

STUDENT COMMON DISCIPLINE PROBLEMS AND THEIR EFFECT ON LEARNING IN SECONDARY SCHOOLS IN KENYA

Margaret W Iyaya,

Assistant Registrar, Masinde Muliro University of Science and Technology

Kennedy Onkware,

Associate Professor in Disaster Management and Humanitarian Assistance

John O Shiundu,

Professor of Education in Educational Leadership major in Curriculum and Instruction

ABSTRACT

The occurrence of discipline problems among secondary school students is rarely disputed. The fact that our schools need to be safe and secure places for teaching and learning is a first priority for school principals. The focus of this article is to find out which discipline problems occur in secondary schools. The second focus was to determine the seriousness as evidenced by frequency of occurrence and effect of the discipline problems. Data for this study were drawn from secondary schools in Bungoma and Kakamega Counties in Kenya. SPSS data were collected from 297 students through questionnaires. The findings indicated that there are discipline problems among students in secondary schools. It was also found that minor discipline problems occur most frequently than major and intolerable discipline problems.

Keywords : Student, Discipline problems, Learning, Secondary schools

Introduction

Kenya's educational system is presently undergoing various reforms. Among the major reforms are the introduction of Free Primary Education (FPE) in 2003, Free Day Secondary Education (FDSE) in 2008 and the inclusion of information technology in the school curriculum at both primary and secondary school levels. These reforms are being undertaken to address the overall goals of the Kenya Vision 2030, the Policy Framework for Education (2012) aligning education and training to the constitution of Kenya (2010) and Kenya Vision 2030 and Beyond as well as the international development commitments which include Millennium Development Goals (MGDs) and Education for All (EFA). The aim is to provide quality Universal Basic Education (UBE) to all Kenyan children from Early Childhood Development

and Education (ECDE) through secondary school (Republic of Kenya, 2012).

Due to the above reforms, the education sector in Kenya has experienced remarkable growth in enrolment and number of institutions over time. According to the Ministry's Education Management Information System (EMIS), the number of public and private primary schools increased from 6,058 in 1963 to 27,489 in 2010, while the number of secondary schools has increased from 151 to 7308 over the same period. Enrolment in primary education has grown from 892,000 pupils in 1963 to about 9.4 million pupils in 2010, while enrolment in secondary education has grown from around 30,000 students in 1963 to over 1.9 million students in 2012 with an increase in the transition rate from 60% in 2006 to over 74% in 2012. Expansion of secondary education has resulted from support for basic

education over the past decade by the government, development partners, and private providers.

In spite of the policies and efforts that the Kenya Government has put in place to ensure quality education there are several challenges that hinder the attainment of this desired commitment (Maina, 2012). In addition to social, political and economic factors that may affect the provision of facilities and resources, there are institutional challenges which may lead to disruption of school programmes. The most common of these challenges is students' indiscipline (Bosire, Sang, Kiumi & Mungai, 2009). Karanja and Bowen (2012) posit that learning institutions in Kenya are plagued with cases of students' unrest and indiscipline.

Literature Review

Student Discipline Problems

The first recorded manifestation of student indiscipline in secondary schools in Kenya was at the beginning of the 20th century when the first case of student unrest was reported in Maseno School in 1908 (MOEST, 2001). The problem of student unrest and indiscipline became a national tragedy when on 13th July 1991 male students at St. Kizito Secondary School invaded the girls' dormitory and violently raped a number of them. In the commotion that followed 19 girls lost their lives (MOEST, 2001).

