

AN EVALUATION ON THE LEVEL OF DISCIPLINE
AMONG STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN RONGAI SUB COUNTY, NAKURU
COUNTY, KENYA

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OUTLINE OF THE PRESENTATION

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BACKGROUND INFORMATION

- Education is the cornerstone of economic growth and social development. It also helps in the reduction of poverty by increasing the value and efficiency of labour offered by the poor and mitigating the population health and nutritional consequence of poverty
- Discipline is the most important component in running an educational institution. No progress can be made without it.
- Disciplinary committee is an essential element in the management of people in all societies.

STATEMENT OF THE PROBLEM

Despite the measures put in place by the government and the managers of schools to reduce indiscipline, indiscipline is still a major problem in most educational institutions.

PURPOSE OF THE STUDY

The purpose of the study was to give an evaluation on the level of discipline among students in public secondary schools in Rongai sub county, Nakuru County, Kenya.

OBJECTIVE OF THE STUDY

To establish the magnitude of students' disciplinary problems experienced in public secondary schools in Rongai Sub County

SCOPE OF THE STUDY

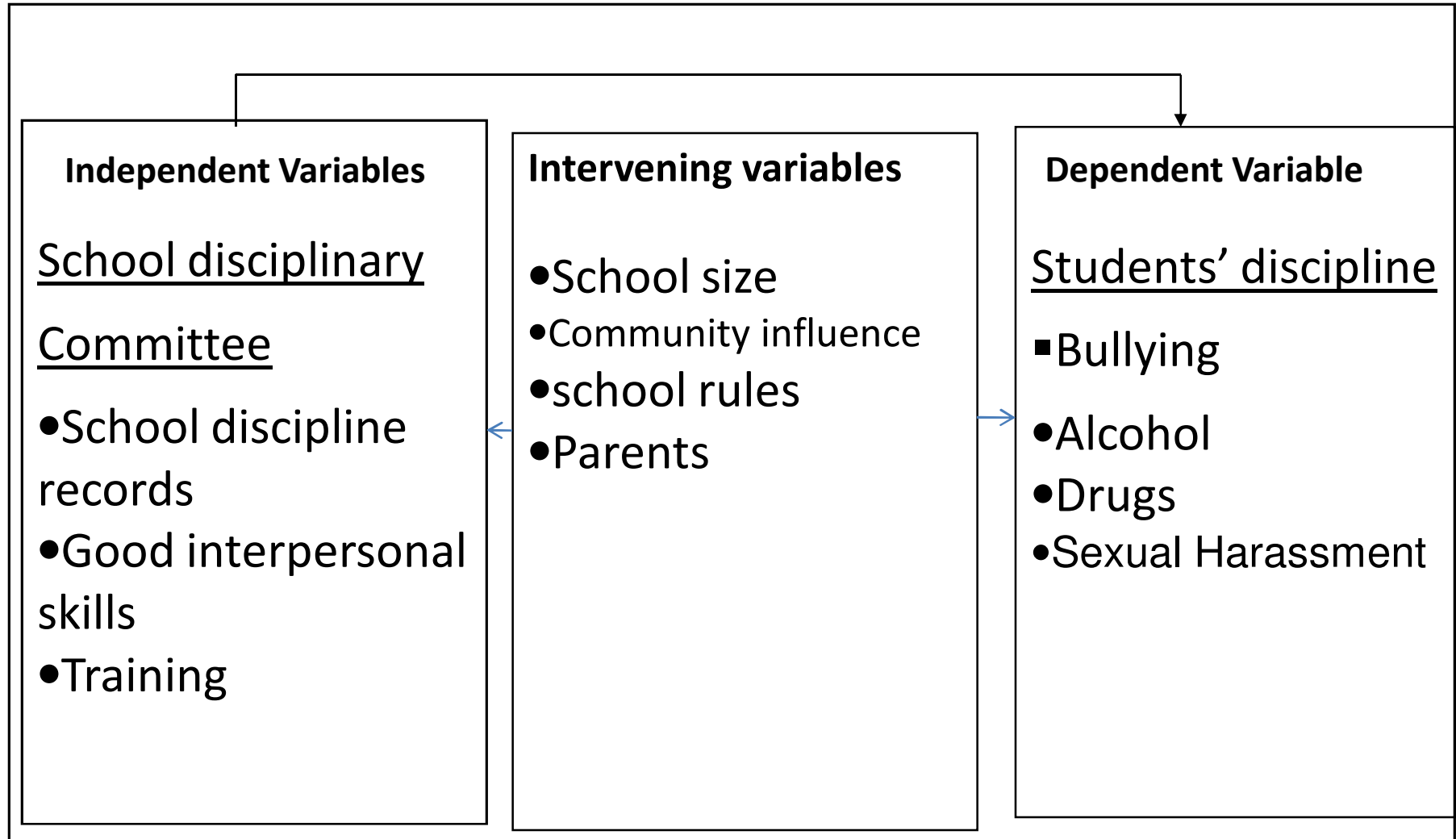
The study was conducted in Rongai Sub County and focused on evaluating the level of Discipline among students in public secondary schools .

