should therefore understand his or her followers so as to know how best to motivate them. The motivation helps the followers to remain focused which will help them succeed. If the leader fails to motivate and encourage the learners it may have negative effect. The theory also assumes that behavior of children comes as a result of children imitating the leaders leading them as they behave or act in a certain way. These leaders leading the children path provide examples to be imitated by the children therefore the behavior displayed by the leaders is likely to be seen in the children. If the leaders display negative behaviours the children will behave negatively leading to challenges in management of pupils' discipline, whereas if they behave positively the children are also likely to behave in a positive manner. The school should motivate its members and provide role models to be emulated.

The theory relates the leader's behavior with motivation, performance and the satisfaction of the followers. The leader defines the goals, clarifies the path so that the followers can know which path to go or follow. The path-goal indicates that effective leadership encompasses identification of the most suitable leadership behavior in various situations (House, 1996). In the school the head teacher, deputy head teachers and teachers' acts as the leaders and the pupils are the followers. Their ability to recognize the appropriate leadership behaviours is important. It is therefore important for the leaders to identify the leadership behaviors suited for their followers.

Management of discipline is essential for creating a positive learning environment (Burden, 2016). This can be achieved by display of leadership styles. The leaders can set high discipline standards in school to be followed by the pupils in order to create a peaceful school climate. The leaders can reduce the obstacles like lateness, bullying, fighting, drug trafficking and absenteeism which poses a challenge to management of discipline. The leaders can guide and support the pupils by being role models failure to which it may pose a challenge in management of discipline.

At home the parents are the leaders to be followed and be imitated by their children. The parents should therefore display values and behaviour which will motivate children in doing the right thing. Home environment influences a child's behaviour

and response to formal school system (Sifuna et al, 2006). Parent can achieve this by removing unpleasant situation in the environment of the children. For instance they can avoid quarrels and fights in the presence of their children. They should also remove and discourage disrespect and disobedience through simple punishment and correcting their children when they do wrong. If the parents fail in this it may lead to indiscipline of their children. Failure of parents to communicate standards of behaviour or societal expectations to their children may lead learners in disruptive behaviour (Magana, 2009). The children may carry the problem at school thus posing a challenge to discipline management.

At the cultural level the people in the community are the leaders to lead the path of the children. The community should ensure that its members are upholding the set norms and values because this is what governs the behavior of the people in the community and if they fail to achieve this it may pose a challenge in management of pupils discipline since the pupils may carry the vices to school. The pupil behaviour in school is greatly a reflection of values and practices of their society (Kilonzo, 2013). The community can also lead its members in carrying out activities that encourage and support healthy relationship and teamwork. This can be achieved through community development projects and communal work. If the community does not achieve their role it may pose a challenge to management of discipline.

2.7 Conceptual Framework

Conceptual Framework refers to a hypothesized model of pointing out the theoretical approach under the study plus the relationship connecting the dependent and independent variables to be tested in the study (Mugenda & Mugenda, 2003).

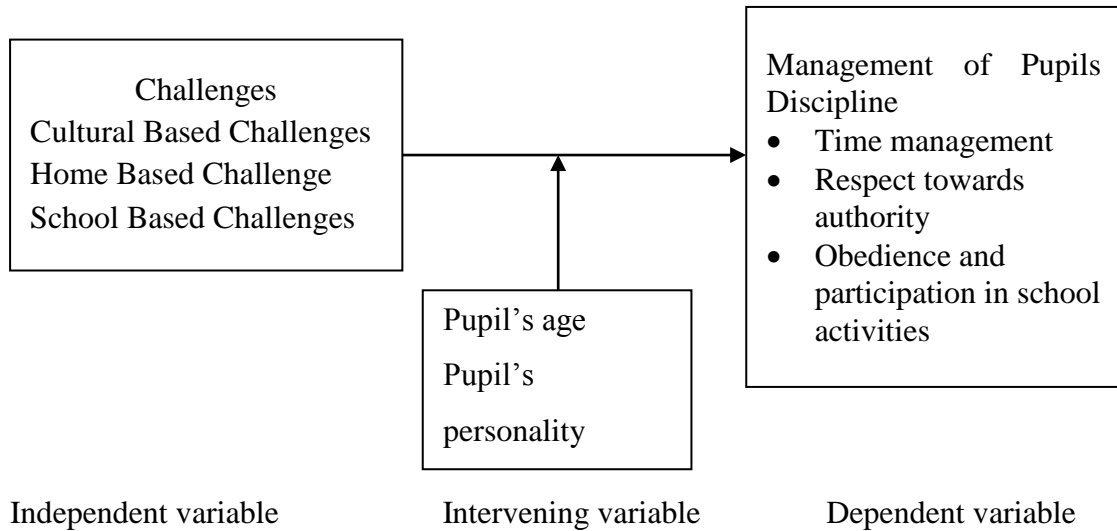


Figure 1. Challenges in Management of Pupils' Discipline in public primary schools

The independent variable is a variable that a researcher can manipulate so as to determine its effect on another variable. Challenges were the independent variables which included; school based factors, home based factors and cultural based factors. Management of pupils discipline was the dependent variable which attempt to indicate the total influence arising from the effects of the independent variable. These included; time management, respect towards authority, obedience and participation in school activities. The intervening variables, which may influence a study without the researcher being aware of, include; pupils' personality and pupils' age. The independent variables were manipulated by the researcher that determined their influence on the dependent variables. The independent variable influences dependent variables to change either way (positively or negatively)

CHAPTER THREE METHODOLOGY

3.1 Location of the study

The study was conducted in public primary schools in Imenti South Sub-County, Meru County. The sub-county had 122 primary schools in total, out of which respondents were drawn from 20 schools, which were sampled. The area was chosen because there have been cases of indiscipline such as fighting, bullying, lateness, absenteeism and drug use, (Citizen Report Card on Service Delivery in Public Primary Schools, 2018). There is also need to address a concern raised by the education officials about indiscipline cases in public primary schools (Education Officer, Imenti South Sub-County, 2017).

3.2 Research Design

Research design is a guide to help the researcher in collecting, analyzing and interpreting observed facts (Orodho, 2004). The study adopted descriptive survey design. Descriptive survey design seeks to obtain information that describes existing phenomena by asking individuals about their perceptions (Mugenda & Mugenda, 2003). It also determines and reports things the way they are. Descriptive research design was ideal because it does not involve modifying the situation but rather adopts to natural setting. It involves acquiring information about a certain segment of the population and getting information on their characteristics, opinions or attitudes (Orodho, 2003). The design was suitable for the study because it allowed the researcher to collect facts on challenges faced in management of discipline in Imenti South Sub- County, Meru County.

3.3 Population of the Study

The target population was 1,291 comprising of teachers and Curriculum Supporting Officers (CSOs) in Imenti South Sub-County.

3.4 Sampling Procedures and Sample Size

According to Orodho (2006) sampling is a method used to select a number of individuals or items from a population giving opportunity to each associate to be chosen to make sure that the chosen set contains essentials or characteristics in the

entire set. According to Kathuri and Pals (1993), the general rule is to use the largest sample possible as it helps in learning about the population from which it is drawn. According to Kathuri and Pals the normal sample size for a population of 1,288 is 297. However for this study a sample size of 303 was taken to cover the attrition. The researcher used simple random sampling to select schools. The researcher used simple random sampling to select teachers from the selected schools to participate in the study since it ensures that each member in the population under study has an equal chance of being picked (Mugenda & Mugenda, 2003). Purposive sampling was used to select the deputy head teachers head teachers and the CSOs. Head teachers and deputy head teachers were purposively selected for the study because they are the immediate managers of discipline in a school and bearers of records of discipline of pupils which were used by the researcher to get accurate data for the study. The sampling procedure ensured that the researcher got 20 head teachers, 20 deputy head teachers, 260 teachers and 3 CSOs as a sample size of the study. The sample size is shown in Table 1

Table 1: Sampling Matrix

Category	Target population	Sample Procedure	Population
CSOs	3	purposive	3
Head Teachers	122	Purposive	20
Deputy Head Teachers	122	Purposive	20
Teachers	1,044	Simple Random	260
Total	1,291		303

3.5 Instruments

Research instruments are tools used by the researcher to help come out with information about the research. The researcher used questionnaires and interview schedule for data collection. The questionnaires were used to collect data from teachers, Head teachers deputy head teachers.