Gitonga (2007) observed that parents, teachers and society in general are observing and reporting a marked decline in the level of discipline and good behavior amongst the youth. Courtesy, respect, self-control, decency and etiquette have become rare. Instead, disrespect towards authority, promiscuity, drug abuse, addictive behaviors and carefree lifestyles are common. The media continues to show that indiscipline in secondary schools is of critical concern. In 2001 a wave of unrest, arsons and even anarchy engulfed Kenyan schools (Harding, 2001). The worst case occurred at Kyanguli Secondary School in Eastern Kenya where arsonists attacked a dormitory in the middle of the night locked the doors and set it on fire. The fire left 60 students dead and several injured (Harding, 2001). According

to Ngare (2010), indiscipline in schools has reached unmanageable levels. In the month of June 2008 alone, 300 secondary schools were hit by the wave of unrest that saw students disrupt learning, besides destroying property worth millions of shillings. On average there were about 10 cases of unrest daily compared to about two in the year 2007. The trend is worrying as incidents of burning down school property seem to be the preferred choice of many students in expressing grievances (*Ibid.*). In fact student indiscipline is a continual source of concern in many parts of Kenya (Juma, 2008) for it undermines quality education; yet the purpose of having schools is to promote effective teaching and learning.

Simatwa (2012) says that in the past two decades there has been concern to the effect that there was unabated violent incidents of students' unrest in secondary schools and tertiary institutions that resulted in loss of property and lives in Kenya, and Bungoma County was cited as one of the counties in the country that was experiencing many cases of student indiscipline in schools. Otenyo (2012) reports that one hundred and seventy eight candidates who sat Kenya Certificate of Secondary Education (KCSE) examinations in 2011 in Western province had their results cancelled for cheating in various papers. The school worst hit by cheating was Bukhaywa Secondary School in Matete district, in Kakamega County where 145 of the 195 candidates did not get their results over collusion in the Biology paper. Friends School Kaimosi also of Kakamega County had results for 12 students cancelled after they were caught sneaking in notes for Biology, Chemistry, Physics and Business Studies papers. One candidate from Marobo Secondary School in Bungoma County had his results withheld for extracting pages from a question paper, while 15 students at Chebukube School in the same district suffered the same fate. St Joseph's Academy and Kimaeti School of Bungoma County had three and one candidates respectively caught with notes for History and Geography papers. The affected candidates were banned from sitting the examination for two years.

Types of student discipline problems experienced in secondary schools

Discipline problems in schools range from crimes such as robbery and drug dealing committed by students or intruders to lack of respectful behavior toward teachers and classmates (Moles, 1990). Available literature indicates that pupils are involved in various types of discipline problems. For example, research conducted by Barone (1997) reveals that a considerable percentage of pupils are victims of bullying, aggression or victimization. In America, students indiscipline in schools include violence upon teachers and other students, possession of controlled substance or alcohol, robbery, engaging in habitual profanity, vulgarity, committing sexual assault to staff and making terrorist threats against the schools authority (Clarke, 2002). Sexual abuse is common in schools (Hyman, 1997; Seyfarth, 1990). Frequently occurring disciplinary problems include truancy, violation of dress and appearance codes, tardiness, inattention in class, noise making, bullying, fights among students, use/misuse of mobile phones in the school premises, and graffiti edged on furniture (Iqbal, 2008). According to Nyaga (2004), discipline problems include all forms of disrespect, unruly behaviors, use of bad/vulgar language, rudeness, laziness, insolence, smoking, drinking alcohol, robbery, stealing school property, gambling and bullying. Maladjusted students exhibit numerous indiscipline symptoms like aggression, shyness, suspicion, tattling, bullying, cruelty, cheating, truancy, tardiness, stealing, profanity, boisterousness and all sorts of disorderliness (*Ibid*). Academic fraud appears to be on the increase across the world, both in developed and developing countries (Eckstein, 2003). Wachira (2012) reports that in 2011 Kenya Certificate of Secondary education, about 3000 students had their results cancelled or withheld for cheating. Such decisions may lead to some victims committing suicide as they see their future as bleak. Cheating in examinations becomes crucial especially since examinations are a means of selecting candidates for higher education and employment.

