AN INVESTIGATION INTO BEHAVIOUR CHANGE RESULTING FROM DISCIPLINARY METHODS USED BY TEACHERS ON PRE-TEENS: A CASE OF MAKINI PRIMARY SCHOOL, NAIROBI

by

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07-1417

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AN INVESTIGATION INTO BEHAVIOUR CHANGE RESULTING FROM DISCIPLINARY METHODS USED BY TEACHERS ON PRE-TEENS: A CASE OF MAKINI PRIMARY SCHOOL, NAIROBI

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

Signed: ____________________________ Date: ________________

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I would like to thank God for the energy and focus He availed to me in this process. Through it, the reminder of His unconditional love gave me the courage to get back up again.

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ABSTRACT

Disciplinary actions are triggered by indiscipline and usually elicit a behaviour change. There seems to be no tool or mechanism for teachers to use when matching disciplinary methods to problem behaviours. The purpose of this study was to investigate behavioural change that occurred in pre-teens following various disciplinary methods used by teachers in Makini Primary School, Nairobi. The specific objectives of the study included identifying common problem behaviours among pre-teens in Makini School, examining the disciplinary methods used by teachers in Makini School, and determining the factors that influenced the disciplinary methods employed. A sample size of 99 respondents (3 administrators, 16 teachers and 80 pre-teens) was selected using stratified random sampling. The study adopted descriptive research design. Questionnaires for teachers and pre-teens and interview guide for the administrator were used to collect data. The data was analyzed using Statistical Package for Social Science version 23. The study revealed a high likelihood of occurrence of internalizing and externalizing behaviours and some engagement in delinquent behaviours that could disrupt learning among the pre-teens. The study also established that the majority of the teachers were using verbal warnings, and giving extra work to handle problem behaviours. Moreover, the study revealed that disciplinary actions could lead to positive behaviour change among pre-teens. Based on the research findings, parent-teacher collaboration, and guidance and counselling were recommended as effective disciplinary methods to be adopted more widely in the school.
DEDICATION

This research is dedicated to my parents, Mr. Daniel and Mrs. Phyllis Mutua, who disciplined me in love and moulded me to be a better person.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Maintaining discipline in schools has been a major problem and cause for concern for education stakeholders in Kenya and around the world. Ajowi and Simatwa (2010) noted that indiscipline in schools in Kenya has increased with a new dimension since the ban on corporal punishment in schools through the Legal Notice No. 56 of Kenya Gazette (Supplement No. 25:199 of 30th March, 2001).

In the recent past in Kenya, there have been mortifying media reports on what happened in ‘Project X’ parties where children as young as eight years of age are engaging in drug use and sexual debauchery (Kenya: ‘Project-X’ Party, 2016). In addition, the strikes by students in 126 secondary schools from different parts of Kenya in the second school term of 2016 beg the question, “Where as a society have we gone wrong in regard to disciplining children?” (List of Schools Hit, 2016).

Parents and teachers tended to agree that discipline is crucial for a child’s well-being but differed on the forms of punishment to give (Durant, 2006). Some Kenyan teachers argued that the ban on corporal punishment in schools is a major contributing factor to the indiscipline levels (Ajowi & Simatwa, 2010). Other teachers held the opinion that all discipline has been left to them and parents were absconding their parenting duties of which discipline is a part (Berns, 2015). Parents on the other hand, argued that the society had left the entire process of socialization to them whereas in the past it was a community affair (Forman & Kochanska, 2001).
Nevertheless, regardless of who is to blame, the need to have discipline measures taken by the various caregivers in school remains paramount.

A recent case of a Tanzanian student from Mbeya Day Secondary School caned mercilessly by two teachers for not finishing his English homework caused a public uproar in Kenya (Edward & Nelson, 2016). The amateur video exposed the ugly side of discipline where the punishment meted out is too severe for a seemingly menial offence. While it would be easy to argue that such cases only exist in Tanzania, the Kenyan media coverage of other cases of caregivers in Kenya such as teachers, prefects, parents and nannies punishing children excessively both at the home and school environments show otherwise. This highlights a trend of inappropriate discipline intervention to a child’s offence that needs to be urgently addressed.

Background to the Study

Holden (2002) proposed that discipline among pre-teens in the school appears to be deteriorating. Smith, Gallop, Taylor, & Marshall (2004) viewed discipline as the regulation of a child’s development in the moral, emotional and physical domains, and empowering of children to take charge of their own lives when they are older. As such, discipline remains a key responsibility of caregivers whether it is the teacher in school, the parent at home, or the minder at children’s institutions.

Formal education serves as a means through which harmonious and industrious social culture can be constructed and maintained. According to Dinkes, Cataldi, Kena, Baum, and Snyder (2007), it is necessary for schools to formulate and implement well-designed curriculum elements. Moreover, it is crucial to maintain an
atmosphere of peace, mutual appreciation and support among teachers, students and other players in the education system.

Problem behaviours prevalent in a school either directly or indirectly affect the day-to-day educational process and could diminish the effectiveness of curriculum delivery and challenge fruition of proper child development in students (Gresham, Watson, & Skinner, 2001). Whether the problem behaviours occur at school, at home or elsewhere, they negatively affect learning in the school. For instance, a child who drinks alcohol with his mates after school hours may not be in the right frame of mind to do his homework, which could land him in trouble in school even if he does not go to school while drunk.

Mbiti (2002) stated that maintaining a state of good discipline in schools is a strategy that ensures the attainment of educational goals. Discipline thus brings order to the environment where meaningful learning and inculcation of positive values, attitudes, beliefs and social skills can take place. Lack of discipline often leads to disorganization of that order and could affect many aspects of school operations resulting in chaos.

The Kenyan Primary Education syllabus highlighted the national goals on the education of children. The syllabus indicated that schools ought to provide for knowledge development as well as skills and attitudes that would enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens (Kenya Institute of Education, 2002). This implies that a child who has completed school ought to be disciplined and able to fit well in society. Moreover, the syllabus lays emphasis on the role of the teacher in shaping the child to become a disciplined member of the society.
In a school environment where problem behaviours persist among students, all the education players suffer. Parents become uncomfortable with the impact such general indiscipline would have on their own children, regardless of the children’s participation or lack thereof. Teachers get frustrated at having to work in such a hostile environment and being blamed for the indiscipline, whereas the school administration worries about the school’s reputation. Students alike may suffer from tags they receive due to their real or perceived notoriety. Kidd & Teagle (2012) noted that it is likely for both teachers and students to encounter difficulties in applying their full potential in the teaching-learning process when inhibited by such circumstances.

Many studies on corporal punishment have shown the adverse effect it has on child development (Morrell, 2001; Ogetange, 2011). The international law remains conspicuously quiet on that matter. Although the Kenyan law through the Children’s Act (2001) has banned corporal punishment in schools, there are unsubstantiated claims by some Kenyan students, parents and teachers that some form of corporal punishment still takes place in schools.

According to Chan (2000), almost all formal teachers have received some training in college on behaviour control. Alternative forms of discipline such as detention/isolation, withdrawal of privileges, grounding, guidance and counseling, among others, can be selected and used. This implies that teachers and by extension other caregivers need some form of background knowledge of how to strike that balance between the disciplinary method and the problem behaviour.

Makini School, a school founded by the late Dr. Pius Okelo and Dr. Mary Okelo in 1978, is lauded as one of the top Kenyan-curricular schools in the country based on their high academic achievement and high student discipline levels. During
the primary schools ranking era in Kenya, their K.C.P.E. results were often among the best. The school’s vision is in part to help each child develop the highest possible moral, academic, cultural and sporting standards. As a result, the school has received the African Enterprise Award for its contribution to excellence in education in Kenya (Makini Schools, 2017). The school was selected for this study due to the good education background highlighted, which implies a model school that has skilled teachers with an ability to handle student indiscipline effectively.

Statement of the Problem

Indiscipline among pre-teens seems to be on the rise. Around the world, the numbers of student indiscipline and child delinquency cases tell of a growing menace. In Western Europe, arrest of juvenile delinquents and underage offenders has risen by more than 50% since the 1990s while in Eastern Europe, the number is up by 30% (United Nations, 2004). Most of these offences such as vandalism, irresponsible sexual behaviour, and aggression have been related to drug abuse. A study by Gutte (2007) in Addis Ababa, Ethiopia shows that students’ problem behaviours are the major cause of disruption to learning. Kenya’s school indiscipline includes problem behaviours such as truancy, bullying, drug abuse, destruction of property and physical violence by students (Mbiti, 2007).

School discipline includes the policies and action taken by the school staff to encourage pupils to engage in desirable behaviours as well as discourage them from undesirable ones (Cameron, 2006). Lochan (2010) stated that school administrators, teachers and parents have been trying to solve the increase of indiscipline in Caribbean schools. In Zimbabwe, the demand for safer schools with higher discipline levels has risen (Endya, 2007). Statutory instruments 65 of the Zimbabwe
Constitution of 1992 empowered school administrations to use the cane as a discipline measure. However, they are expected to keep a record of the type of offence and punishment administered (Chemhuru, 2010).

The horror stories raised in different Kenyan media is disheartening, as the students’ indiscipline has led to harm or criminal proceedings against either the students or the teachers. For instance, the court case against eight former students of Sunshine Secondary School over attempted arson in the second term of 2016 may be a looming nightmare for the rest of their lives (Eight Sunshine School students held, 2016). Another example is the sodomy case of a Maseno High School Form 1 student who reported to the school in the first term of 2017. The boy was traumatized after what was supposed to be a happy time following his academic achievement to get into his dream school (Owenga, 2017). The bullying cases of Alliance High School Form 1 students in first term of 2017 cast a dim light on the power prefects hold, which can be easily abused, and this has caused the then sitting principal to lose his job having settled for early retirement (Kenyans react to bullying, 2017).

To curb these negative behaviours, there is a dire need for closer monitoring and supervision of student activities as well as disciplinary actions by the teachers and school administration. Songul (2009) asserted that discipline is required for students to become prosperous in education. Wissow (2002) held that discipline can be positive or negative; for example, awarding a child for neatness is positive discipline while slapping a child for wrongdoing is negative discipline. Various discipline methods are employed in schools to help tame the menace of problem behaviours. These include corporal punishment, guidance & counseling, token economy, time out, among others (Chan, 2000).
Despite the school policies that may be in place to enforce discipline, the problem of effectively handling student indiscipline remains persistent. According to Gikungu and Karanja (2014), the fact that more than 100 secondary schools went on strike in 2014 with students engaging in damaging school property and bullying younger students paint a dire picture of the situation in Kenya as a whole. Too, Kimutai and Kosgei (2012) highlighted the role of principals in stemming administrative constraints that render teachers powerless concerning maintaining high standards of student discipline.

Disciplinary actions are triggered by indiscipline and usually elicit a behaviour change. There seems to be no tool or mechanism for teachers to use when matching disciplinary methods to problem behaviours. Consequently, the possibility of causing harm to the child either by overindulging their problem behaviour through inadequate disciplinary actions or by applying excessive discipline to a point of abuse becomes a reality. When not curbed at the pre-teen stage, the problem behaviours become worse in teenagehood as evidenced by the higher levels of student indiscipline in secondary schools (Lahey et al., 2000). Excessive disciplinary actions pose a danger to both the child and teacher. The student may suffer trauma while the teacher may face litigation for their actions.

After the ban on corporal punishment in Kenya in 2001, teachers were required to use alternate methods to curb the rising cases of indiscipline in schools. However, it was not clear how teachers select the disciplinary method to use for different indiscipline cases. Hence, there was need to find out which disciplinary methods were in use and whether these methods produced any change concerning the pre-teens’ problem behaviours. This study therefore sought to contribute in the
understanding of the appropriateness and effectiveness of various disciplinary methods employed by teachers on pre-teen students with diverse problem behaviours by investigating the behaviour changes yielded in the student after the discipline.

Purpose of the Study

The purpose of this study was to investigate behavioural change that occurred in pre-teens following various disciplinary methods used by teachers in Makini Primary School, Nairobi.

Objectives of the Study

According to Kombo and Tromp (2006), objectives guide the research process by addressing the variables of the study. This study was guided by the following objectives, namely to:

1. identify the common problem behaviours among pre-teens in Makini School;
2. examine disciplinary methods used on pre-teens by teachers in Makini School;
3. determine challenges encountered on application of disciplinary methods in Makini School;
4. investigate behavioural changes that take place as a result of the disciplinary methods applied in Makini School.

Research Questions

Research questions are related to research objectives. This study sought to answer the following questions:
1. What were the common problem behaviours among pre-teen students in Makini School?

2. What were the disciplinary methods employed by teachers in Makini School?

3. Which challenges did the teachers in Makini School face upon applying a disciplinary method?

4. What behavioural changes took place in the pre-teen in Makini School because of the disciplinary measures?

Rationale of the Study

In today’s society, children seem to have problem behaviours that manifest further in teenagehood though they may begin before puberty (Ngwiri, 2008). Behaviours targeted in this study were those problem behaviours with significant frequency of occurrence and capacity to affect the educational process for the majority of pre-teen students. Occasional episodes of indiscipline with little significance on pervasiveness shall be deemed irrelevant to this study. As such, problem behaviours disrupt learning and development among students; dealing with them early and appropriately serves to foster a healthy education environment for both teachers and students.

Dealing with problem behaviours among pre-teens before adolescence is especially helpful to inculcate discipline that will be useful during the adolescent period. Jolivette, Scott, and Nelson (2000) argued that early identification of problem behaviours among students would enable educators to establish behavioural supports to address unwanted behaviours before they become too severe. Fennema (2005) further reiterated that this reduces the need for complex and complicated discipline interventions later on.
Evidence from various studies (Marzano, 2003; Crimmins, Farrell, Smith & Bailey, 2007; Ogetange, 2011) revealed a common pattern in both developed and developing nations of discipline problems in schools. Therefore, there is a need to understand the role of discipline on behaviour change. It is also necessary to understand what discipline measures are appropriate to the offence committed by a child to avoid excessive harm (physical, psychological, social and spiritual) to the child when disciplining them.

Significance of the Study

The findings of the study could help in making recommendations for policy making at the school level and the larger education sector on student discipline matters. The study may also create awareness about the prevalent problem behaviours among pre-teen pupils in Nairobi. Moreover, the results of the study may be useful in helping teachers and school administrations better understand how their disciplinary methods or lack thereof influences behaviour change in pre-teens.

The study could also benefit children by giving caregivers in the school recommendations on appropriate discipline measures to take to avoid excessive harm to children and specifically pre-teen students when disciplining them. By so doing, this may help mitigate abuse of discipline meted on children thus enhancing their wellbeing.

Assumptions of the Study

The researcher made the following assumptions in this study:
1. Pre-teens shared some common problem behaviours, which could disrupt school learning.

2. Makini School had put in place disciplinary mechanisms to deal with indiscipline.

3. Teachers were aware that one discipline method does not fit all cases of indiscipline and thus different methods were used for various problem behaviours.

Scope of Study

The study focused on reported behaviour change resulting from discipline interventions made by teachers among pre-teens in urban private primary schools. Owing to the primary objective of this study and time limitation, the study undertaking was limited to a select private primary school, Makini School, in Nairobi County. The choice of this specific location was based on easy access to the school by the researcher and willingness of school administration to allow their teachers and students to participate in the study. The chosen school also has a good education background and more than a hundred and fifty students in each level, namely classes six and seven. The students are spread out in ten streams at every level.