3.5.1 Questionnaires

Questionnaires are a set of printed questions for a purpose of generating information from the respondent. According to Mugenda and Mugenda (2003) questionnaires are easier to manage. Questionnaires were used to assemble information from a large diverse area (Kombo & Tromp, 2006). The researcher designed one set of

questionnaire; for the teachers. The questionnaires were divided into section: A, B, C D and E. Section A contained demographic information of the respondent, section B, C, D and E contained information based on study objectives. The sections comprised of closed and open ended items.

3.5.2 Interview Schedules

An interview schedule contains questions to be administered face to face by the researcher orally (Mugenda & Mugenda, 2003). The purpose of the interview was to find out the opinion of the people being interviewed. The interview schedule consisted of queries anticipated to assemble information on school based challenges, home based challenges and cultural based challenges on management of pupils' discipline. The interview schedule comprised of open ended items and was administered to the Curriculum supporting Officers (CSOs).

3.6 Piloting

Wierma (1995) notes that piloting helps to identify ambiguities and irrelevant items. Piloting was conducted in the neighboring sub-county Imenti central. A piloting sample is made up of 10% of the sample size (Maina, 2013). For this study the pilot sample was 30 respondents and piloting was carried out in Imenti Central Sub-County, because they have similar characteristics. 2 head teacher, 2 deputy head teachers, 25 teachers and 1 CSOs were involved. The piloting assisted the researcher in making corrections where necessary and noting inadequacies on the instrument designed. Piloting also assisted in checking the relevance, language used and to test the reliability of the instruments.

3.6.1 Reliability

According to Mugenda and Mugenda (2003) reliability is the measure of the degree to which a research instrument yields consistent results after repeated trials. A reliable instrument is one that produces consistent results when used more than once to collect data from the sample randomly drawn from the sample population (Orodho, 2009). The researcher obtained scores from a single test administered to a sample of subjects. A score obtained in one item was correlated with scores obtained from other items in the instrument. Cronbach's Coefficient Alpha was applied to assess reliability. A

reliability coefficient of at least 0.7 is acceptable for use. The results of the reliability test for the study variables used are indicated in Table 2.

Table 2: Results of the Reliability Test

Construct	Number of items	Cronbach's Alpha
Discipline Cases in Schools	11	.813
School Based Challenges	11	.657
Home Based Challenges	10	.828
Cultural Based Challenges	9	.793

Table 2 show that Cronbach's Alpha for Discipline Cases in Schools 11 items was 0.813. The 11 items were aggregated by taking their average to come out with Discipline Cases in schools. School based challenges 11 items indicated a Cronbach's Alpha of 0.657. The 11 items were aggregated by taking their average to come out with School Based Challenges. The Cronbach's Alpha for home based challenges comprised of 10 items was 0.828. Lastly the Cronbach's Alpha for the cultural based challenges that had 9 items was 0.793. All the constructs had a Cronbach's Alpha value above 0.6 which indicated adequate convergence or internal consistency.

3.6.2 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). Validity is the degree to which results obtained from the analysis of the data represents the phenomena under investigation. According to Patton (2002) establishment of content and face validity involves scrutiny, cross checking and inspection of research instruments and information to ensure accuracy, relevance and consistency of items in data collection. In this study, face validity was determined by use of appropriate font size, line spacing and logical arrangement of items and clarity of information. Face validity ensured respondents conveniently read, understood and responded to questions appropriately. The researcher ensured that the research objectives were adequately covered in the questionnaires to enhance content validity. Content validity refers to whether an instrument provides adequate coverage of a topic. The validity was ensured through the expert judgement from the supervisors of Chuka University. The instruments were reviewed and revised in line with the opinion given.

3.7 Data Collection Procedure

The researcher obtained an introduction letter from Chuka University which facilitated acquisition of research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The permit was presented to the Sub-County Director of Education (SCDOE), Imenti South Sub-county. The researcher then visited the selected schools and personally sought permission from the administration after which the researcher administered the questionnaires to all respondents; to be filled before collecting them back for data analysis. The questionnaires were distributed to the head teacher, deputy head teacher and teachers during break to avoid disruption of classes. The researcher took four weeks in data collection.

3.8 Ethical Issues

According to Orodho (2004) research is guided by rules and regulations which reduce conflicts and misunderstanding among researchers. The researcher should therefore observe the rules and regulation. In regard to this all respondents were assured of confidentiality on what they wrote on the questionnaire and that their identity was not to be revealed since they were not to write names on the questionnaire. The researcher assured the respondent that their identity would not be revealed since they would not write their names on the questionnaire. The researcher also assured the respondents that the information they gave was to be used purely for academic purposes only. The researcher administered the questionnaires outside lesson hours to avoid disruption of the learning process in schools. The researcher gave respondents enough time to complete the questionnaires.

3.9 Data Analysis

According to Orodho (2009) data analysis is the process of systematically searching and arranging field notes and data from the field with the aim of increasing one's own understanding of that data and enabling the researcher to present them to others. Questionnaires were checked to remove incomplete items and multiple entries. Data collected was coded by assigning a number to each answer in the question. Coded data was then transferred to a computer sheet prepared using Statistical Package for Social Science (SPSS) version 21 for the purpose of analysis. SPSS is the most

commonly used computer programme in educational research and is able to handle large amounts of data and its wide spectrum of statistical procedures purposefully designed for social sciences making it efficient.

The research yielded both qualitative and quantitative data. Descriptive statistics were used to analyze quantitative data which was obtained by use of frequency counts and percentages. Qualitative data was obtained from open ended questions which were organized into themes and were reported thematically in line with the objectives of the study. The results of data analysis were presented using frequency distribution Tables 3.

Table 3: Summary of Data Analysis

Research Questions	Independent variable	Dependent Variable	Statistical Method
i. What are the schools based challenges faced in management of pupils discipline in public primary schools of Imenti South Sub-County?	School based challenges	Management of pupils discipline	Frequencies Percentages Mean
ii. What are the home Based challenges faced in management of pupils discipline in public primary schools of Imenti South Sub-County?	Home based challenges	Management of pupils discipline	Frequencies Percentages Mean
iii. What are cultural based challenges faced in management of pupils discipline in public primary schools of Imenti South Sub-County?	Cultural based challenges	Management of pupils discipline	Frequencies Percentages Mean

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the key findings of the study and the results of data analysis. The general objective of this research was to determine the challenges in management of pupils discipline in public primary schools of Imenti South Sub County, Meru County, Kenya. The specific objectives were to determine the school based challenges, home based challenges, cultural based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County. The reviewed literature was linked with the findings of the study to enable data interpretation, drawing of implications and the recommendations for the study. Descriptive statistics were used to analyze the empirical findings. This chapter is outlined as follows: response rate, sample characteristics and then descriptive analysis under each of the study objectives.

4.2 Response Rate

Response rate refers to the number of questionnaires sent to the field divided by the number of questionnaires completed and returned. A total of 303 questionnaires were distributed and delivered to the respondents but only 293 questionnaires were filled and returned. This represented 96% response rate which is quite suitable to make a finale for the study. According to Mugenda and Mugenda (2003), a response rate of 50% and above is considered adequate for reporting and analysis, 60% good and 70% and above response rate is very good for data analysis and reporting.

Table 4 provides an illustration of the response rate by sub sector.

Table 4: Response Rate

Category	Target Sample	Number that Responded	Percentage
CSOs	3	1	33.33
Head Teachers	20	18	90
Deputy Head Teachers	20	18	90
Teachers	260	256	98.46
Total	303	293	96.69

In Table 4 results indicate that 33.33% of CSOs responded to the interview schedule this is because, the CSOs have to go to the field to monitor primary schools and attend

meetings, this made it difficult to find all the CSOs present in the office hence the 33.33% response rate. The response rate for headteachers, deputies and teachers was high with 90%, 90% and 98.46% respectively. Generally the overall response was 96.69%.

4.3 Demographic Data of the Respondents

Data was collected on the demographic characteristics of the respondents. Data analysis was based on the information provided by the respondents in the questionnaire. The data was sought on the age brackets, the teaching experience, the gender and the level of training of the respondents. The results are shown in Table 5.

4.3.1 Gender of the Respondents

The study sought to establish how the sample was spread out across gender. This was meant to determine the distribution of teachers across gender. The results are presented in Table 5.