Lyons in a Microsoft PowerPoint on school climate and discipline presents levels of discipline problems in the typical school as shown in Table 1. He classifies discipline problems in three categories as routine, serious and severe signifying little or no discipline problems, minor discipline problems and Major discipline problems. Mosley, Megginson and Pietri (2001) as cited in Simatwa (2012) classify the discipline problems as minor, major and intolerable. Moles (1989) contends that serious student misconduct involves violent or criminal behavior while the commonest discipline problems involve non-criminal student behavior which may not threaten personal safety, but they still negatively affect the learning environment. Routine discipline problems are minor infractions which include not paying attention, no pencil/paper, disrupting others, chewing gum, tardiness; class cutting; students talking to each other during the lesson; students getting out of their seats; cursing by the students; class clowns; students with "Walkmans" (personal stereos); students with mobile phones. Serious problems include vandalism, profanity, cursing adults, student bullying; cheating in examinations; not doing homework, absenteeism, widespread disorder in classroom, student verbal abuse of teachers; fighting among students and assaulting other students. Severe discipline problems encompass riots and strikes, possessing of weapons, use and dealing of illegal drugs, use of alcohol, robbery and theft, setting fires, assaulting an adult, gang activities, undesirable cult or extremist group activities.

In this study Megginson and Pietri (2001) categorization of discipline problems was adopted as Minor, Major and Intolerable. Indiscipline was measured in the presence of Minor, Major and Intolerable Discipline problems. In this article, the frequency of a discipline problem and its effect on the teaching and learning denotes its seriousness.

Methodology

Data for this study were collected from a sample of 297 respondents who were Fourth Form students from Bungoma and Kakamega Counties in Kenya. This represented 82.50% of the expected total sample size of 360 respondents initially determined. To get the actual sample size for the study from 13, 792 Fourth Formers a table for determining needed size (S) of a randomly chosen sample from a given finite population of (N) was used (Kathuri & Pals, 1993) (See Appendix I). From the table, where the target study population was 13, 792 students, a sample of 375 fourth form students were to be used in the research. However 360 students were sampled because it is not possible to have a fraction of a student. Thus 10 fourth form students from each of the 36 schools were selected. A sample of 360 was therefore appropriate. The actual selection of the students for the survey was through simple random sampling.

The selected students were asked to respond to questionnaire labeled Student Discipline Questionnaire (SDQ) intended to find out types of discipline problems experienced in secondary schools (See Appendix II). The questionnaire was a survey developed specifically for the study. Likert type scale with the following five responses was used to find out the occurrences of different discipline problems: 0- Never, 1- Once in a while, 2- At least once in a month, 3- At least once a week, and 4- Daily. Discipline problems were categorized as Intolerable, Major and Minor. The survey was pilot tested.

Validity and reliability of the instrument

An extensive literature review on student discipline was done to identify the relevant content, which identified the indicators of student discipline. This was then built into developing the items for the questionnaire. The research tool was piloted to ascertain its validity, reliability and practicability. To test the validity of the research instrument, two schools in Kakamega South District were used for a pilot study. A total of 20 respondents constituting

10 students from each school were randomly sampled for the pilot study. These schools did not participate in the actual study. The responses and information collected were used to clean the questionnaire items and hence eliminate unclear questions from the instruments before the actual study. The validity of the instruments was ensured by giving them to my supervisors who are specialists in the faculty of Education and Social Sciences and the Centre for Disaster Management and Humanitarian Assistance at Masinde Muliro University of Science and Technology. They read the instruments and made amendments and modifications accordingly. Their recommendations were incorporated in the revised instrument.

Using SPSS 16 analysis was undertaken to validate the SDQ questionnaire. The scales used needed to consistently reflect the construct they were measuring. Cronbachs alpha tested results for internal reliability. All 28 variable items were tested producing a computed alpha coefficient of 0.890 which represents an acceptable level of internal reliability. According to Nunnally (1978) an alpha value of 0.70 is an acceptable reliability coefficient. In this article, consideration of each discipline problem scale is presided with an assessment of the reliability of the items relating to the scale. Intolerable Discipline Problems (IDPs) scale is measured by eight items; Major Discipline Problems (MDPs) and Minor Discipline Problems (MIDPs) scales are measured by ten items each.