The study covered respondents of both the male and female genders from the following categories: pre-teen students, teachers, and school administrators such as head teachers, discipline masters or school counselors involved in disciplining students. The specific age of the pre-teen under consideration was from eleven to twelve years of age. The study was further limited to pre-teens classes six and seven. This selection was based on the developmental age group stage being better able to convey significant information on behaviours in oral or written form.
Limitations and Delimitations of the Study

The first limitation of the study was that the information required was classified. The respondents were not at ease to release sensitive information about discipline. Students feared victimization from teachers and school administrators while teachers viewed the study as an attack on their teaching skills. To delimit this, the researcher explained the purpose of the study and assured both the students and teachers of the confidentiality of their identity in the research.

Another limitation was that respondents could have given subjective or incomplete information due to personal involvement. As the study data was mainly relying on reports from individuals about behaviour before and after discipline interventions in the past, some facts on present realities may have been left out. Sometimes the information may have been biased depending on personal perception and involvement and the sensitivity of the matter. The researcher undertook to resolve this by doing the research after the final term examinations when both students and teachers were in the school but the environment was more relaxed and allowed for personal space when participating in the study.

Definition of Terms

Pre-teen: A child of age between middle childhood and early adolescence (Porteus, Vally, & Ruth, 2001). In respect to this study, a pre-teen was used to refer to a child aged 11 – 12 years.

Problem behaviour: A negative behaviour that poses a direct challenge to the growth and development of a child in any of the five domains of development, namely: physical, mental, spiritual, social and
emotional (World Vision, 2005). For this study, problem behaviours were maladaptive behaviours that disrupt the educational process in schools and thus affect learning.

Discipline: The practice of training people to obey rules or a code of behaviour, using punishment to correct indiscipline (Oxford Dictionary online). The same meaning was adopted in this study, only that the individuals being trained was limited to pre-teens.

Indiscipline: Situation whereby student(s) act in a manner contrary to the laid-down rules of the school (Oxford Dictionary online). The same meaning was adopted in this study.

Disciplinary method: This is an intervention made as a measure of instilling discipline (Chemhuru, 2010). Only discipline methods employed by teachers in a school setting were considered in this study.

Socialization: The contribution of society towards the development of a child’s value system and core beliefs through schools, family, peers, media and culture (Berns, 2015). A similar meaning was adopted in the study.

Behaviour Change: The process of modification of behaviour observed following application of a disciplinary method (Etisi, 2012). For this study, the disciplinary methods in consideration were those made with the aim of curbing a pre-teen’s problem behaviour.
Student: One who attends a school (Merriam-Webster, 2017). In this case, it would refer to a pre-teen in classes 6 and 7 of Makini School

Summary

This chapter dealt with an introduction to problem behaviours among pre-teen students and an overview on discipline interventions made by teachers. The chapter also dealt with the statement of the problem, which led to the purpose of the study, research objectives and questions. Also covered in the chapter is the rationale and significance of the study as well as the assumptions, limitations and delimitations of the study. The next chapter focused on the literature reviewed for the study.
CHAPTER TWO
LITERATURE REVIEW

Introduction

This chapter reviews selected relevant literature from accredited scholars and researchers on discipline interventions made by teachers on students with problem behaviours that disrupt school learning. Kombo and Tromp (2006) defined literature review as the works a researcher consults in order to comprehend and scrutinize the research problem. This review places the current study in perspective by identifying knowledge gaps. According to Walliman (2011), a proper literature review distinguishes a study by identifying previous works and explaining logical connections between previous research and the present work. The chapter covers theoretical, general and empirical literature review as well as the conceptual framework for the study.

Theoretical Framework

A theory provides a framework that offers a generalized explanation of categories or relationships (Ridley, 2012). Therefore, theories are reasoned statements, supported by evidence, meant to explain a phenomenon. There are many theories that attempt to explain human social and individual behaviours. This study made use of Skinner’s Operant Conditioning Theory, Bandura’s Social Cognitive Theory and Kohlberg’s Theory of Moral Development.

Operant Conditioning Theory

One of the key theories that touches on discipline and behaviour learning is B.F. Skinner’s 1974 operant conditioning theory. The theory proposes that to understand
behaviour, one needed not examine the internal thoughts and motivations but rather deal with the external behaviour. Operant refers to active behaviour, which operates upon an environment to generate consequences (Domjan, 2014). The consequence rather than the cause of behaviour, determines its repetition or cessation (Wolfgang, 2005). Skinner focused on the effect of using either reinforcement or punishment to increase or decrease behaviour. The reinforcement must be consistently delivered for a connection to develop. Through this process, an association is formed between behaviour and consequence (Skinner, 2011).

Reinforcement refers to any event that increases or strengthens the antecedent behaviour while punishment refers to an adverse outcome that decreases undesirable behaviour (Domjan, 2014). Both reinforcement and punishment can be positive or negative. Positive reinforcement involves presenting a favorable outcome such as praise or reward, while negative reinforcement is the elimination of an unfavorable aftermath such as the lifting of a sanction to increase behaviour. Conversely, positive punishment is the presentation of an unfavorable outcome such as caning, just as negative punishment is the withdrawal of favorable outcomes to decrease behaviour (Gray & Macblain, 2012).

A major criticism of Skinner’s theory is that it negates the power of free will in determining behaviour (Wolfgang, 2005). Although, to a certain extent, behaviour is influenced by the consequences that follow as a result, human beings sometimes act contrary to what is expected. For instance, young people may become sexually active despite knowing the negative consequences like pregnancy, sexually transmitted diseases, loss of innocence, among others, that are likely to follow. They may even continue to do so after the consequences have been effected thus defying the logic of
conditioning and behaviourism in general. Cognitive behavioural theories acknowledge the power of thought in behaviour.

This theory was important to this study because it emphasized that feedback is important in promoting learning of behaviour as it causes expectations of behaviour. Students are more likely to be motivated to repeat behaviours that attract positive reinforcement rather than those that attract punishment or those with hardly any consequence.

Social Cognitive Theory

Albert Bandura’s social cognitive theory of 1986 is another theory that seeks to explain behaviour learning. The theory posits that new behaviour patterns are attained through direct experience or observing others (Shaffer, Willoughby, & Wood, 2002). A child may learn behaviour through direct experience. Bandura’s thoughts in this area were greatly influenced by both classical and operant conditioning (Gray & Macblain, 2012).

Children actively process information by thinking about the connection between their behaviour and its consequences. Even when imitating, they will take into account what happens to the model after performing an action. This is known as vicarious reinforcement (Crain, 2000). Vicarious learning is therefore the process by which children are socialized to behave.

A child can learn behaviour through modeling. Four interrelated sub-processes as detailed below govern modeling phenomena. First is attention, which means that for an individual to learn from observation, they must recognize and attend to the essential features of the model’s behaviour. Retention then follows whereby an
individual must remember the modeled behaviour in order to replicate it. The third sub-process is motoric reproduction. Here, an individual’s symbolic representation guides their overt behaviour. Lastly, for an individual to acquire, retain and possess capability to skillfully execute modeled behaviour, reinforcements and motivation are necessary (Bandura, 1986; Forman & Kochanska, 2001).

The theory was supported by many scholars due to its accommodation of man as a thinking being and not just a reactionary or responsive being to outward stimuli (Berns, 2015). Other theorists lauded the theory for its focus on the broader social context of development. Society shares its mental goals with the child, and the child in turn forms the environment (McLeod, 2014).

However, the theory was also criticized by others such as Mcleoid (2016) for not taking into account biological differences (brain, genetic and learning differences) that influence how a person responds in a given situation. For instance, two children who witness a murder may respond differently despite the behaviour modeled or consequences experienced before.

This theory was relevant to this study because it postulated that both experience and modeling were vital causes to behaviour learning. Applied to discipline interventions made by teachers, the teacher ought to do the following: model the desirable behaviours to their students, initiate peer collaboration for accountability purposes, and allow children to experience the consequences of their actions or behaviour whether positive or negative. Peer collaboration and adult guidance lead to the child attaining a higher range of desired behaviour than when alone (Burden, 2003).
Moral Development Theory

Lawrence Kohlberg’s theory of moral development formulated in 1976 seeks to explain behaviour learning by helping caregivers to understand how to promote desired behaviour in children according to their development stage. Children progress in their ethical reasoning by changing their foundations for moral behaviour (Barger, 2000). Kohlberg believed that there were six identifiable development stages generally classified into three levels partly based on Piaget’s theory of moral reasoning. The levels are pre-conventional, conventional and post-conventional morality and each has two stages (Sincero, 2012). These stages are supposed to show how a child develops a sense of right, wrong and justice.

Kohlberg identified the first stage as punishment-obedience orientation where a child acts as required to avoid punishment. Stage 2 is the instrument-relativist orientation where the child sees good conduct as those behaviours that meet their needs and those of others, which earns them favours. The third stage is the good boy-nice girl orientation. The child acts in the manner that gains them approval or popularity. The fourth stage is the law-and-order orientation. Here, the child obeys rules because they are right and good and promote social harmony. Stage five is the social-contract orientation where the child acquires a sense of flexibility on personal rights over the agreed upon standards of society. In the last stage, which is rare to achieve, the child is guided only by their conscience (Kohlberg, 1984).

Kohlberg’s theory was based on research. He interviewed young children by presenting moral scenarios to establish the reasons why children thought a character was right or wrong (Dweck, 2000). He then summarized those reasons that heavily
influenced children to make verdicts on whether to act in a positive or negative manner when faced with a moral situation into the varied stages.

Harwood, Miller, and Vasta (2008) observed that most people are in the conventional morality level and rarely reach the post-conventional morality level, leading to the questioning whether the stages can really count as universal levels of development if not everyone passes through them.

This theory is further criticized by Gilligan (1980) for having structured stages, which seem to imply that upon successful transition from one stage, there is no regression. However, the contrary seems to be more likely. A child acting in a particular way today could act quite differently the next day based on different motivations of behaviour. Another criticism by Gilligan is that more men were in the progressive stages of morality because they dwell on justice principles while women tend to live by principles of caring and fairness. However, Sincero (2012) criticized Gilligan for making behavioural differences between men and women essential.

This theory is important to this study because it posited different stages of moral development that a child may be in while exhibiting problem behaviours in the school. Although the stages may not have been strictly based on age, they were good indicators of a pre-teen’s likely motivation behind their problem behaviours. Thus, the appropriate discipline measure to be employed by the teacher would be dependent on the pre-teen’s stage of moral development they deemed most consistent with the child’s motivation for behaviour. For example, if a child was likely to be motivated to behave in a certain way by popular trends, then the key lay in popularizing the desired behaviour for easier and faster adoption.
Together, the three theories brought out the need for a teacher to consider the following in regard to discipline: giving feedback in form of consequences for both desirable and undesirable behaviour (operant conditioning), modeling the desired behaviour and its consequences (social cognitive) and understanding the motivations of a child’s behaviour (moral development).

General Literature Review

*Problem Behaviours*

Behaviour is considered a problem when it is antisocial, deviant from the norm and non-conforming to societal expectations for a particular developmental stage (Nwankwo, 2006). For instance, engaging in sexual activity when one is 25 years of age may be condoned in the Kenyan society but strongly discouraged if one is twelve years. Charles (2005) further described desirable school behaviour is whereby students show self-control, responsibility, consideration and respect for others, co-operation and helpfulness with the teachers, school staff and other students.

In order to understand behaviour formation, it is paramount that one understands how children learn and develop. Whitebread and Bingham (2013) postulated the following key points about how children learn and develop: imitation, induction and metacognition. In imitation, children learn through observation. Thus, children learn more from what others model or do rather than what they are told.

During induction, children detect patterns in their experiences and construct their conceptual knowledge of their world. This explains how they are able to learn language with such ease and speed, how they form concepts and detect categories from their experience and how they seem so ready and able to understand causal
relationships between events. Therefore, for children, learning from experience is more powerful than learning through instruction. For instance, cooking together is more learner-friendly than teaching a recipe.

Another key element to consider about children learning is motivation. A child’s conviction that they can expand their abilities through effort i.e. self-efficacy leads to an interest in learning and realizing excellence (Dweck, 2000). Also, the need to gain approval and earn validation from significant others i.e. parents, teachers, peers and possibly society can be a powerful motivator for children to learn (Berk, 2013). Finding the motivation for the child’s problem behaviour helps the teacher know how to deal with it appropriately.

Bartlett, Holditch-Davis, and Belyea (2005), when carrying out an examination for the American National Longitudinal Study of Adolescent Health, identified three clusters of behaviour. A normal behaviour cluster encompasses the socially acceptable and development appropriate behaviour for students. Another cluster is the problem behaviour cluster, which includes externalizing behaviours that are disruptive socially and distressful to others. The last cluster is the deviant behaviour cluster for delinquent behaviours such as weapon use, theft and selling drugs.

Teachers are likely to encounter different types of student misbehaviour that disrupt school learning. Charles (2005) highlights the following types in order of increasing severity: Inattention included daydreaming and doodling while apathy referred to sulking or non-participation in classroom activities. Other classroom misbehaviours were needless talk and movement such as chatting, getting up or out without permission, annoying others (provoking, shouting, picking at) and cheating.
(lying, copying homework or exams). Aggression (fighting, bullying, threatening, vandalism), irresponsible sexual behaviour (sexual activity, harassment, promiscuity), drug abuse (substance use or medicine misuse) and defiance (talking back to or refusing to obey authority) were some of the more severe problem behaviours.

Etisi (2012) pointed out that many discipline problems in schools occur because there is a conflict between the students’ needs and the needs of the class or teachers. For example, a teacher may extend a lesson into break time to finish the lesson as planned and be able to cover the syllabus in adequate time. A student however, may need to use the bathroom and is afraid of punishment by the next teacher for arriving late for class after the break. This may prompt the student to walk out without permission especially if they do not want to disrupt the teacher by speaking out. This act may be misconstrued as disrespect to the teacher or even defiance.

In order to prevent a discipline problem, a stable environment where the needs of the student, teacher and class can altogether be met with minimal conflict needs to be established. Teachers therefore have to find ways to understand their students’ needs and how to meet them as well as what causes the undesired behaviour and how to circumnavigate those causes (Burden, 2003). According to Evertson and Emmer (2013), each teacher should organize a personal system of discipline that guides them on how to deal with the students’ problem behaviours effectively and restore a conducive environment for learning in a short period.

Disciplinary Methods
Classroom discipline begins when teachers outline a set of acceptable academic and social behaviours of a ‘good’ student as well as set out prohibited behaviours they will not tolerate from a student (Kauffman, Pullen, Mostert, & Trent, 2011). These expectations of behaviour vary widely depending on the teacher and the culture of the school and the community at large. Charles (2005) suggested that involving students in this process of setting classroom standards increases their ownership and consequently their adherence to the rules. It is also prudent to lay out and demonstrate the consequences for unacceptable behaviour.

A teacher can help support growth of desirable student behaviour by acknowledging it and praising or rewarding the student. Praise or reward can be most effective when it is sincere, individualized, and given with subtlety. This has the power to change the teacher-student and student-student relationships, raise the students’ self-esteem, increase motivation to behave well and improve attitudes towards teachers, subjects and the school environment (Dix, 2007). Feedback, whether positive or negative, on student behaviour should be given immediately or soon after behaviour for it to be effective (Weinstein, 2007).

Wolfgang (2005) posited that when such limit-setting techniques fail even though they have been properly executed, then a backup system or omission training is required to deal with a chronic discipline problem. He noted that unfortunately, most schools have a default backup system that is not well thought out or even systematic. However, the sanctions applied by teachers should generally increase in severity based on the frequency and duration of the problem behaviour.