Table 5: Gender of the Respondents

Gender	Frequency	Percent
Male	75	25.7
Female	217	74.3
Total	292	100.0

Information in Table 5 shows that, majority of 74.3 % were female and 25.7% were male. This implies that more women were engaged in the primary school teaching, compared to men. TSC should therefore launch programmes aimed towards encouraging more men to seek employment in the primary school teaching profession.

4.3.2 Age of the Respondents

The respondents were asked to indicate their age bracket. This was important as older people are expected to have more experience in the teaching profession. The results are presented in Table 6.

Table 6: Age of the Respondents

Age Bracket (In Years)	Frequency	Percent
24-36	32	11.0
37-46	104	35.6
47-56	113	38.7
57 And Above	43	14.7

Results in Table 6 indicated that, majority of the respondents were age 47-56 being 38.7% of the population. Those of ages 24-36 had the lowest number of respondents with 11%. This implies that, in Imenti South Sub-County, there is a higher percentage of the older generation teachers than the younger generation teachers. This is positive for this study since older teachers are expected to have more experience on the challenges in management of pupils discipline in public primary schools. However the TSC should launch programmes aimed at encouraging younger generation teachers to join the primary school teaching profession.

4.3.3 Teaching Experience in Years

This study sought to find out the years the respondents have worked as teachers. This was important since people who had worked for a longer period of time would have relevant information especially with regards to their experience of working in primary school teaching profession. The results are presented in Table 7.

Table 7: Teaching Experience in Years

Teaching Experience (Years)	Frequency	Percent
0-5	20	6.8
6-10	35	12.0
11-20	101	34.6
21,30 And Above	136	46.6

The results in Table 7 show that a majority of 46.6 % had worked for more than 21 years. Those that had worked for 11 to 20 years were 34.6% of the population; those that had worked for 6 to 10 years were 12% of the population. Only 6.8% had less than 5 years' experience. This implies that most primary school teachers had over 10 years of experience in teaching and are familiar with challenges in management of pupils discipline in public primary schools since have handled them for years.

4.3.4 Level of Training

The respondents were asked to indicate their level of education. This was important since education would affect their level of understanding of different aspect of challenges in management of pupils discipline in public primary schools.. The level of training is presented in Table 8.

Table 8: Level of Training

Level of Training	Frequency	Percent
Certificate	82	28.1
Diploma	121	41.4
Degree	85	29.1
Masters And Above	2	.7

The results in Table 8 indicate that majority of 41.4% had diploma education, 29.1% had degree education 28.1% had certificate education and only 0.7% had postgraduate education. This was good for this study since the respondents were knowledgeable to respond to the questionnaire.

4.4 Forms of Discipline Cases in Schools

Managing disciplinary issues is one of the most challenging aspects of teaching. This study was important as the smooth running of the school depends to some extent upon the level of discipline exercised by the pupils. This study sought to find out Forms of Discipline Cases in Schools. Descriptive statistics of percentages, mean and standard deviation were used to analyze the data. Results are presented in Table 9

Table 9: Forms of Discipline Cases in Schools

Item	NE	SE	N	G	GE	Mean
Bullying	27.4	68.5	2.7	1.4	.0	1.7808
Absenteeism	7.9	56.2	14.4	18.2	3.4	2.5308
Drug and substance abuse	56.2	38.0	2.7	2.4	.7	1.5342
Disrespect to school administration and teachers	32.2	51.7	7.2	6.2	2.7	1.9555
Violence	45.9	45.2	4.8	3.4	.7	1.6781
Lateness	12.0	65.8	13.0	6.5	2.7	2.2226
Stealing	19.2	68.2	7.9	2.7	2.1	2.0034
Truancy	14.0	67.1	12.0	5.5	1.4	2.1301
Making noise in class	8.2	58.6	18.8	10.3	3.1	2.4083
Fighting	22.9	66.4	8.6	2.1	.0	1.8973
Rudeness	29.5	51.7	12.7	4.8	1.4	1.9692
Average	25.04	57.95	9.53	5.77	1.65	2.01

From Table 9, it is seen that 27.4% of the respondents said there was no bullying while 68.5% of the respondents agreed that there were minimal (small extent) cases of bullying. Results further indicated that 2.7% of the respondents were neutral about the cases of bullying and another 1.4% said bullying was experienced in a great extent. On absenteeism 7.9% of the respondents said there were no cases of absenteeism. Majority of the respondent (56.2 %) further indicated that cases of absenteeism were experienced to a small extent. Another 14.4% were neutral about absenteeism while 18.2% said that there was great extent of absenteeism and 3.4% said absenteeism was experienced in a very great extent. Results indicated majority of the respondent (56.2%) agreed that drug and substance abuse cases were never experienced while 38% of the respondent said that there were few cases of drug and substance abuse. The results also indicated that 2.7% of the respondents were neutral while 2.4% said there was a great extent of drug and substance abuse and 0.7% there was a very great extent of drug and substance abuse cases. From the results it is evident that most of the respondents (51.7%) said that disrespect to school administration and teachers was experienced in a small extent while 32% of the respondents believed that there was no disrespect to school administration and teachers. Another 7.2% were neutral about school administration and teachers while 6.2% agreed that disrespect to school administration was experienced in a great extent and 2.7% said disrespect to school administration was experienced in a very great extent.

Results also indicated violence, was experienced in small extent (45.2%) while the other huge percentage said that there is no violence (45.9%). Those that said there is no violence amounted to 45.9% while those that said there is small extent were 45.2 % and the difference between the two extremes is 0.7% which is equal to those that said there was very great extent of violence. From the results, it was also found out that 4.8% were neutral concerning the issue of violence while 3.4% said there was great extent of violence. Also the study sought to establish the lateness aspect of which results showed that 12 % agreed that there was no issues of lateness while majority (65.8%) of the population under study said that there was small extent of lateness. It was also found out that 13% were neutral about this aspect, 6.5% said there was great extent of lateness while only 2.7% pointed out that there was very great extent of lateness. Now, as it pertains stealing, it was found out majority

(68.2%) of the respondents agreed that there was small extent of theft cases while the minority (2.1%) said there was very great extent of theft around the school setup. Additionally the results showed that 19.2% of the respondents said there was no cases of theft while 7.9 % of the respondents were neutral about this aspect, and finally but not the least 2.7% said that stealing was experienced in a great extent.

From the results, it was found out that 14.0% of the respondents said that truancy was not experienced in the school while majority (67.1%) agreed that there small extent of truancy in the school. It was also found out that the minority (1.4%) are the ones that said there was very great extent of truancy in the school while 5.5% said truancy was experienced in a great extent.12 % of the respondents were found to be neutral about the truancy matter. The results also showed that as far as noise making in class is concerned, majority (58.6%) agreed that there was small extent while 8.2 % of the respondents agreed that there was no noise making in class. Results also showed that 18.8 % of the respondents were neutral about noise making while 10.3% said that there was great extent of this variable and only 3.1% of the respondents who are the minority said that noise making in class was experienced in a very great extent.

Now from the results it was also found out that 22.9% said that there was no fighting while 66.4% of the respondents agreed that small extent of fighting cases existed. Additionally it was found out that 8.6% of the respondents decided to be neutral about this matter while 2.1% said that fighting was experienced in a great extent. None of the respondents said that fighting was experienced in very great extent. Now looking at the rudeness issue, results showed that 29.5% of the respondents said that there was no rudeness in the school while 51.7% agreed that there was small extent of rudeness. It was also found out from the results that 12.7% were neutral about this matter while 4.8 % of the respondents said that rudeness was experienced in a great extent, additionally the minority (1.4%) said rudeness was experienced in a very extent.

Further, the findings on bullying recorded a mean of 1.7808 which indicates that bullying was experienced in a small extent. Findings on absenteeism recorded a mean of 2.5308 which indicated that respondents were neutral on whether indiscipline cases of absenteeism were experienced in primary schools. Drugs and substance abuse

recorded a mean of 1.5342 which indicated that drug and substance abuse was experienced in a small extent. Results further indicated that disrespect to school administrators recorded a mean of 1.9555 which imply that this variable was experienced in a small extent. It was found out that violence recorded a mean of 1.6781 meaning that violence was experienced in a small extent.