Results and Discussion

SPSS output (Table 2) shows various categories of discipline problems experienced in secondary schools in Bungoma and Kakamega Counties. It can be observed that all the three categories of discipline problems are experienced in secondary schools of Bungoma and Kakamega Counties in varying degrees. Intolerable Discipline Problems occur less frequently than Major Discipline

problems. Minor Discipline Problems occur most frequently compared to the other two.

The findings of this study are in agreement with Simatwa (2012) findings on the study of management of student discipline in secondary schools citing the case of Bungoma County. He found that infractions experienced in secondary schools in Bungoma County included: noise making, vandalism of school property, drug abuse, drug sale, theft, absenteeism, sneaking, disobedience, lying, possession of weapons other than firearms, possession of inflammable substances, physical attacks, fighting, lateness, indecency, bullying, negligence of class work and assignments, unrest, and sexual harassment. He also found that intolerable infractions such as drug sale and abuse, rioting and possession of inflammable substances were experienced less frequently, but their effects were quite devastating as they resulted in loss of lives, valuable time and property.

The various categories of discipline problems are considered in detail below:

Intolerable discipline problems

In this study, Intolerable Discipline Problems include riots and strikes, possession of weapons, robbery or theft, substance abuse, physical abuse of teachers by students, gang activities, undesirable cult and sexual misconduct. Of the 297 students who responded to the Student Discipline Questionnaire (SDQ), 265 responded for the Intolerable Discipline Problems variables making a percentage response of 89.2%. At 0.615 (Table 3) Cronbach's alpha was considered to represent an unsatisfactory measure of reliability. It was not possible to improve on reliability by removal of an item. The removal of the variable 'Robbery and theft' raises the alpha to 0.656 but it is still below the recommended 0.7. This raises the possibility that the items are not an indication of the same thing, and that they may lack coherence. Any Intolerable Discipline Problems findings, therefore, need to be considered against this background.

The variable 'Robbery and theft' has a very low correlation with other items. One explanation for this low correlation may be that theft of small items (such as stealing a pen/pencil) should not have been categorized as an Intolerable Discipline Problem and may be occurring more often than robbery. Therefore, it is suggested that the variable be split into two and move the theft part to another scale depending on the type of items being stolen.

From the descriptive statistics in Table 4 it is indicated that Intolerable Discipline Problems occurs once in a while for all the eight variables except for Robbery and theft. Robbery and theft appears to occur at least once in a week. The high standard deviation of 1.500 indicates the inconsistencies in the responses. Intolerable Discipline Problems involve violent or criminal behavior which threaten the safety of both staff and students and could result in destruction of property or even life. For instance in October, 2010, two students in Endarasha Boys Secondary School died due to arson which could have occurred by the use of inflammable substances that students keep in the dormitories or purchase for the purpose.

Major Discipline Problems

Major Discipline Problems category encompass fighting among students, vandalism, quarreling among students, cursing by the students, student bullying, cheating in examinations, students verbal abuse of teachers, students sneaking from school, absenteeism, and home work not being done. The number of respondents to Major Discipline Problems was 252 giving a response rate of 84.8% of all the respondents to SDQ.

At .755 Cronbach's Alpha was considered to represent a satisfactory measure of reliability with relatively medium correlations. Reliability would not be strengthened by the removal of any item (See Table 5). From Table 6 it is observed that the variables 'Quarreling among students' and 'Absenteeism' occurs at least once a week. 'Student bullying' which was once a big problem in secondary schools, now seems to occur only once in a while.

Kuchio and Njagi (2008) noted that bullying was a sort of compulsory disciplinary drill in most schools up to late 1970s when it became so violent that the Ministry of Higher Education banned it as a criminal offence for a student to bully another. Poipoi (2011) observed that after the ban only physical beating reduced. Currently psychological forms of bullying occur in secondary schools and include humiliation through name-calling, taunting, theft, teasing, threats and intimidation.