Sanctions are divided into two categories, namely situational and consequential interventions. Situational interventions are used to deescalate a situation
when no clear perpetrator of an offense is identified while giving time out to children causes them to rethink their actions and make amends. Consequential interventions include loss or curtailment of privileges due to wrongdoing (International Association for the Evaluation of Educational Achievement, 2013).

Traditionally, the sanctions given to students include a verbal or written warning followed by a conference with student if problem behaviour persists. If that fails, the teacher may give the student a time out, send them to the Principal’s office or detain them after school. At this stage, a conference with the parent or guardian is necessary either alone or with the Principal. If this sanction fails, then a suspension may be the next course of action and expulsion as a last step of discipline (Goldstein, 2007).

Parke and Gauvain (2009) recommended professional therapy as a discipline measure to deal with student’s problem behaviours. Some schools have adopted this by having a full-time student counselor on board but most schools generally have a Guidance & Counseling department run by a teacher (Jones & Jones, 2013). Therapy should be embraced because of its ability to identify and deal with not only the motivation and environmental supports of the problem behaviour but also the cause of the problem behaviour.

A large sanction used at times in discipline management is corporal punishment (Russo & Eckes, 2012). There is no universally accepted definition of corporal punishment, making comparison across the globe difficult. Durant (2006) offered definitions based on harm, severity, perceived norms and hitting. Thus, based on harm, corporal (physical) punishment is defined as an act that causes harm or poses a substantial risk of harm, where harm is equated to physical injury. However,
based on severity, corporal punishment refers to not merely the acts of aggression but rather the force applied to those acts of aggression. Corporal punishment also differs according to perceived norms. Hitting a child with in one community may be customary punishment but an abomination in another.

The apparent tolerability of corporal punishment extends to the legal sphere. Except for some 32 countries, the use of some sort of corporal punishment is permitted for parents, teachers, or both (Strauss, 2001). The Children’s Act of Kenya under Part II, Article 18 prohibits life imprisonment of a child. However, it does not clearly or expressly forbid corporal punishment (Republic of Kenya, 2001).

Inasmuch as there are some laws to protect against some forms of corporal punishment, legislation still needs to be more apparent in the protection of the child from abuse arising from corporal punishment. Stringent penalties for perpetrators of physical and psychological abuse as well as sometimes death of children because of corporal punishment must be set in place as a deterrent and punishment measure.

Challenges encountered upon application of disciplinary methods

Denti (2012) identified a key underlying challenge with indiscipline was serving as a blow to the teacher’s self-esteem. When students make positive comments and are well behaved, the teacher’s feeling of self-efficacy and self-worth is boosted. Conversely, when students respond passively or act out, the teacher’s sense of self-worth tends to be diminished. As a result, it is more likely that a teacher may respond by blowing up or giving up. Blowing up implies a more severe form of discipline may be used than necessary while giving up means the teacher reacts passively to the indiscipline thus silently sanctioning it.
Denti (2012) stated that if a teacher wanted to change student attitudes, then they must start with a change in their own behaviour. Controlling their emotions is the first step in dealing with student problem behaviours. Their actions may be causing the very problem behaviours they would like to eliminate. Some students derive pleasure from frustrating teacher’s efforts to understand, assist or tolerate them. The feeling of frustration in turn changes to a reaction of anger, sarcasm, revulsion or abandonment. Teachers therefore need to be actively aware of their behaviour at all times when interacting with their students.

Another challenge encountered when applying a disciplinary method is striking a balance between the teacher’s convenience and comfort vis-à-vis that of the child without disrupting learning (Wanjama, Muraya, & Gichaga, 2006). For instance, a teacher may opt to send the offending child outside the classroom to avoid confrontation and humiliate the student. This tactic may be convenient for teachers as it does not require further reporting to the school administration or child’s parents as a case of corporal punishment or after school detention would.

**Behavioural change resulting from discipline interventions**

According to Dix (2007), teachers who positively reinforce the behaviours they want and expect through praise and reward, have students who respond by seeking attention through fair not foul means. However, this method becomes less effective when teachers revoke the praise or reward when a student misbehaves afterwards. Instead, they should give a verbal warning and then apply sanctions. Also, praise and reward should only be consistently provided after positive behaviour and not used as a bribe since this invalidates the intended behaviour change.
Punishment coupled with messages of caring can be an effective means of behaviour control (Etisi, 2012). As a method of disciplining children, it has the effect of stopping a student’s behaviour for a short interval of time but does not promote lasting behaviour change (Chemhuru, 2010). It can also encourage adoption of other problem behaviours among students in an attempt to avoid retribution for an initially less serious offence. Another concern is that though it may stop a bad behaviour, it will not start a new positive behaviour.

In addition, physical punishment provides an inappropriate model of behaviour. It promotes aggressiveness as a problem-solving model by showing students that it is appropriate to act in punishing ways when one is in control (Etisi, 2012). If punishment is to be effectively employed, then the teacher should administer it in a calm yet firm manner following a clear and unequivocal warning to terminate undesired behaviour. Where possible, the warning should be accompanied by advice about what should be done instead and quietly addressed to the individual student (Evertson & Emmer, 2013).

Corporal punishment has been argued to promote the child’s immediate compliance (Pupavac, 2009). Sometimes children are unruly and pain inflicted during corporal punishment causes the child to retreat into submission or obedience to avoid having more harm or pain inflicted. Owing to this immediacy, caregivers tend to prefer corporal punishment to ensure fast return to normalcy especially in a world where there are multiple interests competing for your attention.

Wolfgang (2005) demonstrated the issue with the traditional methods of discipline that form the backup system. Public warnings and threats to students by teachers tend to be counterproductive and lead to student defiance due to the
humiliation the student suffers. Detention after school reinforces the students’ feeling that being in a school setting is a punishment. Sometimes, parent conferences fail due to the lack of or little support the teacher receives from the parents.

As seen above, discipline interventions may achieve an unexpected outcome depending on the teacher’s nature of delivery and lack of consistency in delivery. Teachers therefore need to evaluate whether their disciplinary measures are yielding the desired outcomes among pre-teens. This evaluation then becomes a basis to determine the appropriateness of the discipline intervention in relation to the problem behaviour being corrected.

Empirical Literature Review

Some scholars seem to believe that disciplinary interventions in almost any form are not only ineffectual but also counterproductive when it comes to student behaviour and accomplishment (Marzano, Marzano & Pickering, 2003). According to Kohn (1996), we punish children by incarcerating or isolating them: detention, time-out, and grounding, among others. Kohn’s argument was that it was not an appropriate use of disciplinary interventions and relied heavily on punishment. However, research conducted in various parts of the world supports a balanced approach to discipline that employs a variety of disciplinary interventions.

In the United States of America, Stage and Quiroz (1997) as cited in Marzano (2003) conducted a meta-analysis, which included 99 studies, 200 experimental comparisons and more than 5,000 students in public schools. The overall finding was that disciplinary interventions led to a decrease in disruptive behaviour among 80 percent of the subjects in the studies analyzed. They identified four categories of
discipline measures, namely: reinforcement, punishment, no immediate consequences, and combined reinforcement and punishment. Reinforcement involves reward or recognition for positive behaviour or for cessation of negative behaviour while punishment is some form of negative consequence for problem behaviours. No immediate consequence referred to reminders given to students to act appropriately with neither reward nor punishment (Skinner, 2011).

The results of this meta-analysis showed that schools should be permitted to strike a healthy balance between rewards and punishments. On one hand, Miller, Ferguson, and Simpson (1998) strongly supported this conclusion while Bear (1998) emphasized that the effectiveness of punishment was only in mild forms. On the other hand, based on findings by Stage and Quiroz (1997) that 24 percent of the subjects had a decrease in problem behaviours following no immediate consequence to behaviour, there were dissident views rejecting the effectiveness of any form of punishment. However, the other findings (33 percent for punishment and reinforcement, 31 percent for reinforcement alone, and 28 percent for punishment only) seem to support that punishment does play a role in minimizing problem behaviours.

In my opinion, the reason there was a decline in problem behaviours following no immediate consequence of behaviour is simple, fear. The absence of a discipline intervention by the teacher instills fear in the child, who is anticipating a future intervention. When the child realizes later that no consequence is forthcoming, this may be translated as a blanket license to impunity from wrongdoing. Similarly, this information was useful to this study as consideration of parameters to gauge the
effectiveness of various discipline methods employed immediately after misbehaviour to produce desired behaviour change.

Marzano, Marzano, and Pickering (2003) also conducted a meta-analysis with five categories of interventions, which include a balance of negative and positive consequences. Teacher reaction, the first category, encompasses the verbal and physical behaviours of teachers that indicate to the student the appropriateness of their behaviour. Tangible recognition includes providing students with tokens for appropriate behaviour and taking them away when they behave inappropriately whereas direct cost refers to a concrete consequence for misbehaviour. The fourth category was group contingency strategies whereby a specific set of students must altogether reach a certain criterion level of appropriate behaviour. Home contingency was the last category, which involved behaviour monitoring at student’s home. Marzano’s meta-analysis covered a range of grade levels as follows: High School, Junior High, Upper Elementary and Primary School. The study found that all five disciplinary techniques as identified above lessened student misbehaviour at all grade levels.

A study by Crimmins, Farrell, Smith, and Bailey (2007) found that skilled teachers tend to be firm yet positive in addressing student problem behaviours as they use a hierarchy of preplanned intervention strategies. Another study by Bradley, Pauley, and Pauley (2006) further found that it is imperative for teachers to seek to understand their own personalities and motivations as well as the personalities and motivations of their students. Correspondingly, teachers that know their students well can be prepared to investigate and understand the root causes of misbehaviour when it arises (Gootman, 2008). Based on their study findings, some researchers urge that
teachers should only seek to nurture students’ intrinsic motivation to learn (Bluestein, 2008). Others argue that extrinsic motivations can be individually tailored and utilized to fulfill student’s psychological need.

The three studies above play an important role in this study because they provide important teacher characteristics to consider. For example, does the teacher undertake discipline interventions by themselves or as a concerted effort with other caregivers and student’s peers? How is the teacher prepared to handle different types of problem behaviour?

Britain has also conducted a number of studies on student and parent opinions on the effectiveness of various forms of punishments and rewards employed by teachers. For instance, Miller, Ferguson, and Simpson (1998) compared the opinions of parents and their children regarding teacher actions they interpreted as negative consequences for student’s problem behaviour. The children were 50 students in primary schools. Some of the negative consequences ranked were: informing parents about problem behaviour, sending student to principal, teacher confronting student either publicly or privately, holding back student from school trip, moving student to another seat or classroom altogether.

The highest combined rank for effectiveness of discipline intervention was given to informing parents as there was then a joint concerted effort by both caregivers to minimize the problem behaviour. The same ranking applied when it came to informing parents on positive student behaviour. From this study, communication with parents can be used as a highly effective consequence for both positive and negative behaviour. It is also interesting to note that many parents
reported expecting teachers to discipline their children but expressed a preference to achieve this discipline in a fair, firm but not severe way.

Africa has not been left behind in the research on discipline. Gutte (2007), while conducting research on student’s school related problem behaviours and their interventions in selected primary schools of Lideta Zone Addis Ababa, categorizes problem behaviours according to their prevalent traits, namely: insubordination, defiance, aggression, illegal acts, and classroom distractions. For example, the study highlighted that in the category of insubordination, 65 percent of the teacher respondents (15) and 56 percent of student respondents found that shouting at or arguing with authority figures was considered prevalent. Under the defiance category, graffiti writing, leaving the classroom without permission and dishonesty were the most frequently observed problem behaviours while arson, pulling alarms and gambling were the least observed amongst both the students and teachers.

Another study in Kenya focused on the effect of the ban on corporal punishment to school discipline. Ajowi and Simatwa (2010), working on the role of guidance and counseling as a discipline intervention, drew the following findings from the study: showing individual care and concern for a student decreased the need for the student to find validation in indiscipline. However, some students (13 percent) may use this disciplinary method as a means to evade punishment for their wrong actions or habits, thus serving as an enabler to indiscipline.

The studies above were useful to this study because they helped provide general categories in which to group the disciplinary measures employed by teachers to ensure classroom management. In addition, they highlighted factors to be considered such as the level of training of a teacher, teacher behaviour and
preparedness to handle problem behaviours when assessing the effectiveness of the methods of discipline used.

**Conceptual Framework**

Figure 2.1 shows the interaction between the variables in this study to achieve a disciplined or undisciplined child. The dependent variable is the child’s problem behaviour while the independent variable is the disciplinary method taken by a teacher. Intervening variables include other factors that influence the discipline of a child such as their parents and peers as well as the media.

**Fig. 2.1: Conceptual Framework**

Source: Author (2017)

**Discussion**

The dependent variable in this study was the problem behaviour exhibited by a pre-teen that disrupts school learning. The specific problem behaviour the pre-teen has is a vital characteristic to cover in the study. Of concern was the pre-teen’s perception on the resultant behaviour change following a teacher’s disciplinary action.
The disciplinary method was the independent variable in this study. Factors to consider included the teacher’s demographics, level of training, preparedness to handle classroom discipline, disciplinary methods employed to minimize problem behaviours in children, as well as the place and pace in which the discipline is delivered.

However, behaviour change following a teacher’s disciplinary action may not be solely due to that disciplinary method used by a teacher. Sometimes, the interventions by a child’s parents, peers, and role models play a significant part in supporting the teacher’s interventions and vice versa. These are known as intervening variables. The combined effort of the discipline interventions made by the independent and intervening variables followed by the child’s behaviour change then determine whether the child becomes more disciplined or indisciplined.

Summary

This chapter covered three theories concerned with learning of behaviour relevant to a school setting, namely: Operant conditioning, Social cognition, and Moral development theories. General literature providing more information according to the objectives of the study were also identified and incorporated. Further to this, it highlighted various studies conducted in different parts of the world and identified the knowledge gap this study sought to fill. Lastly, the chapter closed with the conceptual framework of the study. The next chapter gave an overview of the research methodology.
CHAPTER THREE
RESEARCH METHODOLOGY

Introduction

The focus of this chapter is to provide a layout of the principle and appropriate data collection and analysis methods applicable to this study. Data collection and data analysis are intertwined with the research strategy, approach and design (Walliman, 2011). Validity of results is closely linked to the research methodology applied hence the need to identify the right tools beforehand. This chapter therefore covers the research design, population, sampling techniques, data collection instruments and procedures as well as ethical considerations of the study.

Research Design

A research design is defined as the backdrop structure of a research, which provides an outline for data collection and analysis (Kothari, 2004). The design brings out the nature of the study (answering the what, where, when, why and how questions) as well as the time and cost implications of conducting the study. Kisuli (2006) argued that designing a study is maximizing control over factors that could interfere with the validity of findings thus obtaining intended results. The research designs can be classified as follows: exploratory/experimental, descriptive, and causal research designs (Chandran, 2004).

This study adopted both descriptive and cross-sectional research design. Descriptive research was suitable because it allowed the researcher to measure the change in respondents’ opinions, attitudes and behaviours over time. It also gave an accurate picture of the observations made by the researcher on respondents following
the application of a pre-planned and structured data collection tool (Rohilla, 2010). According to Kothari (2004), descriptive research is also known as ex post facto research, where the researcher plays no part in the process other than reporting the happenings. A cross-sectional approach was preferable because of the diverse age and grade groups to be sampled in the study. This kind of research was also preferable because it could employ comparative and/or correlation survey methods.

Population

Banerjee and Chaudhury (2010) defined a population as the sum total or aggregate of subjects that conform to a given set of characteristics, from which a sample can be derived. For this study, the population referred to the Kenyan pre-teen primary school students aged 11-12 years in classes six and seven, within Nairobi County.