Lateness registered a mean of 2.2226 indicating that it was experienced in a small extent as well. Stealing on the other hand recorded an average of 2.0034 indicating that it was experienced in a small extent too. Results further showed that truancy registered a mean of 2.1301 indicating that it was experienced in a small extent. Making noise in class registered a mean of 2.4083 meaning that it was experienced in a small extent. Analysis further showed that fighting recorded a mean of 1.8973 meaning that it was experienced in a small extent. Rudeness registered a mean of 1.9692 showing that it was experienced in a small extent.

Generally the results indicate that indiscipline cases were either never experienced or were experienced at a minimal or small extent. Generally majority of the respondents (57.95%) indicated that indiscipline cases were experienced at a minimal extent. further 25.04% of the respondents indicated that indiscipline cases were never experienced ,only 5.77% and 1.65% indicated that indiscipline cases were experienced in a great and very great extent respectively. However, even if majority of the primary school pupils are disciplined, few cases of indiscipline may bring about huge disruptions for other pupils.

These results supports the findings of Kenya's National Agency for Campaign Against Drug Abuse (NACADA) survey of 2012 who found that the drug abuse age has gone down to 10 years (NACADA, 2012). NACADA, (2012) implied that pupil in primary schools are also using drugs since 10 year is the age of children in class six, this is contrary to the findings of this paper. However the few cases of indiscipline noted by the findings of this paper could be solved by involvement and in service training of teachers on how to deal with these indiscipline cases. Therefore this paper support the findings of Nyaga (2013) observed that 80% of the head

teachers and teachers had not attended in-service training on management of pupils' discipline and therefore there should be training of these stakeholders of the school.

Further respondents were asked what other cases of indiscipline were experienced majority of the respondents said that early love relationship among the pupils was another perceived cause of the prevailing indiscipline cases within the school set up. Respondents also indicated that there is lack of moral characters to be imitated within the home environment, peer pressure and name calling were possible cause of indiscipline manifested by the pupils.

4.5 School Based Challenges and Management of Pupils Discipline

Children spend most of their time of the day in school. Discipline is therefore needed to ensure the school is able to provide effective learning however with increased number of pupil as a result of free primary education teacher-pupil ratio is likely to rise resulting to increased work load for teachers. This and many other factors are likely to pose a challenge in management of discipline in primary school.

It is for these reasons that this research aimed at establishing the school based challenges in management of pupil's discipline. This is presented in Table 10.

Table 10: School Based Challenges and Management of Pupils Discipline

Item	NE	SE	N	G	GE	Mean
Teachers attitude	21.9	34.6	12.3	19.2	12.0	2.64
Teachers competence	17.8	20.9	12.3	34.2	14.7	3.07
Ways of addressing challenges	8.2	25.7	25.7	27.4	13.0	3.11
Staffing (teacher-pupil ratio)	11.3	25.7	22.3	20.2	20.5	3.13
The school facilities and resources	9.6	27.7	19.2	30.5	13.0	3.10
The school administration	15.4	27.1	17.1	27.7	12.7	2.95
Overcrowding in classes	26.7	26.0	17.5	17.5	12.3	2.63
Role models in the school	15.4	28.1	23.6	22.3	10.6	2.85
Abolition of corporal punishment	18.2	14.7	10.6	21.6	34.9	3.40
Guidance and Counseling	7.2	19.9	12.3	38.0	22.6	3.49
School services like games and clubs	6.5	24.3	16.8	26.0	25.7	3.69
Average	14.38	24.97	17.25	25.87	17.46	3.10

From the results in Table 10, we can see that majority (34.6 %) of the respondents said that teachers attitude influenced pupils discipline in a small extent while 19.2 % of the respondent said that the teacher attitude influenced students discipline in a great extent. Only 12.0% of the respondents indicated that teachers attitude influenced pupils discipline in a very great extent. Results further indicated that 12.3% were neutral about teachers attitude and 21.9% of the respondents said there was no extent. As far as teachers competence is concerned, results showed that 17.8% of the respondents said that teachers competence never influenced pupils discipline and 20.9% said that teachers competence influenced pupils discipline in a small extent. It was also found that 12.3 % remained neutral about this matter of competence of the teachers and pupils discipline while 34.2% of the respondents said that competence of the teachers influenced pupils discipline in great extent and only 14.7% of the respondents said that teacher's competence influenced management of pupils discipline in a great extent.

Results indicated that 8.2% of the respondents said that there was no ways devised to deal with challenges while 25.7% agreed that there was small extent of ways to deal with challenges and 25.7% of the respondents were neutral on ways of addressing challenges. 27.4% of the respondents said that there was great extent of ways of addressing challenges. It was also found out that 13.0% of the respondents said that there very great extent of ways to deal with the challenges. 11.3% of the respondents indicated that the ratio of the teachers to pupils was experienced in a no extent . Results also indicated that 25.7% of the respondents agreed teachers to pupils ratio influenced pupils discipline in a small extent. Results indicate that 22.3% of the respondents were neutral about influence of teachers to pupils ratio on pupils discipline while 20.2% noted that teachers to pupils ratio greatly influenced students discipline. Additionally 20.5% of the respondents indicated that teachers to pupils ratio influenced pupils discipline in a very great extent of the. The findings are in line with Njuguna, 2015 that,with increased number of pupil as a result of free primary education teacher-pupil ratio is likely to rise resulting to increased work load for teachers As it pertains school facilities and other resources, results indicated that 9.6% of the respondents noted that there were no extent school facilities and resources influenced pupils discipline. 27.7% of the respondents indicated that school facilities

and resources influenced pupils discipline in a small extent while 19.2% of the respondents remained neutral on this particular issue. A majority of 30.5% indicated that school facilities and resources influenced pupils discipline in a great extent while 3.0% of the respondents agreed that school facilities and resources influenced pupils discipline in a very great extent. This is in line with Nyaga (2013) observed that there were inadequate classrooms facilities to cater for high enrollment of the pupils in the schools.

From the results, it was found out that majority of the respondents (27.7%) indicated that the school administration influenced pupils discipline in a great extent. This is in line with Nyaga (2013) and Kilonzo (2013) that inappropriate knowledge in the side of head teachers may pose a challenge in management of pupils discipline. Only 27.1% indicated that school administration influenced students discipline in small extent. Results further show that 17.1% of the respondents decided to remain neutral pertaining this matter while 12.7% said that school administration influenced students discipline in a very great extent.

On the issue of overcrowding findings indicated that majority (26.7%) of the respondents indicated that there was no overcrowding in classes that could influence pupils discipline and only 17.5% of the respondents indicated that there was a small extent of overcrowding in classes which could influence pupils discipline. Results further indicated that 17.5% remained neutral about this matter while an equal percentage (17.5 %) agreed that there was a great extent of overcrowding that could influence pupils discipline in a great extent. 12.3 % of the respondents which is also relatively high indicated that overcrowding influenced pupils discipline in a very great extent. 15.4 % of the respondents hinted out that there were no role models in school that could otherwise influence pupils discipline. 28.1% said there was small extent of role models in the school that could influence the discipline of the pupils. 23.6% indicated that they were neutral concerning role model issue affecting the discipline of the pupils while 22.3% said there was a great extent of role model in the school and this greatly influenced the pupils discipline. Findings showed that 10.6% agreed there was a very great extent of role models in the school which in a very great extent influenced the discipline of the pupils. This is in line with Louis (2017) that teacher

influences character formation of learners. For instance a teacher can influence pupils negatively if he uses ineffective teaching approaches, shows little attention to learners, gets to class unprepared, comes late to class, does not have leadership and authority to discipline the pupils.

Concerning the abolition of corporal punishment, results showed that 18.2% hinted out that there was no corporal punishment in the school that could influence the pupils discipline 14.7 % indicated that there was small extent of corporal punishment that in a small extent influenced the discipline of the pupils while 10.6% remained neutral on this matter. Further results showed that majority (22.3%) said that there was great extent of corporal punishment and in great extent influenced pupils discipline while only 10.6 % who are the minority agreed that there was very great extent of corporal punishment which in a great way influenced the discipline of the pupils. This supports the findings of Tiwari (2014) argued that outlawing corporal punishment would create avenue for indiscipline because it was used as a major way of controlling discipline in pupils, who avoided cases of misbehavior in order to avoid punishment. It also contradict Simatwa (2012) in a study observed that head teachers, deputy head teachers and teachers used a wide range of methods in managing pupils' discipline in schools. They included: suspension, physical punishment, detention, reprimanding, kneeling, guidance and counseling among others.