Minor discipline problems

Finally, Minor Discipline Problems (MIDPs) category involve gossiping, rumor mongering, tardiness (lateness), class cutting, students talking to each other during lessons, students getting out of their seats, class clowns, students with walkmans, students with mobile phones, and indecent dressing among students. Of the respondents to the SDQ, 215 responded to the items in the Minor Discipline Problems scale giving a response rate of 72.4 %. The reliability of the related items was again tested (Table 7).

At .798 Cronbach's alpha was considered to represent a satisfactory measure of reliability. However, it was noted that item 'class clowns' had a very low correlation with other items. The deletion of this item returns a Cronbach's alpha of .802, which is still considered to represent a satisfactory measure of reliability.

From the descriptive statistics in Table 8, it can be noted that Minor Discipline Problems on average occurs at least once a week. Gossiping seems to be the most commonly occurring discipline problem in secondary schools. Of note also is the indication that the problems of students possessing 'walkmans' and 'mobile phones' is not a very big issue in secondary schools in Bungoma and Kakamega Counties. This may be resulting from the ban imposed by the Ministry of Education Science and Technology in 2008 on the use of mobile phones by students in schools (Opondo, 2008).

Minor Discipline Problems are more of behaviors that disrupt the learning environment while Major

Discipline Problems may threaten safety as well as cause disruptions. From the results, it is indicative that the school administration concentrates more on stemming out Intolerable Discipline Problems in order to have safe school environments. However, it should be noted that although Minor Discipline Problems may not threaten personal safety, they are equally very dangerous behaviors since they affect the learning environment causing loss of learning time (Gaustad, 1992).

The standard deviation shows a larger dispersal of data across the 0-4 range with MIDPs. This may imply that the occurrence of minor discipline problems is not consistent across all the schools that were involved in the study. This explanation was not tested and requires further investigation.

A comparison was made of the relative seriousness of each of the 28 identified problems by rank ordering the mean scores as shown in Table 9.

Discipline problems with mean occurrences of less than 1 were considered not serious, mean occurrences of 1-2 were considered less serious whereas occurrences of mean scales of 2-3 were considered serious. Gossiping was considered the most serious problem in secondary schools closely followed by quarreling among students and rumor mongering. These problems though minor, may lead to other discipline problems which may be major or intolerable. MacNeil and Prater (1999) found absenteeism and tardiness to be serious problems. Ali, Dada, Isiaka, and Salmon (2014) agree that minor discipline problems may not be widely reported yet their occurrences are at higher frequencies in schools.

As with the findings of MacNeil and Prater (1999), possession of weapons tops the list as the occurring least frequently and so is considered not a serious problem in secondary schools. Simatwa (2012) noted that Intolerable Discipline Problems occur less frequently but their effects are quite devastating as they result in loss of lives, valuable time and property. Ali et al. (2014) observed that cases of violence though less common, occur more often outside than on the school premises. Administrations apply harsh disciplinary measures

such as expulsion; suspension and corporal punishment to deal with Intolerable Discipline Problems that is why they may be occurring less frequently and so considered as not serious.

Student indiscipline causes major setbacks to economic and social development, and in many instances, human suffering and death. Ali et al. (2014) noted that current economic woes arising from corruption, robbery, assassination, and smuggling are progenies of school indiscipline. The severity and frequency of student indiscipline has been increasing significantly. Disruptive, violent, and misbehaving students affect everyone in the school. The Carnegie commission (1988) reported that discipline problems increase the levels of student dropouts, absenteeism, and suspensions. Indiscipline is an issue of great concern because it does not discriminate. It transcends the boundaries of race, gender and class. The impact has serious implications for schools. Teachers have less time to deliver teaching and have difficulties in effectively managing classroom discipline. The implication is that the quality of education is impaired.

Conclusion

The study found that all types of discipline problems occur in secondary schools. Intolerable discipline problems occur once in a while and are considered not serious. Major discipline problems occur at least once a month. Minor discipline problems occur fairly often (at least once a week) on average and are considered serious. Minor discipline problems waste learning time and defeat the purpose of schooling which is teaching and learning and may be antecedent to later school dropout and other negative social outcomes.