Inclusion / Exclusion Criteria

Demographic information in research provides the researcher with information about the respondents’ structure, and helps create a mental picture of the sub groups that exist in the overall population (Kirton, 2001). This aids in creating understanding of the sample characteristics to determine whether there is a representative of the population of interest. In order to be included in the study, the researcher considered members of the population who met the criteria listed below:

1. Kenyan pre-teens aged between 11-12 years of both genders
2. Study in class six or seven of primary school in Nairobi County
3. Have observed or been disciplined by teachers
Target Population

The target population is the group of subjects a researcher intends to study (Creswell, 2014). Classes six and seven pupils aged 11-12 years of Makini School, a private primary school in Kilimani Area of Nairobi County, were the target population in this study. The school had 564 students in total at the upper primary school, main campus at the beginning of the first term in 2017. According to school enrolment records, there were 167 class seven students and 179 class six students. Both grades had 10 streams each identified by colours (Makini Schools, 2017). However, the enrolment records were for the beginning of the year and it was likely that the number of students would increase as the year progresses. The sample of the study was selected based on the start of the year 2017 enrolment figures.

Moreover, the teachers involved with this age and grade group were also included in the study as well as the overall school administrators charged with discipline matters. The total number of teachers in upper school was 37 in number. However, the number of teachers specifically involved with the class six and seven were 16. There were three administrators in charge of school discipline: the Discipline Master (one of the deputy head teachers), the Head teacher and the Director of Education (Makini Schools, 2017).

Sample Size

A sample is a select number of cases in the target population to be studied, (Flick, 2011). This represents the actual participants in the study. For the pre-teens in class six and seven, a sample of 40 students from each grade totaling 80 respondents participated in the study. 4 students (2 male, 2 female) were sampled from each of the
10 streams per grade. This was approximately 23% of the target population of 346 students. For validity of results, Creswell (2014) advised that a minimum sample of 20% of the population is required.

For the teachers directly involved with the specific grade and age groups as well as the administrators concerned with school discipline, the researcher attempted to survey all of them owing to the smaller number involved here. There were 16 teachers involved with teaching class six and seven students and 3 administrators involved with discipline matters. Targeting the whole group was necessary to cushion against a low response rate. According to Mugenda and Mugenda (2003), in the case of unavailability of any of the respondents, the research remains viable with the participation of more than half of the respondents.

Sampling Techniques

Two types of sampling techniques exist: probability and non-probability sampling techniques. Random sampling, which falls under probability sampling techniques is useful when the researcher wants a reliable representation of the whole population whereas non-random techniques, which rely on accident or researcher’s judgment, may not be used to make generalizations about the population (Schaeffer, 2005).

Stratified random sampling techniques were employed when identifying the student respondents in this study. Stratified sampling was employed on the following distinctly different categories based on the student’s age, grade, stream and gender. Respondents were obtained from each stratum separately to ensure representation of every category through random sampling. Initially, where a randomly selected
respondent did not meet inclusion criteria, they were meant to be dropped and another respondent randomly selected. However, the student respondents who did not meet the criteria were not willing to be left out and were included to avoid dampening their voluntary spirit. These samples were then combined to form a wholesome sample of the entire population as shown in Table 3.1:

**Table 3.1: Sample Selection**

<table>
<thead>
<tr>
<th>STREAM</th>
<th>MALE</th>
<th>FEMALE</th>
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<tbody>
<tr>
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<tr>
<td>Purple</td>
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<td>1</td>
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<tr>
<td>Green</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Violet</td>
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<tr>
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<tr>
<td>Grey</td>
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<tr>
<td>White</td>
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<tr>
<td>Red</td>
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</tr>
<tr>
<td>Maroon</td>
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<tr>
<td>Pink</td>
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<td>2</td>
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<tr>
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<td>2</td>
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<td><strong>CLASS SEVEN</strong></td>
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<tr>
<td>Yellow</td>
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<td><strong>Total Class Seven</strong></td>
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<tr>
<td><strong>GRAND TOTALS</strong></td>
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<td>32</td>
</tr>
</tbody>
</table>

Source: Author (2017)
Data Collection Instruments

A good method to collect both qualitative and quantitative data involves asking questions (Bryman, 2012). The data collection instruments used in this study included questionnaires and interview guides. Questionnaires have fixed questions that are similar for each respondent, but allow for anonymity of answers (Flick, 2011). Due to the classified nature of the information required for the study, questionnaires were ideal to promote confidentiality of the respondents. Interview guides were useful in this study because they gave a general direction on the questions to ask while providing room for the researcher to change according to how the replies developed.

The data collection instruments used are detailed as follows:
1. Researcher administered questionnaires for the pre-teens
2. Self-administered questionnaires for the teachers
3. Key informant interviews for the administrators involved in school discipline matters. In this case, it was the school deputy principal.

Types of Data

Kothari (2004) identified two types of data, namely quantitative and qualitative data. Quantitative data is that which can be expressed in form of amount while qualitative data is expressed in kind as is the case with projective technique questions such as sentence completion or word association tests. The questionnaires for students as well as teachers included both qualitative and quantitative data but were mainly quantitative. However, the interview for school administrators concerned with discipline matters was purely qualitative data.
Data Collection Procedures

Data collection requires a conducive environment for respondents as well as the researcher to ensure reliability and validity of data (Creswell, 2014). Considering the target population was in a school environment, then the most convenient and conducive time to collect data was when there was a lull in the school schedule such as in the evenings or over weekends or after the final examinations. The lull periods allowed respondents to answer questions without feeling rushed and give them some form of privacy without having the kind of scrutiny involved in a strict class setting.

Owing to the age of the student respondents, a guided questionnaire was preferred. This way, the researcher and research assistants were able to explain every part of the questionnaire that the student needed clarified. Guided questionnaires minimized the likelihood of having unanswered questions or incorrect answers or answers discussed in a peer group setting.

The selected student respondents were given joint instructions before each question and the researcher answered any arising questions during the process individually. They were not allowed to discuss with each other as they answered. The teachers had a day to fill in their written questionnaire, after which the researcher collected them for analysis. The interview for school administrator presiding over discipline matters was booked in as an appointment to prepare him for the data collection process. The most opportune time identified to carry out this study was the last week of March 2017.
Pretesting

For the pretest, only the pre-teens participated. The study was carried out on the same age group, which is 11-12 years but in higher and lower grades, namely class eight and class five respectively. Pretesting on the younger pre-teens in class five helped simplify the language in the data instrument used in collecting data from the target age group and make it more comprehensible. The pretest on class eight students gave a good gauge of the kind of answers to expect from the target age group.

A good pretest is usually 10% of the accessible population (Creswell, 2014). Since this study was set to sample 80 pre-teens from class six and seven of Makini School, then 10% is 8 pre-teens. The researcher conveniently selected the 8 pupils from class five and eight as follows: 2 male and 2 female pupils from each grade within the 11 – 12 years age group. This was carried out in the second week of March 2017.

Data Analysis Plan

Preliminary data analysis for this study took place concurrently with data collection. As a result of the number of respondents required for data collection, it was wise to analyze data as it is collected to avoid a pile-up later. The ideal situation in data analysis is that it takes place continuously and in sequence, starting simply in data collection and become more complex in the progression of the study (Shaughnessy, Zechmeister, & Zechmeister, 2015).

Flick (2011) highlighted data organization into typologies and taxonomies as an important step in data analysis. Typologies and taxonomies help elaborate the relationships among phenomena. Coding facilitates typologies by giving tags of
meaning to the collected data through review, selection, interpretation and summarization of that information. Once coding is done, the next stage involves finding themes or patterns in the codes, and explaining why and how these occur. SPSS version 23 was used for quantitative data and thematic coding (used for the descriptive statistics, themes and narratives) was used for the qualitative data in this study.

Ethical Considerations

The first step before data collection was to obtain the required permits to conduct research in Makini School. The study’s ethical approval was sought from Daystar University Ethics Board, the National Commission of Science, Technology and Innovation (NACOSTI), the offices of the County Commissioner and the Regional Coordinator of Education for Nairobi County. Makini School Administration also gave a verbal approval and scheduled a date to conduct the study. According to the Postgraduate Handbook of Daystar University, the necessary permits are mandatory and need to be obtained before carrying out the study.

Walliman (2011) emphasized that social research needs to be especially keen about issues of ethical behaviour, as it involves studying people. One ethical consideration includes causing no harm to the participants of the study. In this case, it was necessary to explain that although the results of the research may have revealed an unwanted outcome for the students, teachers and in general the school under study, the researcher assured them of their anonymity and would try to seek for a solution in their best interest. In addition, the researcher also adhered to the school’s Code of Conduct for visitors dealing with students. The degree of involvement with students and teachers in the school was limited to the matter of research only. Utmost care to
be compassionate and empathetic was exercised by the researcher where involvement in the study resulted in an emotional upheaval for a participant.

Another ethical consideration for the researcher would have been the discovery of a crime or offence committed by a teacher or other child to a child. Depending on the nature of the offence, the school administration may have been notified as well as other relevant authorities. In such a case, the anonymity of the perpetrator and victim may have been breached if only to protect the latter from further harm by the former (Chandran, 2004). However, due reporting procedure according to the Kenyan law would have been adhered to.

Another ethical issue of concern was voluntary participation and respondent rewards. For the purpose of this study to be achieved, respondents participated in the study of their own accord and not through coercion by rewards or force. However, upon completion of the study, the researcher endeavored to deliver tokens of appreciation for the school administration, teachers and the entire target student population. This was to encourage them to participate in future research, and not necessarily as a bribe for the current research.

Summary

Chapter three is the heart of the study as it details the process of data collection and analysis, which eventually determines the reliability and validity of the results of the study (Rohilla, 2010). This study used both descriptive and cross-sectional research designs. A sample of 23% of the student target population was selected using stratified, random sampling techniques. Questionnaires and interview guides were the main instruments of data collection while SPSS software version 23 and thematic coding were enlisted in data analysis.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presented the analyzed data addressing the four research questions, which were; what are the common problem behaviours among pre-teen students? What are the disciplinary methods employed by teachers? Which challenges do the teachers face when applying a disciplinary method? What behavioural changes take place in the pre-teen after the disciplinary measures?

The data obtained from the field was analyzed by use of SPSS version 23 and thematic coding employing descriptive statistics, themes and narratives. The results were presented using graphs, tables, charts and percentages. The purpose of the study was to investigate the behaviour change resulting from disciplinary methods used by teachers on pre-teens: a case of Makini Primary School, Nairobi.

Presentation, Analysis and Interpretation

Response Rate

The researcher distributed a total of 16 copies of the teachers’ questionnaire and 80 copies of the students’ questionnaire. The study covered responses from all the filled up copies of the students’ questionnaire and 14 copies of the teachers’ questionnaire. This gave a response rate of 97.9%. This was considered adequate since the recommended response rate for analysis and reporting is 50% and above (Mugenda & Mugenda, 2003). The high return rate of questionnaires also lend credibility to the validity of study findings. The questionnaires’ response rate is shown on Table 4.1.
Table 4.1: Response Rate

<table>
<thead>
<tr>
<th></th>
<th>Response</th>
<th>Non Response</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers questionnaire</td>
<td>Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers questionnaire</td>
<td>14</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>87.5</td>
<td>12.5</td>
<td>100.00</td>
</tr>
<tr>
<td>Students questionnaire</td>
<td>Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students questionnaire</td>
<td>80</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>Overall response rate</td>
<td>Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall response rate</td>
<td>94</td>
<td>2</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>97.9</td>
<td>2.1</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Respondents’ demographic information

In this study, the researcher investigated the teacher respondents’ characteristics by establishing their gender, age, working experience and level of professional qualification. The study also investigated the student respondents’ characteristics by establishing their gender, age and the class level.

Distribution of Respondents by Gender

The study sought to find out how the teacher and the student respondents were distributed by gender. The respondents were asked to indicate their gender as either male or female. The study established that the gender of the teacher respondents was evenly distributed with 50% (7) male and 50% (7) female. The study further established that 60% (48) of the students were male while 40% (32) were female.

The teachers were equally distributed by gender although there was a slight disparity in the gender of the students in favour of males. This was despite the researcher’s initial plans of sampling four student respondents, two males and two females, from each stream. More males participated in the study because they were more willing to volunteer and also because the ratio of boys to girls in Class Six was in favour of the boys. The teachers gender ratio was a coincidence since the two
teachers who did not participate in the study were females. However, the school is purposeful in maintaining an almost 50:50 balance in the gender of teachers.

*Distribution of Respondents by Age*

The age of the respondents in a research study has importance through linkages with individual experience and personal accumulated knowledge. The teacher respondents were asked to indicate their age brackets to establish how age would influence their disciplinary methods. The results indicated that 50% (7) of the teachers were above 35 years while 42.9% (6) were between 30-34 years. According to Eric Erikson’s psychosocial stages of development, these teachers are towards the exit of young adulthood stage of development (19-40 years) and are about to enter into the middle adulthood stage (40-65 years) where individuals take responsibility for helping others develop (Erikson & Erikson, 1998). The Makini School teachers teaching Classes 6 and 7 were young enough to relate with the students but also old enough to deal responsibly in assisting children acquire appropriate discipline.

The student respondents were also asked to state their ages to establish how age would influence the indiscipline cases reported among the pre-teens, and how they respond to disciplinary methods employed by the teachers. The data further indicated that majority of the students, 85% (68 respondents), were between 11-12 years. Since the study took place in March, some of the 11 year old and 12 year old students would be turning 12 and 13 years of age respectively within the year, which is the usual modal age of the grades (in the Kenyan 8.4.4. system) under study. The results are presented on Table 4.2.
Table 4.2: Distribution of Respondents by Age

<table>
<thead>
<tr>
<th>Category</th>
<th>18 – 24 Yrs</th>
<th>25 – 29 Yrs</th>
<th>30 – 34 Yrs</th>
<th>35 &amp; Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Frequency</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Students</td>
<td>Frequency</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10.5</td>
<td>33</td>
<td>41.3</td>
</tr>
</tbody>
</table>

Work Experience

The study sought to determine the work experience of the teacher respondents in Makini School. The respondents were asked to indicate the number of years they had worked as teachers. The responses were categorized into four levels, namely: 1-5 years, 6-10 years, 11-15 years, and more than 15 years. The five-year bands are informed by Piirto’s categories of novice, apprentice, expert and special jargon levels of work experience respectively (Piirto, 2004).

The data revealed that 7 (50%) of the teacher respondents had a teaching experience of 6-10 years while a further 4 (28.6%) had taught for a period of 11-15 years. 3 (21.4%) of the teacher participants had a work experience of more than 15 years. The work experience of the teachers corresponds with the age of the teachers indicated earlier and thus accurate. Figure 4.1 shows the distribution of the respondents in terms of work experience.
Figure 4.1: Teachers’ Work experience

The length of the work experience of the teachers in Makini School may affect their efficiency and effectiveness in the way they execute disciplinary measures if it is not ten years or more (expert level). A longer work experience may imply that they have learnt to control their emotions when disciplining and model desired behaviour to students under their care. The school has a balanced mix of apprentices, experts and specialized teachers to provide a referral and reporting structure for escalation of indiscipline cases among students.

Level of professional training

The study sought to find out the professional qualification of the teachers in Makini School. To determine this, the teachers were asked to tick against four
qualifications, namely; secondary school education, teacher training college education, undergraduate degree and masters degree.

The data revealed that 71.4% (10) of the teacher respondents were professionally trained teachers at teacher training colleges, while 28.6% (4) were trained in Education at undergraduate level. There were no teachers with only a basic secondary school education and none who had proceeded to pursue a masters degree. The summary of the teachers’ professional qualification status is shown on Table 4.3.