Findings also indicated that 7.2% of the respondents agreed that there was no guidance and counseling that could influence pupils discipline and further from the results it is evident that 19.9% said that there was small extent of guidance and counseling that influenced pupils discipline in a small extent. 12.3 % remained neutral concerning this matter while 38.0% who are the majority for this particular variable agreed that guidance and counseling was experienced in a great extent and so in a great extent it influenced pupils discipline while 22.6% said that there was a very great extent of guidance and counselling. These findings support Ondieki (2018) that there is need to strengthen the use of alternative punishment measures like guidance and counseling. Minority 6.5 % of the respondents hinted out that there was no any extent of school services like games and clubs that influenced the discipline of the pupils. 24.3% agreed that there was a small extent of school services like games and

clubs that in a small extent influenced the discipline of the pupils. 16.8% remained neutral concerning this matter. Majority 26.0% of the respondents agreed that there was a great extent of school services while that in a great extent influenced the discipline of the student 25.7% of the respondents agreed that there was a very great extent of the school services like games and clubs that influenced the discipline of the pupils in a very great extent.

Further, the findings on teachers' attitude recorded a mean of 2.64 which indicates that teachers attitude was experienced in a small extent. Findings on teachers competence recorded a mean of 3.07 which indicated that respondents were neutral on whether teachers competence was experienced in primary schools. Ways of addressing challenges recorded a mean of 3.11 which indicated that respondents were neutral on how ways of addressing challenges influence discipline of the pupils in primary school. Results further indicated that staffing (teacher- pupil ratio) recorded a mean of 3.13 implying that respondents were neutral on the influence this variable had on discipline. It was found out that the school facilities and resources recorded a mean of 3.10 meaning that respondents were neutral on the effect caused by the school facilities and resources on pupils discipline. The school administration registered a mean of 2.95 indicating that it was experienced in a small extent. Overcrowding in classes on the other hand recorded a mean of 2.63 indicating that it was experienced in a small extent as well. Results further showed that role models in schools registered a mean of 2.85 indicating that it was experienced in a small extent. Abolition of corporal punishment registered a mean of 3.40 meaning that respondents were neutral about how this variable influences management of pupils discipline. Results further indicated that guidance and counselling registered a mean of 3.49 which shows that respondent were neutral about this particular variable influences management of pupils discipline. School services like games and clubs registered a mean of 3.69 meaning that respondents were neutral about how this variable influences management of pupils discipline.

Generally the results indicates that majority of the respondents (25.87%) indicated that school based challenges greatly influence management of pupils discipline and only 14.38% indicated that school based challenges never influenced pupils

discipline, 24.97% indicated that school based challenges influenced management of pupils discipline in a small extent. These results support the findings of Odoyo, Odwar and Kabuka, (2016) and Kindiki (2009) effective school management in terms of teachers' competence, facilities and resources greatly affect the students discipline and help the school in the accomplishment of its goals. The results further support the findings of Kilonzo (2013) that inappropriate knowledge on the side of head teachers may pose a challenge in management. He further observed that teachers are supposed to be role models since pupils learn through observation and imitation and the teachers are also supposed to be role models to the pupil because pupils learn through observation and imitation but in many schools some behaviours exhibited by some teachers may lead to pupil indiscipline. It further supports Ong'era, (2007) that teachers who use provocative language or behavior may create a poor relationship between them and the learners which may make the learners behave negatively Luiselli (2010) also concludes that if school based challenges are not addressed many pupils attending public schools may exhibit discipline problems such as disruptive classroom behavior, bullying and violence.

Results further showed that majority of the respondents said that parents interference with the teachers effort to instill discipline into pupils was another possible cause of increased indiscipline within the school. The minority of the respondents said that clashing of authority between the teachers and the deputy head teachers was another cause of school based challenges in management of the pupils discipline. Findings also showed that majority of the respondents said that an improvement of the parents and teachers relationship and agreement to work together would help solve the school based challenges in the management of the pupil's discipline.

Respondents were further asked to mention strategies that can be employed to overcome school based challenges. Results are presented in Table 11.

Table 11: Strategies that can be used to Overcome School based Challenges

Strategies	Frequency	Percent
Employing more teachers	45	15.4
Parental engagement	20	6.83
Offering guidance and counselling	75	25.68
Corporal punishment	30	10.27
Teachers to be role models	20	6.85
Engage learners in co-curricular activities	102	34.93

The results from Table 11 shows that a majority of respondents 34.93% indicated that learner engagement in Co-curricular activities would help overcome school based challenges, 25.68% indicated that offering guidance and counseling would help overcome school based challenges, 15.4% indicated that employing more teachers would help reduce school based challenges, 8.56% indicated that training teachers to be role models would help minimize school based challenges. This is in line with Kilonzo (2013) that teachers are supposed to be role models since pupils learn through observation and imitation. It further supports Ong'era, (2007) that teachers who use provocative language or behavior may create a poor relationship between them and the learners which may make the learners behave negatively while minority 5.14% of the respondents said that parental engagement would help overcome the school based challenges.

4.6 Home Based Challenges and Management of Pupils Discipline

The parents behavior and home environment, influences a child's behavior and response to formal school system because parents are the initial teachers. From parents children learn social skills and respect for authority among others. Homes that these children grown in do influence children and their discipline and behavioral characteristics, and also influences the way they are treated by their parents. It is for this reason that this research aimed at finding out the influence of Home Based Challenges and Management of Pupils Discipline. This is presented in Table 12

Table 12: Home Based Challenges and Management of Pupils Discipline

Item	NE	SE	N	G	GE	Mean
Parents use of alcohol	2.7	21.6	7.9	36.0	31.8	3.72
Home Environment	3.4	24.3	14.0	36.3	21.9	3.48
Parenting style	3.4	20.5	17.8	32.2	26.0	3.56
Parents as models and symbols to be imitated	4.8	26.0	14.7	34.9	19.5	3.38
Individualization and change in family structure	8.9	27.4	26.0	21.9	15.8	3.08
Parental divorce and separation	5.8	24.3	8.9	28.4	32.5	3.57
Provision of basic necessities	6.8	26.7	15.1	36.3	15.1	3.26
Motivation	9.6	31.8	16.4	31.8	10.3	3.01
Payment of School levies	11.6	22.6	22.3	29.5	14.0	3.11
Guidance and counseling	5.1	30.5	22.3	26.4	15.8	3.17
Average	6.2	25.5	16.5	31.3	20.2	3.33

From Table 12, the results indicates that minority(2.7 %) of the respondents said that parents do not use alcohol and this therefore did not compromise the pupils discipline. 21.6 % replied that there was small extent of parents who use alcohol hence influencing the discipline of the pupils. However 7.9 % of the respondents remained neutral about this matter. It was also found out that a majority of 36.0 % of the respondents said that parents used alcohol in a great extent therefore leading to the influence of the pupils discipline in a great extent while 31.8 % of the respondents said that there is a very great extent of parents who use alcohol and therefore this influenced the discipline of the pupils. The findings support Adigeb and Mbua (2015); Magwa and Ngara (2014) that child neglect and abuse by family members, exposure of the child to dangerous criminal activities, violence, use of drugs all influences the behaviour of the children negatively

Results also showed that a minority of 3.4 % of the respondents said that home environment never influenced pupils discipline in any extent while 24.3 % of the respondents agreed home environment influenced pupils discipline in a small extent. 14.0 % remained neutral about this matter while a majority of 36. 3 % agreed that home environment influenced pupils discipline in a great extent. 21.9 % said home environment influenced the discipline of the pupils in a very great extent. This is in line with Mumbi (2002) that a home characterized by quarrels and disagreements may have a negative effect on the children. They also support the findings of Kagema *et al.* (2018) that permissive home environments contribute to learners' misbehaviour. A

minority of 3.4 % of the respondents said that parenting style never influenced pupils discipline in any extent while 20.5 % said parenting style influenced the discipline of the pupils in a small extent. Further results indicated that 17.8 % remained neutral concerning the style of parenting while a majority 32.2 % said parenting style in a great extent influenced the discipline of the pupils while 26.0 % of the respondents said that parenting style influenced the discipline of the pupils in a very great extent. The findings support Ong'era (2007) That parents who use authoritarian parenting style, with very strict rules, prohibitions and punishments may cause low self-esteem, socially unassertive and frustration to children This is also in line with Ngari (2014) in a study found out that prolonged conflict and hostility between parents and guardians may have a negative impact on children A minority of 4.8 % of the respondents said that parental models and symbols never influenced pupils discipline in any extent. 26.0 % of the respondents said that parental models and symbols influenced pupils discipline in a small extent. 14.7 % decided to be neutral about this matter while a majority of 34.9 % agreed parental models and symbols influenced pupils discipline in a great extent. 19.9 % said parental models and symbols influenced pupils discipline in a very great extent.