THEORETICAL FRAMEWORK

This study was informed by Kounin's theory.

The concept of this theory is that what is more important is not the manner in which the educators address the misbehaving of learners but rather the way in which they prevent misbehavior.

CONCEPTUAL FRAMEWORK



LITERATURE REVIEW

Nature and extend of student indiscipline

De Wet(2003) states that school violence is not a new phenomenon; even in the 17th century, French schools were faced with sword and fist fights, unrest and attacks on educators.

According to Bland Ford(1998),it seems there is a perceptible breakdown of school discipline worldwide.

In the USA annual Gallup poll of the publics attitude towards the public school concluded that “a lack of discipline” has been identified as the most serious problem facing the nations education system, Cotton(1990)

In Harvard educational letter cited in Cotton (1990), many educators and learners are said to be gravely concerned about the disorder and danger in the school environment.

Forms and patterns of school based indiscipline

According to Osborne as cited in Du Plessis(2008),school violence should be considered broadly as a group of undesirable behaviors that result in significantly negative outcome for another learner or entity such as school building itself. These behaviors include;

- Bullying and intimidation
- Drugs and alcohol abuse related violence
- Theft of property and vandalism
- Sexual violence in schools or gender based violence

In Kenya, De Wet (2003) attributes most of the violence in schools to drug abuse, poverty, neglect, ethnic or tribal hatred as well childhood exposure to violence.

Violence related to alcohol and drug abuse

Fagan and Wilkinson(1998) state that there is a relationship between violent crimes in schools and the abuse of alcohol and drugs

Ensink(1997), agrees that the use of alcohol makes a person less inhibited and thereby increases the likelihood of violence in schools .

It is also found that alcohol is commonly used by South Africans of all ages students included.

RESEARCH METHODOLOGY

Research design-Descriptive survey

Study location-Rongai sub County, Nakuru County

Target Population-All public secondary schools in Rongai District

Sampling procedure and sample size-Guidelines from Mugenda and Mugenda (1999)

Instrumentation-use of questionnaires

Data Analysis-The data from the completed questionnaires were cleaned re coded and entered in to the computer using Statistical Package for Social Sciences(SPSS) version 17 Descriptive statistics specifically percentages, frequencies, mean and standard deviation was used to present data.

FINDINGS

- Approximately 81 % of the respondents indicated that students in their schools were not disciplined
- 67% of the respondents agreed that students in their respective schools were not punctual
 - About 72 % of the respondents were in agreement that students are not obedient to teachers and prefects

- 52 % of the respondents said that students in their schools had difficulties in following the school rules
- Almost 46% of the respondents agreed that fighting was rampant in their school
- About 50% of the respondents said that student unrest was a problem in their school

The study established that

students were not disciplined

- Bullying is quite rampant in the schools
- Students disobey teachers and prefects
- Students have difficulties following the school rules
- Student unrest is a problem in some schools

Recommendations

- The disciplinary committee should be supported by all stakeholders for it to be effective
- The disciplinary committee should undergo continuous training to improve in their handling of the discipline issues

THANK YOU
FOR
LISTENING