Table 4.3: Teachers’ Professional Qualification

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers’ college training</td>
<td>10</td>
<td>71.4</td>
</tr>
<tr>
<td>Undergraduate degree</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Professionalism requires that an individual will reliably execute their duties with discretion, even-handedness and with fair play. Data on Table 4.3 indicates that the school was engaging qualified teachers to handle the students. This means that to a certain extent, they have been exposed to classroom management strategies and techniques, which they can use to enhance discipline among students. As a result, they were likely to handle students with more care and caution according to education industry practice in Kenya.

Common problem behaviours among students

Behaviour problems at school interfere with instruction delivery by teachers and disturb the learning of other students. In this study, these behaviours were
categorized as follows: internalizing behaviours, externalizing behaviours and delinquent behaviours.

In every learning institution, there is a protocol of power. The administration office usually serves as the overall decision maker for the operations of the organization. The study sought to establish the discipline status of Makini School by conducting an interview with a member of the school administration charged to handle discipline matters referred to the administration for further intervention. The deputy principal was asked some questions relating to the discipline issues that were likely to be encountered in the school.

The interview conducted with the school deputy principal indicated that the most common problem behaviours reported among the classes 6 and 7 in Makini School as not completing homework and unnecessary talk or movement in the bus. Other issues reported though not so common included unfair treatment of children by other children such as teasing. These discipline cases were referred to the deputy principal’s office for further disciplinary intervention when the class teachers and teachers on duty respectively had dealt with the issue to no avail. This implies that disciplinary issues escalated from one authority to the other depending on severity and frequency of problem behaviour observed in a pre-teen.

**Internalizing behaviours disrupting class learning**

The study sought to establish the likelihood of occurrence of internalizing behaviour problems that disrupt learning at Makini School, Nairobi. The teachers were asked to respond to five statements relating to internalizing behaviours such as daydreaming, feigning illness, and non-participation or isolation in class. The questions were on a five point Likert scale. For the purpose of data analysis, the
responses were transformed into one variable, ‘likelihood of occurrence of internalizing behaviours disrupting class learning’, with three responses namely; “never likely to occur”, “occurs sometimes” and “occurs frequently”.

The results revealed that 42.9% (6) of the teachers indicated that sometimes the students have internalizing behaviours that disrupt class learning while 21.4% (3) indicated that the internalizing behaviours occur frequently. 35.7% (5) of the teacher respondents indicated that the internalizing behaviours that disrupt learning never occur in their class. The results are shown on Fig. 4.2

![Fig 4.2: Likelihood of Internalizing Behaviours Disrupting Class Learning](image)

Internalizing behaviours disrupting learning are considered indiscipline because they imply disrespect for the teacher or the subject matter being taught. Sometimes, internalizing behaviours tend to signify an underlying problem the student is unable to deal with. Increasing frequency and severity acts as an indication to the teacher to draw out the student and find out the root cause of the internalizing behaviour such as familial problems, negative attitude towards a teacher or subject. The data on Figure 4.2 implies that although the internalizing behaviours disrupting learning are likely to occur, the teachers employ strategies to ensure that the frequency is low.
In addition, the study sought to establish the common internalizing behaviours that disrupt learning from the students’ perspective. The student respondents were asked to respond to five statements relating to internalizing behaviours on a three point Likert scale. The results indicated that 93.8% (75) of the students agreed that they do daydream while 75% (60) agreed that they isolate themselves from class participation. 48.8% (39) of the students said they do not feign illnesses although 35% (28) agreed that they feign illnesses sometimes. 67.5% (54) of the pre-teens in classes 6 and 7 were involving themselves in sluggish behaviour while 84.9% (68) agreed that they do other tasks other than the required one while in class. The summary of the results is as shown on Table 4.4.

The student respondents were in agreement with the teacher respondents who indicated that there was likelihood of occurrence of internalizing behaviours that disrupt class learning among the pre-teens in classes 6 and 7. Even the degree of likelihood was within the same range.

**Table 4.4: Internalizing Behaviours Disrupting Class Learning among Pre-teens**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daydreaming</td>
<td>Frequency</td>
<td>31</td>
<td>5</td>
<td>44</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>38.8</td>
<td>6.2</td>
<td>55.0</td>
<td>100</td>
</tr>
<tr>
<td>Non-participation or isolation in class</td>
<td>Frequency</td>
<td>32</td>
<td>20</td>
<td>28</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>40.0</td>
<td>25.0</td>
<td>35.0</td>
<td>100</td>
</tr>
<tr>
<td>Feigning illness</td>
<td>Frequency</td>
<td>13</td>
<td>39</td>
<td>28</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>16.2</td>
<td>48.8</td>
<td>35.0</td>
<td>100</td>
</tr>
<tr>
<td>Sluggish behaviour on school tasks</td>
<td>Frequency</td>
<td>37</td>
<td>26</td>
<td>17</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>46.2</td>
<td>32.5</td>
<td>21.3</td>
<td>100</td>
</tr>
<tr>
<td>Doing other tasks other than the required one</td>
<td>Frequency</td>
<td>46</td>
<td>12</td>
<td>22</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>57.4</td>
<td>15.1</td>
<td>27.5</td>
<td>100</td>
</tr>
</tbody>
</table>
Externalizing Behaviours Disrupting Class Learning

The study sought to determine the likelihood of occurrence of external factors among the students in Makini School that could disrupt class learning. The teachers were asked to respond to six statements that could help enumerate their perception of the likelihood of occurrence of the external behaviours that students may portray and can affect the learning in the class.

The results indicated that the likelihood of absenteeism from school sometimes or frequently occurring was 78.6% (11 teachers) while unnecessary talk or movement was 100% (14 teachers). The results also indicated that use of foul language and dishonesty in dealing with students and staff members was at 78.6% while throwing tempers or crying tantrums was at 71.4% (10 teachers) and failure to follow instructions or complete assignments was at 100%. Such behaviours may disrupt the learning process of the culprit and/or the other learners in the class. Table 4.5 shows the summary of the results.

Table 4.5: Externalizing Behaviours Disrupting Class Learning among Pre-teens

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism from school</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>21.4</td>
<td>42.9</td>
<td>35.7</td>
<td>100</td>
</tr>
<tr>
<td>Unnecessary talk or movement</td>
<td>0</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>64.3</td>
<td>35.7</td>
<td>100</td>
</tr>
<tr>
<td>Throwing temper or crying tantrums</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>28.6</td>
<td>57.1</td>
<td>14.3</td>
<td>100</td>
</tr>
<tr>
<td>Using foul language</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>21.4</td>
<td>71.4</td>
<td>7.2</td>
<td>100</td>
</tr>
<tr>
<td>Dishonesty in dealings with students and staff members</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>21.4</td>
<td>64.3</td>
<td>14.3</td>
<td>100</td>
</tr>
<tr>
<td>Failure to follow instructions or complete assignments</td>
<td>0</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>71.4</td>
<td>28.6</td>
<td>100</td>
</tr>
</tbody>
</table>
The teachers’ responses corresponded with the Deputy Head teacher’s interview results that indicated that common problem behaviours observed and referred to his office were failure to complete assignments, unnecessary talk or movement and/or use of foul language in the class or bus.

The student respondents were also asked to indicate whether the externalizing behaviours were experienced or not. The results from the students indicated that the commonly experienced externalizing behaviours that were disrupting them in the class learning were absenteeism from school at 72.5% (58) while unnecessary talk or movement was at 97.5% (78). The students further indicated that dishonesty in dealing with students and staff members and failure to follow instructions or complete assignments was at 77.5% (62). From the results on Table 4.6, use of foul language was at 75.1% (60) while throwing tempers or crying tantrums was at 57.6% (46).

**Table 4.6: Common Externalizing Behaviours Experienced by Pre-teens**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism from school</td>
<td>32</td>
<td>22</td>
<td>26</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>40.0</td>
<td>27.5</td>
<td>32.5</td>
<td>100</td>
</tr>
<tr>
<td>Unnecessary talk or movement</td>
<td>48</td>
<td>2</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>60.0</td>
<td>2.5</td>
<td>37.5</td>
<td>100</td>
</tr>
<tr>
<td>Throwing temper or crying tantrums</td>
<td>19</td>
<td>34</td>
<td>27</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>23.8</td>
<td>42.4</td>
<td>33.8</td>
<td>100</td>
</tr>
<tr>
<td>Using foul language</td>
<td>39</td>
<td>20</td>
<td>21</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>48.8</td>
<td>25.0</td>
<td>26.2</td>
<td>100</td>
</tr>
<tr>
<td>Dishonesty in dealings with students and staff members</td>
<td>27</td>
<td>18</td>
<td>35</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>33.8</td>
<td>22.5</td>
<td>43.7</td>
<td>100</td>
</tr>
<tr>
<td>Failure to follow instructions or complete assignments</td>
<td>38</td>
<td>18</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>47.5</td>
<td>22.5</td>
<td>30.0</td>
<td>100</td>
</tr>
</tbody>
</table>

The students’ responses on Table 4.6 were in agreement with what the teachers indicated as the likelihood of occurrence of externalizing behaviours that could disrupt class learning. The externalizing behaviour with the lowest frequency
from both set of the respondents was throwing temper or crying tantrums. The teacher respondents indicated that this externalizing behaviour was less likely to disrupt class learning while the students indicated that they were not commonly experiencing it. Throwing tantrums is usually a sign tell-tale of entitlement by a child or pre-teen who wants to have their way. The low occurrence of this behaviour in the school may imply a lack of overindulgence by the teachers or a sign of positive growth in the students in regard to not seeking instant gratification of their needs.

The occurrence of both internalizing and externalizing behaviours as indicated by both teachers and students show that there are discipline cases among the pre-teens that the teachers constantly need to handle on a day-to-day basis. It is worth noting that the likelihood of occurrence is less than 50% for each problem behaviour identified, which implies a generally disciplined school. This means that the teachers do employ discipline interventions to maintain law and order in the school.

**Delinquent Behaviours Disrupting Class Learning**

The study sought to determine the delinquent behaviours likely to be observed among the pre-teens in Makini School. The teacher respondents rated the likelihood of occurrence of some stated delinquent behaviours among the pre-teens in classes 6 and 7 in Makini School. The results implied that the teachers perceived that the likelihood of delinquent behaviours such as damaging school property and fighting was at 71.4% (10 teachers) while bullying others and/or picking other children’s’ items without their consent was at 28.6% (4 teachers). The responses are summarized on Figure 4.3.
The teachers were also asked to indicate whether they were likely to encounter issues of drug abuse and sexual activities as delinquent behaviours that disrupt the learning process among the pre-teens in classes 6 and 7 in Makini School. The results indicated that such behaviours were not likely to occur in the school. Table 4.7 presents the results.

**Table 4.7: Involvement in Drug Abuse and Sexual Activities**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>57.14</td>
<td>42.86</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Sexual activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>57.14</td>
<td>42.86</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.7 indicates that the pre-teens in classes 6 and 7 in Makini School were rarely involved in drug abuse or sexual activities during the learning process. There was no incident of students caught with substances of abuse in the school nor were there cases of engagement into sexual activities.
The teacher respondents were further asked to rate other behaviours that may disrupt class learning among the pre-teen in classes 6 and 7. They were asked to rate behaviours such as littering the school compound, gambling and pornography. The results indicated that 57.1% of the students were caught littering the school compound while 28.6% were in trouble because of pornography related issues. Indiscipline issues related to gambling were at 14.3%. Figure 4.4 shows the summary of the results.

![Figure 4.4: Other Behaviours Disrupting Learning](image)

In addition, the teachers were asked to indicate whether the problem behaviours in general were more characteristic of a particular gender or not. Eleven (78.6%) of the teacher respondents indicated that generally problem behaviours are not characteristic of a particular gender with 2 (14.3%) indicating that the problem
behaviours were more characteristic of the male than the female students. Table 4.8 highlights that the problem behaviours among the teens in Makini School were not necessarily gender specific, hence common among both boys and girls.

**Table 4.8: Relationship between Gender and Problem Behaviour**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>N/A</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In addition, the study sought to find out whether there were specific settings within the school environment that the teachers observed the problem behaviours among the students. The teacher respondents were asked to tick against three statements indicating where the problem behaviour in the students was likely to be observed. 71.4% (10) indicated that the problem was more likely to be found among the students while in class. A further 92.9% (13) indicated that the problem behaviour was more likely to be observed when the students were outside the class but within the school compound. Table 4.9 gives the summary of the results.

**Table 4.9: Areas Where Problem Behaviours are Mostly Observed**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class</td>
<td>10</td>
<td>71.4</td>
</tr>
<tr>
<td>Outside class but within the school compound</td>
<td>13</td>
<td>92.9</td>
</tr>
</tbody>
</table>

From Table 4.9, the students in Makini School were exhibiting problem behaviours while in class and within the school compound. The higher degree of occurrence outside the classroom means that the teachers have more control of
discipline in class. The Deputy Head Teacher indicated in his interview that cases of indiscipline in the bus were referred to him through the teacher on duty from the school bus drivers. The fact that no indiscipline was observed outside the school compound points to a lack of interaction among teachers and students past the school compound.

*Delinquent Behaviours Disrupting Class Learning among Students*

The student respondents were asked to indicate whether they were experiencing any delinquent behaviours that were disrupting them from learning in class. They responded to eight items on a three point Likert scale on issues related to delinquent behaviours. Table 4.10 shows the results.

*Table 4.10: Delinquent and Other Behaviours Disrupting Class Learning*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damaging school property</td>
<td>Frequency</td>
<td>17</td>
<td>35</td>
<td>28</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>21.2</td>
<td>43.8</td>
<td>35.0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td>Frequency</td>
<td>38</td>
<td>9</td>
<td>33</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>47.5</td>
<td>11.2</td>
<td>41.3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>Frequency</td>
<td>31</td>
<td>29</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>38.8</td>
<td>36.6</td>
<td>25.0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>Frequency</td>
<td>25</td>
<td>22</td>
<td>33</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>31.3</td>
<td>27.5</td>
<td>41.3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Drug abuse</td>
<td>Frequency</td>
<td>3</td>
<td>74</td>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>3.8</td>
<td>92.6</td>
<td>3.8</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Sexual activity</td>
<td>Frequency</td>
<td>10</td>
<td>62</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>12.5</td>
<td>77.5</td>
<td>10.0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td>Frequency</td>
<td>58</td>
<td>3</td>
<td>19</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>72.4</td>
<td>3.8</td>
<td>23.8</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td>Frequency</td>
<td>13</td>
<td>50</td>
<td>17</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>16.3</td>
<td>62.5</td>
<td>21.2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Pornography</td>
<td>Frequency</td>
<td>12</td>
<td>59</td>
<td>9</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>15.0</td>
<td>73.8</td>
<td>11.2</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
The results indicated that the delinquent behaviours the students were experiencing in the learning process as follows: highest was littering at 96.2% (77) and fighting with 88.8% (71), lowest was drug abuse and sexual activity with “No” responses at 92.6% (74) and 77.5% (62) respectively. This was somewhat in agreement with the results from the teachers but a discrepancy was noted in the degree of likelihood. For instance, the students considered littering to have a 96.2% likelihood of occurrence compared to the teachers who gave it a 56.1% likelihood of occurrence. The discrepancy may be attributed to the fact that sometimes the teachers are not aware or do not always find out the misbehaviour that occurs within the school compound.