A minority of 8.9% of the respondents said that Individualization and change in family structure never affected the discipline of the pupils in any extent. Majority (27.4%) of the respondents said that Individualization and change in family structure influenced the discipline of the pupils in a small extent. 26.0% decided to be neutral about this matter while 21.9% and 15.8% said Individualization and change in family structure influenced pupils discipline in a great and very great extent respectively. This is in line with Mukiri (2014) in a study on pupils discipline in Nairobi found out that in traditional society the question of children discipline was a joint effort for all members of society. However that has changed since most children go to school from a very early age and therefore spend most of their time away from their parent. The results indicated that a minority of 5.8% of the respondents said parental divorce and separation never influenced pupil's discipline. 24.3% of the respondents replied that influenced pupil's discipline in a small extent while 8.9% of the respondents remained neutral about this matter as majority (32.5%) said Parental divorce and separation influenced pupil's discipline in a great extent. Only 3.57% said that Parental divorce

and separation influenced pupils discipline in a very great extent. This is in line with Ong'era (2007) that children become emotionally unsettled when there are family problems such as parental divorce.

A minority of 6.8% of the respondents said that Provision of basic necessities never influenced the pupil's discipline in any extent while 26.7% of the respondents said Provision of basic necessities influenced pupils discipline in a small extent. The majority (36.3%) said Provision of basic necessities influenced pupils discipline in a great extent while 15.1% said that Provision of basic necessities influenced pupils discipline in a very great extent. This supports Murage (2014) who observed that parental neglect is associated with increased pupils strikes and protests. The findings are further supported by Kagema *et al.* (2018) that when parents fail to meet learners basic needs as stipulated by Maslows hierarchy of needs (1970) may impact on learners negatively. It also agreed with Lowry (2015) observed that problems like poverty, separation and divorce, stress, lack of basic needs among others will manifests themselves in the behavior of pupils in schools. A minority 9.6% hinted out that Motivation never influenced the pupils discipline in any extent.

Majority (31.8%) said that Motivation influenced discipline of the pupils in a small and great extent too. 16.4% of the respondents were neutral about this matter while 10.3% of the respondents said that motivation influenced pupils discipline in a very great extent. A minority (11.6%) of the respondents said that payment of school levies never influenced pupils discipline in any extent while 22.6% said that Payment of School levies influenced pupils discipline in a small extent. 22.3% of the respondents were neutral. Majority 29.5% said that Payment of School levies influenced pupils discipline in great extent while 14.0% said Payment of School levies influenced pupils discipline in a very great extent. 5.1% said Guidance and counseling never affected the pupil's discipline in any extent. Majority (30.5%) said that Guidance and counseling influenced pupil's discipline in a small extent. 22.3% decided to be neutral about this matter while 26.4% said that Guidance and counseling influenced pupil's discipline in a great extent as 15.8% said Guidance and counseling influenced pupil's discipline in a very great extent. The findings are in line with Kilonzo (2013) that failure of parents to communicate standards of behaviour or societal expectations to

their children may lead learners in disruptive behavior since the children are not aware of what is expected of them

Further, the findings on parents use of alcohol recorded a mean of 3.72 which indicates that respondents were neutral about the influence of management of pupils discipline by the parents use of alcohol. The findings on home environment recorded a mean of 3.48 which indicated that respondents were neutral on whether home environment influenced management of pupils' discipline. Parenting styles recorded a mean of 3.56 which indicated that respondents were neutral on how parenting style influences management of pupils discipline in primary schools. Results further indicated that parents as models and symbols to be imitated recorded a mean of 3.38 implying that respondents were neutral on the influence this variable had on management of pupils' discipline. It was found out that the individualization and change in family structure recorded a mean of 3.08 meaning that respondents were neutral on the effects caused by the individualization and change in family structure on management of pupils' discipline.

Parental divorce and separation registered a mean of 3.57 indicating that respondents were neutral on the influence of this variable on management of pupils' discipline. Provision of basic necessities on the other hand recorded a mean of 3.26 indicating that respondents were neutral on the matter of provision of basic necessities. Results further showed that motivation registered a mean of 3.01 indicating that respondents were neutral on this matter of motivation. Payment of school levies registered a mean of 3.11 meaning that respondents were neutral about how this variable influences management of pupils' discipline. Results further indicated that guidance and counselling registered a mean of 3.17 respondents were neutral about how this particular variable influenced management of pupils' discipline.

Generally the results indicate majority of the respondents (31.3%) felt that that home based challenges influences the management of pupils discipline in primary school pupils to a great extent and 25.5% indicated that home based challenges influences the management of pupils discipline in primary school pupils in a small extent. Further 6.21% of the respondents indicated that home based challenges never

influenced management of pupils discipline and 20.2% indicated home based challenges influenced management of pupils discipline in a very large extent.

Results further indicated majority of the respondents said that home based challenges were mainly as a result of polygamous families which lead to quarrelling and abusive words among the adults and eventually leading to alcoholism due to economic pressures which later translates into the mind of the pupils as a copied character. This is in line with Kagema *et al.* (2018) observed that permissive home environment contribute to learner misbehavior. Results also showed that a minority said that neighbour’s characters influenced the discipline of the pupils in a small extent. It was also found out that majority 90 % of the respondents said that to solve these home based challenges then pupils should be guided and taught to check on the friendship relations and effort to stop brewing of local liquor should be put in place. A minority said that parents workshops should be organized on termly bases. Respondents were further asked to mention strategies that can be employed to overcome home based challenges. Results are presented in Table 13

Table 13: Strategies that can be employed to Overcome Home based Challenges

Strategies	Frequency	Percentages
Seminars to educates parents on ways of instilling discipline	105	35.96
Parents participation in disciplining pupils at home	62	21.23
Parents to take up their responsibility	125	42.81

Table 13 shows that a majority 42.81% of the respondents said parents should take up their responsibility in order to overcome home based challenges, 35.96% indicated that conducting seminars to train parents on ways of instilling discipline would overcome home based challenges while minority 21.23% of the respondents said that parents should participate in disciplining pupils at home so as to overcome home based challenges

4.7 Cultural Based Challenges and Management of Pupils Discipline

Apart from home and school environments primary school pupils are also subjected to a mixture of the local (indigenous) culture, the foreign culture, and technological

culture. This has caused modern day parenting and teaching to become tougher and more challenging than ever. Many young people have no real self-discovery, and do not know who they really are. They therefore simply imbibe the mixture of cultures and blindly follow the drifting crowd of the day on a journey to nowhere. This may affect the management of the pupils discipline. It is for this reason that this study aims at finding out the cultural based challenges in the management of pupils discipline. This is presented in Table 14.

Table 14: Cultural Based Challenges and Management of Pupils Discipline

Statement	NE	SE	N	G	GE	Mean
Cultural values and practices	18.2	39.4	18.2	15.1	9.2	2.58
Child marriages	31.2	40.1	9.2	9.9	9.6	2.27
Circumcision	48.6	24.7	14.0	7.9	4.8	1.96
Traditional beliefs	34.6	33.9	12.3	11.3	7.9	2.24
Gender roles	15.8	45.2	18.2	16.8	4.1	2.48
Cultural norms, stereotypes demands and prohibition	19.5	40.1	25.0	10.3	5.1	2.41
Role models around pupils cultural environment	7.5	38.4	17.8	22.9	12.7	3.08
Traditional brews in the children environment	13.0	20.5	11.6	25.3	29.5	3.38
Break down of traditional ties	20.2	32.9	17.8	14.4	.0	2.71
Average	23.18	35.02	16.01	14.88	9.21	2.57

From Table 14, the results indicate that 18.2 % of the respondents said that Cultural values and practices never influenced pupils discipline in any extent. A majority (39.4 %) replied Cultural values and practices influenced pupils discipline in a small extent. However 18.2% of the respondents remained neutral about this matter. It was also found out that 15.1% of the respondents said that Cultural values and practices influenced the discipline of pupils in great extent while the minority (9.2%) of the respondents said that cultural values and practices influenced the discipline of the pupils in a very great extent. Results also showed that 31.2 % of the respondents said that child marriages never influenced pupil's discipline in any way while majority (40.1%) of the respondents agreed that child marriages in a small extent influenced pupils discipline. Minority (9.2%) remained neutral about this matter while 9.9% said that child marriages influenced pupils' discipline in a great extent while 9.6% agreed that child marriages influenced pupils discipline in a very great extent. 31.2% of the

respondents replied that child marriages never influenced the pupils discipline in any extent.