Recommendation

The results of this study may possibly contribute to the understanding of student discipline. The results may encourage discussions about the disciplinary strategies that school leaders can adopt to ensure safe and secure learning environments for students. Since education is supposed to bring about behavior change, the study recommends a paradigm shift to student centred approach to teaching and learning.

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Tables and Figures

Table 1: Levels of Discipline Problems in a Typical Secondary School

Level of discipline problems	Little or no discipline problems	Minor discipline problems	Major discipline problems
Percentages (%)	60 to 70%	30 to 40%	4 to 6% Approx. 2% are incorrigible

Source: <http://education.uncc.edu/jelyons/secure/School%20Climate%20and%20Discipline>

Table 2: Types of Discipline Problems Experienced in Secondary Schools

	Intolerable (IDPs)		Major (MDPs)		Minor (MIDPs)	
	Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %
Never	186	70.2	83	32.8	43	20
Once in a while	64	24.2	107	42.3	54	25.1
At least once a month	13	4.9	58	22.9	58	27
At least once a week	2	.8	5	2.0	55	25.6
Daily	0	0	0	0	5	2.3
Total	265	100	253	100	215	100
Missing	32	10.8	44	14.8	82	27.6
Mean	1.36		1.94		2.65	

Total	297	100	297	100	297	100
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Table 3: Reliability Statistics for Intolerable Discipline Problems
Cronbach's alpha = .615

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Riots and strikes	5.09	16.416	.307	.278	.594
Possession of weapons	5.18	16.285	.297	.286	.594
Robbery and theft	3.25	13.945	.169	.049	.656
Substance abuse	4.94	14.205	.427	.242	.552
Physical abuse of teachers	4.66	13.104	.365	.146	.567
Gang activities	5.06	15.386	.317	.140	.584
Undesirable cult	4.73	13.812	.383	.179	.561
Sexual misconduct	4.72	13.753	.419	.235	.550

Table 4: Descriptive Statistics for Intolerable Discipline Problems Scale

	Mean	Std. Deviation	N
Riots and strikes	.29	.551	265
Possession of weapons	.20	.602	265
Robbery and theft	2.13	1.500	265
Substance abuse	.43	.936	265
Physical abuse of teachers	.72	1.273	265
Gang activities	.31	.819	265
Undesirable cult	.65	1.088	265
Sexual misconduct	.65	1.045	265

Table 5: Reliability Statistics for Major Discipline Problems
Cronbach's alpha = .755

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Fighting among students	11.75	43.939	.497	.289	.727
Quarreling among students	10.73	40.819	.476	.345	.727
Vandalism	12.15	44.846	.338	.173	.746
student bullying	12.47	46.298	.342	.182	.745
Student verbal abuse of teacher	12.19	43.440	.398	.227	.738
Students sneaking from school	11.77	43.142	.484	.340	.727
Cheating in examinations	12.12	44.509	.411	.342	.737
Profanity	11.98	44.147	.315	.153	.752
Homework not being done	11.50	40.920	.495	.303	.723
Absenteeism	11.05	42.455	.449	.295	.731

Table 6: Descriptive Statistics for Major Discipline Problems Scale

	Mean	Std. Deviation	N
Fighting among students	1.33	1.081	252
Quarreling among students	2.35	1.503	252
Vandalism	.93	1.273	252
student bullying	.61	1.041	252
Student verbal abuse of teacher	.88	1.335	252
Students sneaking from school	1.31	1.201	252
Cheating in examinations	.96	1.162	252
Profanity	1.10	1.437	252
Homework not being done	1.58	1.452	252
Absenteeism	2.03	1.355	252

Table 7: Reliability Statistics for Minor Discipline Problems
Cronbach's alpha = .798

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Gossiping	14.57	64.275	.564	.546	.769
Rumor mongering	14.73	63.665	.610	.585	.764
Tardiness (lateness)	14.75	64.675	.578	.389	.768
Class cutting	15.83	70.187	.413	.210	.787
Students talking to each other	15.00	62.229	.601	.447	.764
Students getting out of their seats	14.99	64.229	.512	.372	.776
Class clowns	15.71	71.776	.282	.169	.802
Students with "walkmans"	16.38	72.611	.381	.300	.790
Students with mobile phones	16.13	73.201	.317	.268	.796
Indecent dressing	15.53	67.746	.440	.277	.784