In the any other delinquent behaviour disrupting learning option, 8 student respondents (10%) added bribery, where a student or parent can pay a bribe to avoid disciplinary consequences. This was a cause for concern if indeed it was happening in the school. The researcher reported this matter to the school administration for further investigation and disciplinary action where need arises.

Discipline Methods Utilized

The study sought to find out the ways in which the teachers in Makini School handle problem behaviours among the pre-teens in the school. The teacher respondents were asked to respond to items on a five point Likert scale. The responses were categorized as either “most likely”, “sometimes”, or “not likely” for the purpose of data analysis. The results indicated that 92.8% (13) of the teachers were using verbal warnings while another 42.8% (6) extra school work and duties around the school compound to handle problem behaviours among the pre-teens. In contrast, 92.8% of the teacher respondents were not likely to use suspensions or corporal
punishment as a means of handling indiscipline issues in the school. Giving poor grades was also unlikely. It was surprising to note however, that one teacher indicated that corporal punishment was sometimes used as a disciplinary method in the school. Table 4.11 shows the summary of the results.

The ways in which teachers handle a problem behaviour contribute to the likelihood of its reoccurrence in the future. The teachers in Makini School were utilizing a variety of methods to handle indiscipline issues among the pre-teens in classes 6 and 7. From Table 4.11, the most common way to handle indiscipline was issuing verbal warnings. This may be effective if the teachers were not seen as simply giving empty threats. Another way for teachers to handle indiscipline was by giving extra work/time. However, this may not be effective in the end as it heightened the student’s displeasure with the school environment. It also punished the teacher in that they had to supervise the students during the extra time or work, which may cause them to be resentful or abandon this method altogether.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Most likely</th>
<th>Sometimes</th>
<th>Not likely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal warnings</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>92.8%</td>
<td>7.2%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Suspensions</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>7.2%</td>
<td>92.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>7.2%</td>
<td>92.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Giving poor grades</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>7.2%</td>
<td>14.2%</td>
<td>78.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Extra work/time</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>42.8%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Moreover, the study sought to determine the rating of the students on some of the ways in which the teachers were handling problem behaviours that were disrupting class learning in the school. The students were asked to rate the discipline
methods on a scale of 1-3 where 1 was “least likely”, 2 was “sometimes” and 3 was “most likely”. The findings indicated that 62 (77.5%) of the students rated the teachers giving verbal warning and corporal punishment as most likely forms of discipline intervention. Giving extra work and duties around the school compound was also a common way teachers handled problem behaviours. 57 (71.3%) of the students indicated that teachers were least likely to give poor grades as a way of handling problem behaviours disrupting the students’ learning in the class. Table 4.12 highlights the results.

Table 4.12: Students’ Rating of the Ways Teachers Handle Problem Behaviours

<table>
<thead>
<tr>
<th>Statement</th>
<th>Least likely</th>
<th>Sometimes</th>
<th>Most likely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal warnings</td>
<td>6</td>
<td>12</td>
<td>62</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>7.5</td>
<td>15.0</td>
<td>77.5</td>
<td>100</td>
</tr>
<tr>
<td>Suspensions</td>
<td>12</td>
<td>35</td>
<td>33</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>15.0</td>
<td>43.7</td>
<td>41.3</td>
<td>100</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>7</td>
<td>11</td>
<td>62</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>8.8</td>
<td>13.7</td>
<td>77.5</td>
<td>100</td>
</tr>
<tr>
<td>Giving poor grades</td>
<td>57</td>
<td>14</td>
<td>9</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>71.3</td>
<td>17.5</td>
<td>11.2</td>
<td>100</td>
</tr>
<tr>
<td>Extra work/time</td>
<td>10</td>
<td>23</td>
<td>47</td>
<td>80</td>
</tr>
<tr>
<td>%</td>
<td>12.5</td>
<td>28.8</td>
<td>58.7</td>
<td>100</td>
</tr>
</tbody>
</table>

The students’ responses corroborated the teachers’ responses in regard to the use of verbal warnings and giving extra work or duties around the school compound as being the most likely to be used to handle indiscipline. The results however differed on corporal punishment. The teachers indicated that it was least likely to be used with 92.8% (13 teachers) yet the students highlighted it as a common discipline intervention at 77.5% (62 students). The one teacher who indicated that it is sometimes employed somewhat corroborates the students’ response. This implies that the teachers may have withheld the truth on how often the method is used due to valid
concerns especially following the negative media coverage of various cases of abuse of this method in Kenya during the first quarter of 2017. Alternatively, the students may have exaggerated how much it is used to appeal for its total ban in the school.

The deputy principal’s interview revealed that the school policy on the disciplinary methods teachers could use included detention during school hours and withdraw of privileges. The deputy principal reiterated that the school discipline policy does not allow the teachers to use either physical or psychological corporal punishment. This was in agreement with the teacher respondents who indicated that they were not likely to use corporal punishment when handling the problem behaviours among the pre-teens in classes 6 and 7 in Makini School. However, it was in disagreement with the student respondents who indicated that corporal punishment was one of the ways in which the teachers were handling problem behaviours among the classes 6 and 7 students in Makini School. From the Deputy Head Teacher’s interview, corporal punishment is banned in the school and Kenya as a whole. This may be the main reason why the teachers withheld the truth.

There was also a disagreement in responses about suspensions as a means of handling problem behaviours among students. 33 (41.3%) of the students indicated that it is sometimes used while only 1 (7.2%) of the teachers responded that it is used. The students further revealed that the most common suspension is from class and not the school; for instance, where the student is asked to sit out a class for not completing assignments. According to the students, suspensions occur when a student misses a lesson due to punishment for any wrong-doing. For instance, when asked to kneel outside the class for coming late or not completing an assignment. In this case, the teacher respondents may have interpreted suspension to mean only a last resort matter involving the school administration and parents of the students.
The study further sought to establish whether the teachers were using any psychologically related methods in handling problem behaviours among the pre-teens in the school. The teacher respondents were asked to rate statements related to psychological methods of handling indiscipline among children. The responses were recorded for analysis purposes. The results indicated that 85.8% (12) of the teacher respondents were using psychological methods such as guidance and counseling sessions and showing individual concern and care to the students with problem behaviours. A further 78.6% (11) of the teacher respondents indicated that calling guardians to the school when the students had indiscipline cases was likely to be employed. The teachers in Makini School were not likely to report an indiscipline case of a student to the police or to demote a student from the school leadership due to an indiscipline case. Table 4.13 displays the results' summary.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Most likely</th>
<th>Sometimes</th>
<th>Not likely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demotion from leadership</td>
<td>F 2</td>
<td>7</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>% 14.3</td>
<td>50.0</td>
<td>35.7</td>
<td>100</td>
</tr>
<tr>
<td>Calling guardian to school</td>
<td>F 11</td>
<td>2</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>% 78.6</td>
<td>14.3</td>
<td>7.1</td>
<td>100</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>F 12</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>% 85.8</td>
<td>7.1</td>
<td>7.1</td>
<td>100</td>
</tr>
<tr>
<td>Showing individual concern and</td>
<td>F 12</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>care</td>
<td>% 85.8</td>
<td>7.1</td>
<td>7.1</td>
<td>100</td>
</tr>
<tr>
<td>Reporting to the police</td>
<td>F 1</td>
<td>2</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>% 7.1</td>
<td>14.3</td>
<td>78.6</td>
<td>100</td>
</tr>
</tbody>
</table>

These psychological methods of discipline are important because they deal with the various motivations of a student’s misbehaviour as highlighted by Kohlberg in his theory of moral development. For instance, calling guardians to school to discuss the student’s indiscipline tackles moral stage 2, where a student realizes that
their misbehaviour is not meeting their needs and earning them favour with either the teachers or their guardians. Moreover, demotion from leadership may serve a blow to the student in moral stage 3 of the Good-Boy Nice-Girl orientation, who acts in a manner to gain approval or popularity. However, this becomes counter-active if the demotion gains the student popularity among peers.

The students’ rating of the various psychological problems the teachers were using to handle discipline issues among the classes 6 and 7 students was also obtained. The student respondents were asked to respond to statements that were on a three point Likert scale. Their responses are shown on Table 4.14.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Least likely</th>
<th>Sometimes</th>
<th>Most Likely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demotion from leadership</td>
<td>F</td>
<td>16</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>%</td>
<td>20.0</td>
<td>32.5</td>
<td>47.5</td>
<td>100</td>
</tr>
<tr>
<td>Calling guardian to school</td>
<td>F</td>
<td>11</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>%</td>
<td>13.8</td>
<td>22.5</td>
<td>63.8</td>
<td>100</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>F</td>
<td>16</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>%</td>
<td>20.0</td>
<td>37.5</td>
<td>42.5</td>
<td>100</td>
</tr>
<tr>
<td>Showing individual concern and care</td>
<td>F</td>
<td>24</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>%</td>
<td>30.0</td>
<td>33.8</td>
<td>36.2</td>
<td>100</td>
</tr>
<tr>
<td>Reporting to the police</td>
<td>F</td>
<td>79</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>98.8</td>
<td>1.3</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

The results indicated that 63.8% (51) of the students rated calling guardians to school as the most common psychological method of handling indiscipline. This was in contrast to the teachers who indicated that guidance & counseling and showing individual concern and care at 85.8% (12 teachers) each were the most common psychological method of curbing indiscipline. The implication may be that the teachers have those two disciplinary methods set as the ideal methods to deal with indiscipline among teens and so responded according to their ideals rather than their
reality. Another implication that can be drawn is that the students may not realize when teachers show individual care and concern as a form of disciplining them by understanding the motivation of their behaviour.

According to 98.8% (79) of the student respondents, the least likely psychological method used by teachers in Makini School was reporting to the police. This was in agreement with the teacher respondents who indicated that they are unlikely to report the students with problem behaviours to the police. This can be interpreted to mean that there were no extreme cases of delinquent behaviour that would warrant police attention to correct indiscipline.

Top Most Effective Disciplinary Methods

The study sought to establish the disciplinary methods the teachers in Makini School upheld as the most effective among the pre-teens in classes 6 and 7 and identify the reasons for the ranking. The teachers were asked to rank the most effective disciplinary methods when handling a child with a problem behaviour in order to achieve the desired behaviour change. Table 4.15 presents the top five disciplinary methods the teachers rated as the most effective to employ among the pre-teens.

<table>
<thead>
<tr>
<th>Disciplinary method</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal warning</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Guidance &amp; Counseling</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Involving guardians</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Showing individual concern</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>2</td>
<td>14.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.15: Five Top Most Effective Ways of Handling Indiscipline among Pre-teens
Guidance and Counseling and involving guardians were ranked the most effective ways of handling problem behaviours among the pre-teens in classes 6 and 7 with a popularity of 5 teachers each (35.7%). Corporal punishment was ranked higher in curbing indiscipline than showing individual concern and verbal warnings at 14.4% (2) and 7.1% (1) respectively. These results validated the following students’ responses that involving guardians was the top most common disciplinary method and that showing individual concern was less common than corporal punishment.

Behaviour Change among Students when Disciplinary Actions are Executed

The study investigated the behaviour change that is likely to take place when teachers execute disciplinary actions. The student respondents were first asked to indicate whether a teacher has ever disciplined them or not. The results indicated that 88.8% (71) of the students’ respondents had been disciplined while 11.2% (9) had never been disciplined by the teachers. This implies that majority (88.8%) of the pre-teen students in Makini School have ever been disciplined by the teachers because they had exhibited problem behaviours at a certain time. Figure 4.5 presents the results.
Additionally, the researcher sought to identify the students’ opinion on whether the disciplinary measures the teachers took against them caused any behaviour change. The student respondents were asked to respond to a question: “In your opinion, does discipline lead to behaviour change?”

According to Figure 4.6, 30% (24) of the students were of the opinion that disciplinary actions can lead to behaviour change while 41.3% (33) felt that it may lead to behaviour change. A further 18.7% (15) indicated that disciplinary actions could not lead to behaviour change while a further 10% (8) did not know. This implies that a majority of the students (71.3%) had a positive perception towards discipline, and a further 10% who did not know could be converted to the positive if an understanding of consequences versus problem behaviour was created when disciplining.
Moreover, the study sought to determine the students’ perception of the behaviour changes that are likely to take place when a teacher instills discipline among the pre-teens in classes 6 and 7 in Makini School. The student respondents were asked to tick against five statements depending on their perception of the behaviour change that may take place when a person in authority has instilled a disciplinary action.

The responses indicated that 55% (44) of the students were of the opinion that student behaviour changes for better for a short time after discipline measures have been instilled. A further 11.3% (9) indicated that the culprit’s behaviour changes for better permanently while only 3.7% (3) indicated that the behaviour of the culprit does not change at all after the disciplinary measures have been undertaken. 30% (24) of the student respondents indicated that the student becomes bitter once the
disciplinary measures have been instilled. No student indicated that the behaviour becomes worse after the disciplinary action has been undertaken. The summary of the results are displayed on Table 4.16.

Table 4.16: Students’ Opinions on Likely Behaviour Change after Disciplinary Actions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's behaviour changes for better for a short while</td>
<td>44</td>
<td>55.0</td>
</tr>
<tr>
<td>Student's behaviour changes for better permanently</td>
<td>9</td>
<td>11.3</td>
</tr>
<tr>
<td>Student becomes bitter</td>
<td>24</td>
<td>30.0</td>
</tr>
<tr>
<td>Student’s behaviour does not change at all</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>Student’s behaviour becomes worse</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.16 shows that 66.3% of the pre-teens in classes 6 and 7 at Makini School agreed that disciplinary actions can lead to positive behaviour change among the students. However, 30% of the students hold an opinion that disciplinary actions leave the culprit students bitter. Such an attitude can block the behaviour change disciplinary actions are intended to elicit. The need for sensitization training on the role of discipline is implied.

The Deputy Principal’s interview also gave insights into the behaviour change observed among pre-teens with problem behaviours after a disciplinary action by a teacher. Generally, there was positive behaviour change immediately after discipline interventions had been made. Some students however needed follow-up for the desired behaviour change to occur. This was in consensus with the responses from the student respondents who indicated that the students tend to change for the better for a short while or permanently after the teachers instill discipline on them.
Further to this, the study examined the students’ feeling over whether their guardian was likely to agree with them or with the teacher over discipline matters. The student respondents were asked to respond to four statements relating to how their guardians respond to discipline matters instilled by the teachers on the students. 70% (56) of the responses indicated that guardians listen to both the teacher and the student when there is a discipline matter while a further 26.3% (21) of the students indicated that the guardian sides with the teachers. Three (3.7%) of the students indicated that the guardian sides with the student when attending to discipline matters.

Figure 4.7: Behaviour of Guardians over Discipline Matters

Figure 4.7 shows that 70% of the pre-teens in classes 6 and 7 in Makini School felt that their guardians were fair when attending to discipline matters for they listened to both sides before making any judgment. A further 26.3% of the students felt that the guardians were unfair for they side with the teachers while 3.75% of the students felt that the guardians were siding with them when handling discipline cases. None of the students indicated that the guardians would in any case ask other parents
about a discipline case before making any judgment. The underlying message here is collaboration between teachers and parents on handling students’ problem behaviours was effective in curbing indiscipline.