Majority (48.6%) of the respondents said that Circumcision never influenced the discipline of the pupils in any extent. 24.7% of the respondents said that circumcision influenced discipline of the pupils in a small extent. 14.0% decided to be neutral about this matter while 7.9% said that Circumcision influenced pupils discipline in a great extent and the minority 4.8 % said Circumcision influenced the discipline of the pupils in a very great extent. Majority (34.6%) of the respondents said that Traditional beliefs never influenced pupils discipline in any extent. 33.9% of the respondents said that traditional beliefs in a small extent influenced pupils discipline. 12.3% decided to be neutral about this matter while 11.3% of the respondents said that Traditional beliefs influenced pupils discipline in a great extent while 7.9% said Traditional beliefs influenced pupils discipline in a very great extent. This is in line with Ong'era (2007) that some of the traditional cultural practice such as child marriages and circumcision influence children's behavior. When under age school going children are forced into marriage their learning and lives are affected for they are forced to behave like adults while those who undergo circumcision loose respect for female teachers and become disobedient and disrespectful to both teachers and other pupils.

The results also indicated that 15.8% of the respondents said Gender roles never influenced pupils discipline in any extent. Majority 45.2% of the respondents replied that Gender roles influenced pupils discipline in a small extent. 18.2% of the respondents remained neutral about this matter while 16.8% said that Gender roles influenced pupils discipline in a greater extent. Minority 4.1% said Gender roles influenced pupils discipline in a very great extent. 19.5% of the respondents said that Cultural norms, stereotypes demands and prohibition never influenced pupils discipline in any extent while majority 40.1% of the respondents said that Cultural norms, stereotypes ,demands and prohibition influenced pupils discipline in a small extent .25.0% remained neutral while 10.3% said Cultural norms, stereotypes ,demands and prohibition influenced pupils discipline in a great extent and 5.1% of the respondents said Cultural norms, stereotypes, demands and prohibition influenced pupils discipline in a very great extent.

Majority of the respondents with 38.4% felt that role models around pupils' cultural environment was experienced in a small extent. 17.8% were neutral on the matter while 7.5% said there was no extent. 22.9% said role models around pupils' cultural environment was experienced in a great extent and 12.7% felt it was experienced in a very great extent. This is in line with Peterson & Morgan (2011); Gambo and Muktar (2017) that the community in which the pupils come from may be socially disorganized. If pupils come from a community where there is poverty, drug and criminal activities the pupils are likely to pick the vices.

Further, the findings on cultural values and practices recorded a mean of 2.58 which indicates that cultural values and practices influence management of pupils' discipline in a small extent. Findings on child marriages influence management of pupils' discipline in a small extent. Circumcision recorded a mean of 1.96 which indicated that circumcision influenced management of pupils' discipline in primary schools in a small extent. Results further indicated that traditional beliefs recorded a mean of 2.24 implying traditional beliefs influence management of pupils' discipline in a small extent. It was found out that gender roles recorded a mean of 2.48 meaning that gender roles influence management of pupils' discipline in a small extent.

Cultural norms, stereotypes, demands and prohibition registered a mean of 2.41 indicating that cultural norms, stereotypes, demands and prohibition influence management of pupils' discipline in a small extent. Role models around pupils' cultural environment on the other hand recorded a mean of 3.08 indicating respondents were neutral on this matter of cultural environment. Results further showed traditional brews in the children's environment registered a mean of 3.38 indicating that respondents were neutral on traditional brews in the children's environment. Breakdown of traditional ties registered a mean of 2.71 meaning that this variable influences management of pupils' discipline in a small extent.

These results are contrary to results by Murage (2014) who observed that cultural values and practices such as frequent strikes and demonstrations in the nation for instance by teachers, lectures among others as they demand for pay rise and other

rights may influence pupils in the schools negatively. The pupils may think that by demonstrating and going on strike is a way of cowing the head teacher to give in to their demands. A lawless community gives rise to unproductive members for the society as well as promoting disciplinary challenges to the school managers and teachers.

Results showed that the respondents said that outdated cultural beliefs make it hard to manage the pupils discipline. A minority said cultural based challenges that influence the management of pupils discipline are as a result of changes in cultural beliefs which is due to existence of mixed populations of people from different tribes. Majority of the respondents said that to overcome the cultural based challenges then pupils should be educated on the best ways that people should upheld especially when it comes to the right of passages like circumcision. A minority of the respondents said that pupils should be taught on how to uphold the old way of rite of passage. Respondents were further asked to mention strategies that can be employed to overcome cultural based challenges. Results are presented in Table 15.

Table 15: Strategies that can be employed to Overcome Cultural based Challenges

Strategies	Frequency	Percentages
Public barazas and workshop	15	5.14
Guidance and counselling	30	10.27
Parents enlightenment	35	11.99
Community involvement	12	4.11
Proper role models	93	31.85
Church involvement	107	36.64

Results in Table 15 shows that majority 36.64% of the respondents said that church involvement can help overcome cultural based challenges while minority, 31.85% indicated that proper role models in the society would help mitigate cultural based challenges, this agrees with Kilonzo (2013) in a study observed that pupils behavior is greatly a reflection of values and practices of their society. 11.99% indicated that parents enlightenment would help mitigate cultural based challenges, 10.27% indicated that guidance and counseling would help minimize cultural based challenges, 5.14% indicated that public barazas and workshops would help mitigate cultural based challenges while 4.11% of respondents said that community involvement can help overcome cultural based challenges.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study which sought to determine the challenges in management of pupils discipline in public primary schools of Imenti South Sub County, Meru County, Kenya. This chapter presents the summary of the findings, discussions, conclusions, recommendations and suggestions for further studies.

5.2 Summary

The purpose of this study was to establish the challenges in management of pupils discipline in public primary schools of Imenti south Sub County, Meru County, Kenya. The objectives that guided the study included; to determine the school based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County, to investigate the home based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County, and to establish the cultural based challenges in management of pupils discipline in public primary schools of Imenti South Sub-County. There were 33.33% of CSOs who responded to the interview schedule. 90% of head teacher, 90% of Deputy Head Teachers and 98.46% of teachers responded to the questionnaires. A majority of 46.6% of the population had an experience of more than 20 years, 34.6% of the population had 11 to 20 years, those that had worked for 6 to 10 years were 12% of the population and only 6.8% had less than 5 years of experience which implies they were familiar with challenges in management of pupils discipline in public primary schools.

The findings on the school based challenges in management of pupils discipline established that the abolition of corporal punishment was contributing to school based challenges, inadequate guidance and counselling was also a challenge and needed to be enhanced, teacher competence and the school facilities and resources greatly influenced management of pupils discipline in large extent.

The study findings on the home based challenges in management of pupils discipline revealed that home environment in which the child was reared, lack of provision of

basic necessities to learners, parent use of alcohol, parents as models and symbols to be imitated by learners and parenting styles used led to challenges in management of pupils discipline in a great extent.

Findings on the cultural based challenges in management of pupils discipline established that traditional brews in the children environments, role models around the pupils, cultural environment in which the learners grew up, gender roles and cultural values and practices led to challenges in management of pupils discipline in a great extent.

5.3 Conclusions

The findings of this study were based in reference to the specific objectives.

- i. Discipline cases in public primary schools of Imenti South Sub-County commonly experienced were bullying, stealing, truancy, fighting and lateness. Therefore discipline cases should be checked on since they have potential to cause disruptions in public primary schools. These habits could be picked up even by the disciplined pupils.
- ii. The school based challenges faced were caused by abolition of corporal punishment, inadequate guidance and counselling, teacher competence and inadequate school facilities and resources which greatly influenced the behavior of pupils thus posing challenges in management of pupils discipline. If school based challenges are not addressed many pupils attending public schools may exhibit discipline problems such as disruptive classroom behavior, bullying and violence.
- iii. The home based challenges faced were caused by unfriendly home environment in which the child was reared; lack of provision of basic necessities to learners, parent use of alcohol, failure of parents in their role as models and symbols to be imitated by learners and poor parenting styles making it difficult for the children to acquire moral values which then influences their behavior thus leading to challenges in management of pupils discipline in a great extent. The home environment that the pupils grow in is very important in molding a disciplined pupil. Lack of a positive home environment is a major cause of disciplinary problems.