Table 8: Descriptive Statistics for Minor Discipline Problems Scale

	Mean	Std. Deviation	N
Gossiping	2.50	1.612	215
Rumor mongering	2.34	1.574	215
Tardiness (lateness)	2.32	1.548	215
Class cutting	1.24	1.362	215
Students talking to each other during the lesson	2.07	1.717	215
Students getting out of their seats	2.08	1.733	215
Class clowns	1.36	1.534	215
Students with "walkmans" (personal stereos)	.69	1.156	215
Students with mobile phones	.93	1.240	215
Indecent dressing	1.54	1.558	215

Table 9: Seriousness of Discipline Problems

	Mean	Std. Deviation	N
Possession of weapons	.20	.602	265
Riots and strikes	.29	.551	265
Gang activities	.31	.819	265
Substance abuse	.43	.936	265
Student bullying	.61	1.041	252
Sexual misconduct	.65	1.045	265
Undesirable cult	.65	1.088	265
Students with "walkmans" (personal stereos)	.69	1.156	215
Physical abuse of teachers	.72	1.273	265
Student verbal abuse of teacher	.88	1.335	252
Vandalism	.93	1.273	252
Students with mobile phones	.93	1.240	215
Cheating in examinations	.96	1.162	252
Profanity	1.10	1.437	252
Class cutting	1.24	1.362	215
Students sneaking from school	1.31	1.201	252
Fighting among students	1.33	1.081	252
Class clowns	1.36	1.534	215
Indecent dressing	1.54	1.558	215
Homework not being done	1.58	1.452	252
Absenteeism	2.03	1.355	252
Students talking to each other during the lesson	2.07	1.717	215
Students getting out of their seats	2.08	1.733	215
Robbery and theft	2.13	1.500	265
Tardiness (lateness)	2.32	1.548	215
Rumor mongering	2.34	1.574	215
Quarreling among students	2.35	1.503	252
Gossiping	2.50	1.612	215

APPENDIX I

Table for determining needed size (S) of a randomly chosen sample from a given finite population of (N)

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

N= Population size, S= Sample size

The sample proportions will be within plus or minus .05 of the population proportion with a 95% level of confidence Source: Kathuri, N.J.& Pals, D.A., 1993, *Introduction to Educational Research*, Egerton University, Njoro: Education Media Centre.

APPENDIX II

STUDENT DISCIPLINE QUESTIONNAIRE (SDQ)

INSTRUCTIONS

This questionnaire is designed to provide information on the types of discipline problems that occur at your school.

To the best of your knowledge how often do the following types of problems occur at your school? Please tick in the appropriate box according to what applies to your school

0 – Never: 1- Once in a while: 2 – At least once a month: 3 – At least once a week: 4 – Daily

ITEMS		0	1	2	3	4	
1	Riots and strikes						Intolerable
2	Substance abuse (use of alcohol, cigarettes, dealing drugs, using drugs)						
3	Possessions of weapons						
4	Gang activities						
5	Robbery and theft						
6	Physical abuse of teachers by students						
7	Undesirable cult or extremist group activities						
8	Sexual misconduct (Lesbianism, homosexuality, engaging in sexual activities, rape)						
9	Fighting among students						
10	Quarreling among students						Major
11	Vandalism						
12	Profanity						
13	Student bullying						
14	Cheating in examinations						
15	Student verbal abuse of teachers						
16	Absenteeism						
17	Homework not being done						
18	Students sneaking from schools						
19	Indecent dressing						Minor
20	Gossiping,						
21	Rumor mongering						
22	Tardiness,						
23	Class cutting,						
24	Students talking to each other during the lesson						
25	Students getting out of their seats during the lesson						
26	Class clowns						
27	Students with "Walkmans" (personal stereos)						
28	Students with mobile phones						

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