The study sought to investigate how the relationship between teachers and parents of the pre-teens in classes 6 and 7 in Makini School was affecting how the students perceived a disciplinary action by a teacher. The students were asked to respond to an open-ended question on how the relationship between the teachers and the parents affect their perception of the disciplinary actions in the school. The results indicated that 52.5% of the student respondents felt that the teacher-guardian relationship made them perceive disciplinary actions as fair while 30% indicated that the teacher-guardian relationship made them perceive the disciplinary actions as unfair. Table 4.17 presents the results’ summary.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel annoyed with the teacher-guardian relationship</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>The teacher-guardian relationship is fair</td>
<td>42</td>
<td>52.5</td>
</tr>
<tr>
<td>I have no idea whether the teacher-guardian relationship makes disciplinary actions better or not</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>I feel sad about the teacher-guardian relationship</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>I feel scared about the teacher-guardian relationship</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>I feel shameful about the teacher-guardian relationship</td>
<td>4</td>
<td>5.0</td>
</tr>
<tr>
<td>The teacher-guardian relationship is unfair</td>
<td>24</td>
<td>30.0</td>
</tr>
<tr>
<td>The teacher-guardian relationship is useless</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.17 reveals that the teacher-guardian relationship was influencing the perception of the pre-teens towards disciplinary methods used by the teacher. Disciplinary methods were perceived to be fair when both authority figures, which is the guardian and teacher, agreed on the way forward. Moreover, it is necessary to help
the students understand that their teachers and guardians’ collaborative discipline efforts were not unfair but rather an indication of their love and concern for the student.

Documents and Regulations Used as a Guide to Handle Problem Behaviours

The study sought to find out the available documents or regulations in Makini School the teachers were using as a guide on how to handle problem behaviours among the pre-teens. The teachers were asked to tick against six different statements on documents that can be used to handle discipline cases in a learning institution. The results revealed that 78.6% (11) of the teachers were referring to the School discipline policy when handling problem behaviours among the pre-teens in classes 6 and 7. 9 teachers (64.3%) were using the Government regulations and Children’s Act when handling the indiscipline cases while 57.1% were either using Ministry of Education Rules & Regulations and/or individual teacher reflections. The results are summarized on Table 4.18.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government regulations &amp; Children’s Act</td>
<td>9</td>
<td>64.3</td>
</tr>
<tr>
<td>Education sector practice</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Ministry of Education Rules &amp; Regulations</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>School discipline policy</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>Individual teacher reflections</td>
<td>8</td>
<td>57.1</td>
</tr>
</tbody>
</table>

Table 4.18 shows that the teachers in Makini School were using various documents and regulations as a guide when handling the problem behaviours among the pre-teens in classes 6 and 7. This implies their willingness to discipline within
accepted boundaries to avoid harm to self or the pre-teens. Litigation or job loss were possible consequences for the teacher who overstepped their authority while disciplining. Psychological or physical injury to the student was a likely outcome if a teacher disciplined excessively.

Factors Influencing Disciplinary Methods Used

The study sought to establish specific factors influencing the disciplinary methods a teacher was likely to use on any given situation when handling the problem behaviours of the pre-teens in the school. The teacher respondents were asked to mark against the factors they consider when deciding on which discipline method to utilize on a given child.

The responses indicated that 92.9% of the teacher respondents were considering the level of defiance of the child when deciding on the disciplinary method to utilize while 78.6% were considering the guidelines the child’s parent had given concerning how to handle indiscipline. The study further revealed that 64.3% of the teacher respondents were utilizing the school discipline guidelines and/or considering the severity of the problem behaviour when administering discipline among the pre-teens. The results also indicated that 57.1% of the teacher respondents where deciding on the discipline method based on the child’s frequency of the problem behaviour. Moreover, 50% of the teacher respondents were first putting into consideration the personality of the child before deciding on the discipline method to administer while 35.7% were considering the gender and/or the background of the child. Table 4.19 gives the summary of the results.
Table 4.19: Factors Influencing Disciplinary Methods Used

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender of the child</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Personality of the child</td>
<td>7</td>
<td>50.0</td>
</tr>
<tr>
<td>Background of the child</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Parents’ guidelines</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>School guidelines</td>
<td>9</td>
<td>64.3</td>
</tr>
<tr>
<td>Severity of the problem behaviour</td>
<td>9</td>
<td>64.3</td>
</tr>
<tr>
<td>Frequency of the problem behaviour</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Level of defiance in the child</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Other factors</td>
<td>8</td>
<td>57.1</td>
</tr>
</tbody>
</table>

Table 4.19 indicates that teachers in Makini School were considering a variety of factors before deciding on the disciplinary method to use among the pre-teens in classes 6 and 7. This shows that teachers in Makini School understand the need to match the disciplinary method that best suits the pre-teen’s problem behaviour. For example, parent’s guidelines may be considered when the parent needs collaboration with the teacher when disciplining a student who may act wrongly because of an underlying cause such as a mental illness like Attention Deficit Hyperactivity Disorder (ADHD).

According to the deputy principal, some of the challenges the school faces in regard to maintaining discipline include the onset of adolescence and media influence. The onset of adolescence would have begun affecting the pre-teens’ moods, sensitivity in matters, sexuality and identity. Coupled with media influence (especially music, movies, pop culture, social media and addictive nature of entertainment technology), this negatively affected the students’ concentration and focus on academic work and keenness to observe discipline. Therefore, these factors needed to be considered.
Officers Permitted to Deal with Discipline Matters among Students

Another point under study was the other office holders in the school that were permitted to deal with discipline matters among the students. The teacher respondents identified other individuals who have the potential to deal with indiscipline issues. The results indicated that the discipline master, usually the teacher on duty, was handling 50% of the indiscipline issues among the students. The Guidance and Counselling department also dealt with 21.43% of the discipline cases. The principal and the deputy principals handled 14.29% as well as the prefects who handled another 14.29% of the student indiscipline matters. The PTA were not handling discipline problems among the students. The summary of the results is presented on Figure 4.8.

Fig. 4.8: Officers Handling Indiscipline Matters
Fig 4.8 shows that there were different officers in Makini School that were mandated to handle indiscipline issues in the school. The teachers were working in collaboration with other individuals in the school to handle the students with problem behaviours more effectively.

Additionally, the study sought to determine the length of time it took before any discipline intervention was made to correct an identified problem behaviour. The teacher respondents were asked to select from choices with specified periods within which interventions for problem behaviour were implemented. It was found out that 56.52% of the disciplinary measures on identified problem behaviours were being implemented immediately. Another 34.78% of the disciplinary measures were implemented at different times depending on the nature of the intervention being undertaken while 8.7% of the interventions were being implemented within one day after the problem behaviour has been identified. Figure 4.9 gives a summary of the responses.

![Figure 4.9: Length of Time before Implementing Disciplinary Intervention](image-url)

**Fig. 4.9: Length of Time before Implementing Disciplinary Intervention**
Characteristic Behaviour Change after a Disciplinary Intervention

Disciplinary actions are intended to lead to a change in behaviour. The study sought to investigate the most common characteristic behaviour change among the pre-teens in classes 6 and 7 of Makini School following a disciplinary invention by the teachers. The teacher respondents were asked to tick against five statements indicating the type of change they were observing among the pre-teens once a disciplinary action had been implemented.

6 of the teachers (42.9%) observed that students would show an immediate cessation of the problem behaviour but they would return to the behaviour later on. A further 35.7% (5) of the teachers felt that students would show no immediate change in problem behaviour after the administration of the disciplinary action but positive changes would occur later after remedial actions were taken. Three (21.4%) of the teacher respondents indicated that students would exhibit immediate and permanent cessation of the problem behaviour after disciplinary measures were implemented. No students were showing immediate increase in the problem behaviour or no change in the behaviour at all after implementing the disciplinary measures. Table 4.20 highlights the summary of the results.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate and permanent cessation of the problem behaviour</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Immediate cessation of the problem behaviour but return to behaviour later on</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td>No immediate change in problem behaviour but positive changes occur later</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Immediate increase of problem behaviour</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No change in problem behaviour at all</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 4.20 shows that there was observable behaviour change when disciplinary interventions were implemented on the pre-teens in classes 6 and 7 in Makini School. Disciplinary interventions were leading to some positive change among the pre-teens in Makini School whether immediately, permanently or after a while. However, it is worth noting that some students returned to behaviour later on which implies the need for remedial actions by the teachers.

**Key Findings**

The findings of this study have been presented in line with the objectives and the research questions of the study. Demographic information of the respondents gave an overview of the characteristics of the respondents. The teacher respondents were equally distributed in gender, with 92.9% (13) being above 30 years of age and all of them having more than 5 years working experience. They were all qualified to teach having received Education training from a teachers’ training college or at university undergraduate level.

Also presented are the findings of the first objective, which sought to identify the common problem behaviours among pre-teens in classes 6 and 7 in Makini School. There was a relatively high occurrence of both internalizing and externalizing behaviours. The most problematic externalizing behaviours were unnecessary talk or movement in the class and school bus and failure to complete assignments, which were also forwarded to the Deputy Principal for further remedial action.

The second objective of the study was to examine the common disciplinary methods that teachers were using on pre-teens in Makini School. Majority of the teachers were using verbal warnings in the classroom or during the school assembly
while others were giving the students extra schoolwork or assigning additional duties around the school compound to handle problem behaviours.

The third research objective was to determine the challenges encountered by the teachers on application of disciplinary methods in Makini School. The teacher respondents identified the following challenges, namely: conflict with guardians/administration if they disagreed with their disciplinary actions and the ban on corporal punishment by the Kenyan government.

The last objective was to investigate behavioural change that takes place as a result of the disciplinary methods applied to the pre-teens in classes 6 and 7 in Makini School. The data shows positive change occurred immediately or later on after discipline interventions have been made. However, some students may have needed follow-up to ensure complete cessation of problem behaviour.

Summary

Chapter four detailed the findings of the study. Each questionnaire item from both the teacher and student respondents was analysed then presented in form of tables or figures. The interview responses from the school deputy principal were also incorporated into the chapter. A summary of the key findings based on each objective was also made. The next chapter discussed the key findings.
CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter discusses the main findings based on the study’s objectives. The conclusions arrived at from the study findings are also highlighted. Additionally, the chapter covers recommendations based on the study as well as makes suggestions for areas that require further study.

Discussions of Key Findings

Common problem behaviours among students

Behaviour problems at school interfere with instruction delivery by teachers and disturb the learning of other students. These problems often overwhelm teachers and some consider them the most difficult aspect of a teacher’s workday. Children who exhibit problem behaviours invariably require extra attention, which places strain on teachers and slows the pace at which lessons are offered and completed. From the study, the pre-teens in Makini School are highly likely to involve themselves in internalizing, externalizing and sometimes delinquent behaviours in the class or within the school compound. Externalizing behaviours commonly occurring were unnecessary talk or movement and not finishing assignments.

The pre-teens in Makini School were already exhibiting problem behaviours associated with teenagers albeit at a lower occurrence. The presence of three clusters of behaviour (normal, problem and delinquent) concurs with the observations on Adolescent health by Bartlett et al (2005), who thought the behaviours began before the onset of adolescence but were further compounded by it.
Disciplinary Methods Utilized

Problem behaviours need regular disciplinary interventions to minimize their ability to disrupt learning. However, indiscipline among students can be handled in many different ways. From the study, it emerged that the teachers in Makini School used varied disciplinary methods to curtail problem behaviours. The teachers used verbal warnings and giving extra work & duties as negative reinforcements. The operant conditioning theory by Skinner (2011) postulated about the use of negative and positive reinforcements to promote desired behaviours (Domjan, 2014). The inclination towards negative reinforcements meant an imbalance in promoting desired behaviour through positive reinforcements.

Another disciplinary intervention by the teachers was calling guardians to school to discuss the way forward. Involving guardians allowed for cooperation and consistent modeling and supervision of desired behaviour by both caregivers, the teacher in school and the guardian at home. This agrees with the social cognitive theory that incorporates the role of modeling and socialization in behaviour change (Gray & Macblain, 2012).

A teacher can handle similar indiscipline cases differently depending on the circumstances under which it has been committed and who has committed it. The teachers in Makini School were drawing from their expertise to determine the most appropriate disciplinary method in a given situation. This is in line with the meta-analysis findings by Marzano et al (2009) on the use of various contingency strategies (such as teacher reaction, tangible recognition, group and home contingencies) to minimize problem behaviour.

From the teachers’ demographics highlighted in this study, it can be concluded that the teachers of Makini School were capable and qualified to handle indiscipline
cases among the pre-teen students in classes 6 and 7. This is because they had increased capacity and competency to maintain discipline among pre-teens based on their age, work experience and professional qualifications. This is supported by the study by Crimmins et al (2007) that found that skilled teachers tend to be firm yet positive in addressing student problem behaviours as they use a hierarchy of preplanned intervention strategies.

Challenges Encountered while Disciplining Pre-teens

A major challenge a teacher in Makini School faced was the conflict with guardians over the disciplinary interventions they make. Involving guardians enabled both caregivers to agree on the joint way forward so that desired behaviour is reinforced both at school and at home. The study by Miller et al (1998), which compared the opinions of parents and their children regarding teacher actions, found that guardians preferred to be included in disciplinary cases. However, the parents may not have always been available for consultation and monitoring of their children’s behaviour at home.

Other times, the conflict may have been between the teacher and the school administration. The School’s policy helped guide the teacher on the acceptable disciplinary measures in the school. Moreover, the teacher was at liberty to escalate a matter to a higher authority for appropriate discipline measures where they are unsure of action to take or no longer feel confident to handle a discipline matter appropriately.
Behavioural change observed after disciplinary interventions

Disciplinary measures are intended to lead to positive results and cause an end to problem behaviours among children but may elicit either positive or negative results. Those in authority need to make the right judgment on the most appropriate disciplinary action to take against a child to ensure positive results are realized and the act is not intentionally repeated again (Chemhuru, 2010).

The study found out that the likely behaviour change after a disciplinary intervention is immediate cessation of problem behaviour, which is a positive change. The change immediately became permanent for some pre-teens. However, for those who lapsed back to the problem behaviour, cessation of the undesired behaviour eventually took place after multiple remedial actions. This supports the meta-analysis findings by Stage and Quiroz (1997) that disciplinary actions lead to a decline in problem behaviours among students.

Conclusions

The purpose of the study was to investigate the behaviour change resulting from disciplinary methods used by teachers on pre-teens in Makini Primary School, Nairobi. The pre-teens in classes 6 and 7 in Makini School were exhibiting internalizing, externalizing and delinquent behaviours disrupting learning in the classes. The teachers were using verbal warnings, giving extra work, offering guidance and counseling, showing individual concern and calling the guardians to the school as ways of handling problem behaviours among the pre-teens in Makini School.

There was positive change among the students immediately after discipline interventions had been made. Sometimes the problem behaviour ceased immediately
and permanently (non-recurrence) but most times it was only completely eliminated after several follow-up sessions of remedial action. It can therefore be concluded that disciplinary actions are necessary for positive behaviour change to occur.

Recommendations

Based on the key findings of this study and the conclusions drawn, the following recommendations could be adopted in the school to enhance student discipline and ultimately learning:

1. Increased use of praise to promote positive behaviour: Verbal warnings were widely used in the school as negative behaviour deterrents. Owing to its convenience of use and immediacy as a disciplinary action, it serves to limit problem behaviour in the short while. Augmenting by verbal praise to promote positive behaviour would help balance out the occurrence of positive and negative verbal reinforcement by the teachers, which is a stronger tactic combined and better for a child’s self-efficacy. This combination of positive and negative reinforcements would be useful in curbing the common internalizing and externalizing behaviours experienced among pre-teens.

2. Embracing an independent and trained counselor at the school premises even if on a part time basis: Guidance and counseling strongly emerged as an effective disciplinary method for the pre-teens. It supports the teacher’s efforts by seeking to understand the student’s motivation for behaviour and dealing with the underlying cause rather than the symptoms only. By seeking to understand the pre-teens, the teacher is able to win them over through firm yet kind guidance. However, it can be tasking for teachers to handle both roles.
For the students, it helps them become more self aware and in touch with their emotions, and by extension, the motivations behind their problem behaviour.