- iv. The cultural based challenges faced were caused by traditional brews in the children environments, negative role models around the pupils, cultural environment in which the learners grew up, gender roles and cultural values and practices which contribute to learners acquiring negative behaviors thus leading to challenges in management of pupils discipline in a great extent. The different cultures the pupil is exposed to may have influence on management of pupils discipline

5.4 Recommendations

Based on the findings of the study, the researcher recommends the following:

- i. The schools management should ensure that learners are actively engaged in co-curricular activities so that they can use their free time positively. The school should also ensure that guidance and counselling is enhanced so has to serve its purpose fully and ensure reduction of negative behaviours among the pupils in order to cater for the pupils and enable teachers to manage discipline properly.
- ii. The school active engagement of parents in maintaining pupils discipline so that they can help teachers to curb some behaviours in pupils. The parents should also be educated on their parental role and responsibility to minimize cases of home based challenges in management of pupils discipline.
- iii. The community should be involved in the shaping the moral of the pupils. The community should ensure that the norms are adhered to so as to assist in discipline when learners are out of school.

5.5 Suggestion for Further Studies

From the findings of the study, the following areas were suggested for further research:

- i. Impact of guidance and counseling in enhancing management of discipline in public primary schools of Meru County.
- ii. A study should be carried out on religious based challenges to establish to what extent they can be a challenge in management of pupils discipline.
- iii. Impact of parent enlightenment in enhancing management of discipline in public primary schools of Meru County.

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APPENDIX I
LETTER OF INTRODUCTION

Gikunda Doreen Kiende
Chuka University

Dear Respondent,

I am carrying out an important research on “Challenges in Management of pupils discipline in public primary schools of Imenti South Sub County, Meru County, Kenya” This is in partial fulfillment of the requirement for the award of master of education of the Chuka University.

Kindly fill the questionnaire provided to the best of your knowledge and understanding. Any respond you give will be highly appreciated and confidentiality maintained since they are meant for academic purposes only.

Thanks in advance for voluntarily accepting to respond to these questions

Yours faithfully

Gikunda Doreen Kiende

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Kindly answer the following questions as honestly and accurately as possible. The information given will be treated with a lot of confidentiality. Please do not write your name anywhere on this questionnaire.

SECTION A: Demographic Information

1. Indicate with a tick your age bracket
 - a. 24-36 years
 - b. 37-46 years
 - c. 47- 56 years
 - d. 57 and above

2. Indicate with a tick your teaching experience
 - a. 0- 5 years
 - b. 6-10 years
 - c. 11-20 years
 - d. 21 30 years and above

3. What is your gender?
 - a. Male
 - b. Female

4. Indicate your Position
 - a. Head teacher
 - b. Deputy head teacher
 - c. Teacher

5. Indicate your level of professional training
 - a. Certificate
 - b. Diploma
 - c. Degree
 - d. Masters and above

SECTION B: Forms of Discipline Cases in Schools

6. Below are items on forms of discipline cases in schools, indicate on a scale of 1-5 the extent in which each commonly happens in your school. Please tick (√) the choice that corresponds to your opinion in each of the following items.

Where : (1) NE- No Extent, (2) SE- Small Extent, (3) N- Neutral, (4) G- Great Extent, (5) GE- Very Great Extent

No	Item	NE	SE	N	G	GE
A	Bullying					
B	Absenteeism					
C	Drug and substance abuse					
D	Disrespect to school administration and teachers					
E	Violence					
F	Lateness					
G	Stealing					
H	Truancy					
I	Making noise in class					
J	Fighting					
K	Rudeness					

7. Mention any other form of discipline cases in your school.

.....

.....

.....

SECTION C: School Based Challenges and Management of Pupils Discipline

8. Below are items on school based challenges in management of pupils' discipline, indicate on a scale of 1-5 the extent each affects management of pupils discipline. Please tick (√) the choice that corresponds to your opinion in each of the following items.

Where : (1) NE- No Extent, (2) SE- Small Extent, (3) N- Neutral, (4) G- Great Extent, (5) GE- Very Great Extent

No	Item	NE	SE	N	G	GE
A	Teachers attitude					
B	Teachers competence					
C	Ways of address challenges					
D	Staffing (teacher-pupil ratio)					
E	The school facilities and resources					
F	The school administration					
G	Overcrowding in classes					
H	Role models in the school					
I	Abolition of corporal punishment					
J	Guidance and Counselling					
K	School services like games and clubs					

9. Mention any other school based challenges in management of pupils' discipline.

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10. Suggest strategies that can help overcome school based challenges to enhance pupils' discipline.

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SECTION D: Home Based Challenges and Management of Pupils Discipline

11. Below are items on home based challenges in management of pupils' discipline, indicate on a scale of 1-5 the extent each affects management of pupils discipline. Please tick (√) the choice that corresponds to your opinion in each of the following items.

Where: (1) NE- No Extent, (2) SE- Small Extent, (3) N- Neutral, (4) G- Great Extent, (5) GE- Very Great Extent

No		NE	SE	N	G	GE
A	Parents use of alcohol					
B	Home Environment					
C	Parenting style					
D	Parents as models and symbols to be imitated					
E	Individualization and change in family structure					
F	Parental divorce and separation					
G	Provision of basic necessities					
H	Motivation					
I	Payment of School levies					
J	Guidance and counselling					

12. Name any other home based challenges in management of pupils' discipline.

.....

13. Suggest strategies that can be employed to overcome the home based challenges to enhance pupils' discipline.

.....

SECTION E: Cultural Based Challenges and Management of Pupils Discipline

14. Below are items on cultural based challenges in management of pupils' discipline, indicate on a scale of 1-5 the extent each affects management of pupils discipline. Please tick (√) the choice that corresponds to your opinion in each of the following items.

Where: (1) NE- No Extent, (2) SE- Small Extent, (3) N- Neutral, (4) G- Great Extent, (5) GE- Very Great Extent

No	Statement	NE	SE	N	G	GE
A	Cultural values and practices					
B	Child marriages					
C	Circumcision					
D	Traditional beliefs					
E	Gender roles					
F	Cultural norms, stereotypes demands and prohibition					
G	Role models around pupils cultural environment					
H	Traditional brews in the children environment					
I	Break down of traditional ties					

APPENDIX III
INTERVIEW GUIDE FOR CSOs

1. What is your opinion on management of pupils discipline in Imenti South?
2. What are the school based challenges faced in management of pupils discipline in Imenti south?
3. What are the home based challenges faced in management of pupils' discipline in Imenti South?
4. What are the cultural based challenges faced in management of pupils' discipline in Imenti South?
5. Suggest strategies which can help overcome challenges in management of pupils discipline in Imenti South?

APPENDIX IV
SAMPLE SIZE DETERMINING TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	225	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	256	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

N= Population size

S= Sample size

Source: Kathuri & Pals (1993)

APPENDIX V
AUTHORIZATION LETTER FROM NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/60313/29524**

Date: **25th April, 2019**

Gikunda Doreen Kiende
Chuka University,
P.O. Box 109-60400,
CHUKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Challenges in management of pupils discipline in Public Primary Schools of imenti South Sub County, Meru County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **23rd April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Meru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.

APPENDIX VI
RESEARCH PERMIT FROM NACOSTI

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**
RESEARCH LICENSE

Serial No.A 24321

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. GIKUNDA DOREN KIENDE
of CHUKA UNIVERSITY, 721-60202
NKUBU, has been permitted to conduct

research in Meru County
on the topic: CHALLENGES IN
MANAGEMENT OF PUPILS DISCIPLINE IN
PUBLIC PRIMARY SCHOOLS OF IMENTI
SOUTH SUB COUNTY, MERU COUNTY,
KENYA

for the period ending:
23rd April, 2020

.....
Applicant's
Signature



.....
Director General

**National Commission for Science,
Technology & Innovation**