3. Widespread adoption of involving guardians in discipline: The positive student perception of parent-teacher collaboration on discipline matters, that it is fair, increases the viability of this method more often when dealing with repeat or more severe problem behaviours. In addition, by doing so, a teacher mitigates the challenge of conflicting with the guardians over discipline. The method also increases likelihood of cessation of problem behaviour due to supportive vigilance by the pre-teen’s guardians at home. This supports the notion that problem behaviours are sometimes a child's way to get the attention of their parents and have discipline begin at home.

4. An investigation into the claims about bribery in the school system: An impediment to discipline as indicated by some of the students is bribery. The fact that the students feel they can get away with some of the problem behaviours through paying a bribe is cause for concern. Although not widespread, if this habit is inculcated in the school culture, then it may soon render discipline ineffective. Schools ought to take stern disciplinary measures against culprits to stop the societal menace from taking root in the students’ behaviour. Increased vigilance to nip this supposed budding behaviour would help to mitigate any future challenges for the teachers when disciplining pre-teens.
Areas for Further Research

From the study, the following gaps have been identified for additional study, namely:

1. The effects of teacher to student ratios on school discipline and disciplinary interventions used.

2. The role of parental discipline interventions at home in enhancing the school’s learning outcomes for their children.

REFERENCES


http://www.statstutor.ac.uk/resources/uploaded/sample-size.pdf


Lochan, D. (2010). Students perceptions of indiscipline at three primary schools in one educational district in central Trinidad (master’s thesis). University of the West Indies, Kingston, Jamaica


APPENDICES
Appendix A: Questionnaire for Teachers

Dear Teacher, thank you for agreeing to participate in this study. The researcher, Keziah Mutua, is a Masters student in Daystar University seeking to complete her research on an issue pertaining Child Development. Kindly be advised that the questionnaire below is only a tool to assist to collect information to this regard and thus you are assured of the anonymity of your participation in it. Moreover, the information given herein will be treated with utmost confidentiality and not used to the detriment of the teachers, school administration or school in general. Your cooperation in this study is much appreciated.

Kindly tick the appropriate responses in the questions below:

1. Gender
   - Male [ ]
   - Female [ ]

2. Age
   - 18-24 [ ]
   - 25-29 [ ]
   - 30-34 [ ]
   - 35 & Above [ ]

3. Number of years working as a teacher
   - 1-5 years [ ]
   - 6-10 [ ]
   - 11-15 [ ]
   - More than 15 [ ]

4. Level of training as a teacher
   - Secondary School Teachers' College [ ]
   - Undergraduate [ ]
   - Masters [ ]

5. What are the common problem behaviours among students in Class 6 and Class 7?
   
   *On a scale of 1 – 5, where 1 is never, 2 is rarely, 3 is sometimes, 4 is frequently and 5 is always, kindly rate the likelihood of behaviour occurrence*

   **Internalizing behaviours disrupting class learning**
   
   - Daydreaming
   - Non-participation or isolation in class
   - Feigning illness
   
   **Externalizing behaviours disrupting class learning**
   
   - Sluggish behaviour on school tasks
   - Doing other tasks other than the required one
<table>
<thead>
<tr>
<th>Problem behaviours listed above</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism from school</td>
<td></td>
</tr>
<tr>
<td>Unnecessary talk or movement</td>
<td></td>
</tr>
<tr>
<td>Throwing temper or crying tantrums</td>
<td></td>
</tr>
<tr>
<td>Using foul language</td>
<td></td>
</tr>
<tr>
<td>Dishonesty in dealings with students and staff members</td>
<td></td>
</tr>
<tr>
<td>Failure to follow instructions or complete assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Delinquent behaviours disrupting class learning</strong></td>
<td></td>
</tr>
<tr>
<td>Damaging school property</td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td></td>
</tr>
<tr>
<td>Drug abuse</td>
<td></td>
</tr>
<tr>
<td>Sexual activity</td>
<td></td>
</tr>
<tr>
<td><strong>Other behaviours disrupting class learning</strong></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td></td>
</tr>
<tr>
<td>Pornography</td>
<td></td>
</tr>
<tr>
<td>Others, specify</td>
<td></td>
</tr>
</tbody>
</table>

6. Are the problem behaviours listed above more characteristic of a particular gender? *(Please tick appropriate answer)*

Yes [ ]  No [ ] Don’t know [ ]

7. If your answer to Question 6 above is yes, please show your observations on the differences.

Problem behaviours are observed equally among male and female students [ ]
Problem behaviours are observed more on male than female students  
Problem behaviours are observed more on female than male students  
Others, specify ____________________________________________

8. In what specific settings do you often observe problem behaviours?

<table>
<thead>
<tr>
<th>Please tick the appropriate answer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class</td>
</tr>
<tr>
<td>Outside class but within school compound</td>
</tr>
<tr>
<td>Outside the school compound</td>
</tr>
</tbody>
</table>

9. In what ways can a teacher handle problem behaviours among pre-teens?

<table>
<thead>
<tr>
<th>On a scale of 1 – 5, where 1 is not likely, 2 is least likely, 3 is sometimes likely, 4 is most likely and 5 is extremely likely, kindly rate the discipline methods used to handle problem behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal warning in the classroom</td>
</tr>
<tr>
<td>Verbal warning in the school assembly</td>
</tr>
<tr>
<td>Time out</td>
</tr>
<tr>
<td>Suspension from class</td>
</tr>
<tr>
<td>Suspension from school</td>
</tr>
<tr>
<td>Corporal punishment (kneeling, caning, slapping)</td>
</tr>
<tr>
<td>Giving poor grades</td>
</tr>
<tr>
<td>Giving extra school work</td>
</tr>
<tr>
<td>Giving tokens when student acts as they should</td>
</tr>
<tr>
<td>Detention after official school hours</td>
</tr>
<tr>
<td>Assigning additional duties around the school compound</td>
</tr>
<tr>
<td>Demotion from school leadership</td>
</tr>
</tbody>
</table>
10. In order of priority, kindly rank the top 5 most effective disciplinary methods that teachers should use when handling a child with a problem behaviour to achieve the desired behaviour change.

(Where Rank 1 signifies the most effective disciplinary method)

<table>
<thead>
<tr>
<th>Disciplinary Method</th>
<th>Rank</th>
<th>Reason for ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling guardians to the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing individual concern and care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referring case to a more senior staff member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting to the Police</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others, specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What documents or regulations are available at the school as a teacher’s guide on how to handle problem behaviours?

Please tick the appropriate answer(s)

- Government regulations & Children Rights
12. Which specific factors influence the discipline methods a teacher is likely to use on any given situation when handling with a problem behaviour?

Please tick the appropriate answer(s)

- Gender of the child
- Personality of the child
- Background of the child
- Parents’ guidelines
- School guidelines
- Severity of the problem behaviour
- Frequency of the problem behaviour
- Level of defiance in the child
- Others, specify

13. In the school set-up, which other office holders are permitted to deal with discipline matters among students?

Please tick the appropriate answer(s)

- Prefects body
- PTA members
<table>
<thead>
<tr>
<th>Guidance &amp; Counseling Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Master or Committee</td>
</tr>
<tr>
<td>School administrators (Principal and Deputy)</td>
</tr>
<tr>
<td>Others, specify</td>
</tr>
</tbody>
</table>

14. How long after witnessing a problem behaviour does it take for a discipline intervention to be made?

Please tick the appropriate answer(s)

- Immediately
- Within 24 hours or 1 school day
- Within a stipulated period
- Depends on the discipline intervention taken

15. What is the most common characteristic behaviour change in the pre-teen following a disciplinary invention by a teacher?

Please tick the most appropriate answer

- Immediate and permanent cessation of the problem behaviour
- Immediate cessation of the problem behaviour but return to behaviour later on
- No immediate change in problem behaviour but positive changes occur later
- Immediate increase of problem behaviour
- No change in problem behaviour at all
Appendix B: Guided Questionnaire for Students

Kindly tick the appropriate responses in the questions below:

1. Gender
   - Male [ ]
   - Female [ ]

2. Age
   - 10 years [ ] 11 [ ] 12 [ ] Other [ ]

3. Class
   - Five [ ] Six [ ] Seven [ ] Eight [ ]

4. What are the common problem behaviours among students in Class 6 and Class 7?

<table>
<thead>
<tr>
<th>Internalizing behaviours disrupting class learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daydreaming</td>
</tr>
<tr>
<td>Non-participation or isolation in class</td>
</tr>
<tr>
<td>Feigning illness</td>
</tr>
<tr>
<td>Sluggish behaviour on school tasks</td>
</tr>
<tr>
<td>Doing other tasks other than the required one</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Externalizing behaviours disrupting class learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism from school</td>
</tr>
<tr>
<td>Unnecessary talk or movement</td>
</tr>
<tr>
<td>Throwing temper or crying tantrums</td>
</tr>
<tr>
<td>Using foul language</td>
</tr>
<tr>
<td>Dishonesty in dealings with students and staff members</td>
</tr>
<tr>
<td>Failure to follow instructions or complete assignments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delinquent behaviours disrupting class learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damaging school property</td>
</tr>
<tr>
<td>Fighting</td>
</tr>
<tr>
<td>Bullying</td>
</tr>
<tr>
<td>Problem Behaviours</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Theft</td>
</tr>
<tr>
<td>Drug abuse</td>
</tr>
<tr>
<td>Sexual activity</td>
</tr>
<tr>
<td><strong>Other behaviours disrupting class learning</strong></td>
</tr>
<tr>
<td>Littering</td>
</tr>
<tr>
<td>Gambling</td>
</tr>
<tr>
<td>Pornography</td>
</tr>
<tr>
<td>Others, specify</td>
</tr>
</tbody>
</table>

5. In what ways can a teacher handle problem behaviours among Class 6 & 7 students?

On a scale of 1 – 3, where 1 is least likely, 2 is sometimes likely and 3 is most likely, kindly rate the discipline methods used to handle problem behaviours:

- Verbal warning in the classroom
- Verbal warning in the school assembly
- Time out
- Suspension from class
- Suspension from school
- Corporal punishment (kneeling, caning, slapping)
- Giving poor grades
- Giving extra school work
- Giving praise and rewards for appropriate behaviour
- Detention after official school hours
- Assigning additional duties around the school compound

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104
<table>
<thead>
<tr>
<th>Demotion from school leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling guardians to the school</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
</tr>
<tr>
<td>Showing individual concern and care</td>
</tr>
<tr>
<td>Referring case to a more senior staff member</td>
</tr>
<tr>
<td>Reporting to the Police</td>
</tr>
<tr>
<td>Others, specify</td>
</tr>
</tbody>
</table>

6. Have you ever been disciplined by a teacher for a problem behaviour? Yes ☐ No ☐

7. In your opinion, does discipline cause behaviour change?
   - Yes ☐
   - No ☐ Don’t know ☐ Maybe ☐

8. What behaviour change is likely to take place after a teacher exercises their authority to discipline a student for a problem behaviour?
   - Please tick the appropriate answer(s)
   - Student’s behaviour changes for the better for a short while
   - Student’s behaviour changes for the better permanently
   - Student’s behaviour does not change at all
   - Student’s behaviour gets worse
   - Student becomes bitter

9. Are your guardians likely to agree with you or your teacher over discipline matters?
   - Please tick the appropriate answer(s)
   - My guardians usually side with the teachers
My guardians usually side with me

My guardians listen to both sides and then make a judgment

My guardians will ask other parents about it then make a judgment

10. How does the relationship between teachers and parents as described above, affect how you perceive discipline by a teacher?
Appendix C: Deputy Principal Interview Guide

1. What are the common problem behaviours reported among Classes 6 and 7 students in the school whether currently or in the past?

2. Which discipline cases are likely to be referred to your office?

3. What is the school policy on discipline methods teachers can use?

4. What are your observations on behaviour change among students after discipline interventions?

5. Highlight some challenges the school faces in regard to maintaining student discipline.
Appendix D: Research Permit

The permissions required to conduct the study are highlighted as follows:

1. Daystar University ethical approval to conduct the study

2. Research permit issued by the National Commission for Science, Technology and Innovation (NACOSTI)

3. Permission to conduct study from the offices of the County Commissioner and the Regional Coordinator of Education for Nairobi County

4. School goodwill to allow members to participate in the study
Date: 7th March, 2017

To: The Ministry of Higher Education, Science and Technology,
P.O. Box 30623-00100,
Nairobi.

RE: DATA COLLECTION

Greetings from Daystar University!

As you are aware, we offer a Master of Arts degree in Child Development whose goal is to equip students with knowledge and skills in child development so that they can be able to do the following: identify developmental needs and changes among children and adolescents, identify various ways of handling the developmental needs and changes in children, integrate Christian faith and work among children and adolescents, carry out participatory training on child development issues at the community level, carry out research in the field of child development, connect theories of child growth and development to social policy, education and intervention among others.

We believe that you are aware of the growing need for trained child development workers in Africa to cope with the enormous challenges facing children and families. As part of the requirements for the award of the degree of Master of Arts in Child Development, students are required to carry out a research in the field of child growth and development. The research is undertaken after the student has successfully completed all the course work and defended their research proposals. The bearer of this letter Kezia K. Mutua (Reg. No. 07-1417) is a student in Child Development program. She has successfully completed all prerequisites to data collection and cleared by the Department to proceed for data collection. Her Research Title is An Investigation of Behaviour Change Resulting from Disciplinary Methods used by Teachers on Pre-Teens: A Case of Makini Primary School, Nairobi

The purpose of this letter is to introduce the student and also to assist her acquire the necessary clearances to collect data. The student is responsible in covering the cost of her research.

Thank you for your support and collaboration.

Sincerely in God’s service,

Roseline Olumbe
Coordinator, Institute of Child Development,
Daystar University,
Email: rolumbe@daystar.ac.ke
THIS IS TO CERTIFY THAT:

MS. KEZIAH KALUKI MUTUA

of DAYSTAR UNIVERSITY, 10061-100

Nairobi, has been permitted to conduct

research in Nairobi County

on the topic: AN INVESTIGATION ON

BEHAVIOUR CHANGE RESULTING FROM

DISCIPLINARY METHODS USED BY

TEACHERS ON PRE-TEENS: A CASE OF

MAKINI PRIMARY SCHOOL, NAIROBI

for the period ending:

15th March, 2018

[Signature]

Applicant's Signature

[Signature]

Director General
National Commission for Science, Technology & Innovation

Permit No: NACOSTI/P/17/57654/16277
Date of Issue: 15th March, 2017
Fee Received: Ksh 1000
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 3310711, 2219430
Fax: +254-20-3180245, 3182329
Email: info@nacost.go.ke
Website: www.nacost.go.ke

Ref. No: NACOSTI/P/17/57654/16277 Date: 15th March, 2017

Keziah Kaluki Mutua
Daystar University
P.O Box 44400-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “An investigation on behaviour change resulting from disciplinary methods used by teachers on pre-teens: A case of Makini Primary School, Nairobi,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 15th March, 2018.

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

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
Ref: RCE/NRB/GEN/1/VOL. 1

DATE: 21st March, 2017

Keziah Kaluki Mutua
Daystar University
P O Box 44400-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on “An investigation on behavior change resulting from disciplinary methods used by teachers on pre-lens: A case of Makini Primary School, Nairobi”

This office has no objection and authority is hereby granted for a period ending 15th March, 2018 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

MAINA NGURU
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

C.C. Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI
Appendix E: Originality Report