

# ADOLESCENCE

*A Study of Discipline In Selected  
Secondary Schools*

*By*

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*JULY 1998*

NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

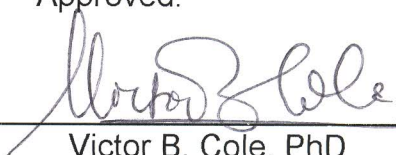
# ADOLESCENCE

A STUDY OF DISCIPLINE IN SELECTED SECONDARY SCHOOLS

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A Thesis Submitted to the Graduate School in Partial  
Fulfillment of the Requirements for the Degree  
of Master of Arts in Christian Education

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July, 1998

# Student's Declaration

## **A D O L E S C E N C E**

**A STUDY OF DISCIPLINE IN SELECTED SECONDARY SCHOOLS**

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

(Signed)   
\_\_\_\_\_

U. ASIACHI NANJERO

June 11<sup>th</sup>, 1998

# Abstract

This study was mainly concerned with assessing the association between the incidence of acts of indiscipline within selected secondary schools with the adolescents in the same schools. It was hoped that the data that would be collected would be analysed with a view to confirming the existence of discipline problems in the selected secondary schools and establishing the existence of some association between the acts of indiscipline and the adolescents in the selected schools.

The overriding assumption of the study was that any specific findings from one selected school would apply equally to the other one without loss of generality.

Findings have shown that there exist discipline problems in schools which in fact have occurred and recurred over a long period of time. Most of these problems of indiscipline in schools, especially the more severe ones, depended on one's measure of severity, can safely and confidently be predicted to be associated with the adolescents in the schools.

# Dedication

This work is dedicated, first, to my two *adolescent* sons,

Ajega and

Olwanziro,

for not demonstrating, so far by practice, their adolescence  
in the home, within our community and in their various schools;  
and, second, to their mother,

Ayoma,

to equip and strengthen her with the 'tools' should she ever  
*again* need them as a parent, a grand parent or a village elder.

# Acknowledgments

This study has only been possible by the grace extended to me, undeservedly as it always was, by the Almighty God through the entire period I have undertaken it. He not only provided me with the life, sustenance, wisdom and the courage to go on even in the face of what, on human terms, were difficult times, but He did also provide assistance through the various people that I now owe my great gratitude and indebtedness.

I wish to thank my advisor and teacher, Dr. Victor B. Cole, for the great patience it took him most of the times to go through, over and over again, many of the technical areas of this report that should ordinarily have been pre-requisite knowledge.

The choice of this study of adolescents would not have been possible without the motivation and inspiration I received from Dr. Ruthie C. Rono, a great teacher of psychology and sociology. She did not just provide the incentive for this study by being herself a competent expert in the field, and hence an imitable role model, but she did also extend to me the opportunity to utilize some of her very useful reading materials.

I thank all my respondents, be they schools, government departments or individuals, who took the time to provide the information that I definitely required for this study. I am particularly indebted to my friend, my former school-mate and the Senior Principal of Aga Khan High School (all in one!), Mr. David P. Okech, for taking an intimate interest in this study by personally supplying and encoding the required data pertaining to the school he heads - and in time!

I wish also to acknowledge the moral support that was extended to me by my Christian Education teacher with a contagious influence, Dr. Suraja Raman, and my classmates, Paul Makai, Margaret Muhia, Rosemary Mbogo and Dennis Walker.

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# Chapter 1

## Introduction

### 1.1 Statement of the Problem

**It is notable that indiscipline results from various factors, including lack of parental guidance. To some extent, teachers are also to blame (Mugo 1997, 17).**

Most secondary schools in Kenya would seem to have a bigger problem of discipline involving adolescents than any other group. There are a number of questions that could be asked in relation to the causes of this indiscipline. For example, are the schools not organized in ways that are easily conducive to the observance, by the students, of the school rules and regulations? Or, are the levels used to judge them, by the authorities and communities both inside and outside of school, unachievable?

Or, are the students already grown into being trouble-makers by the time they first join the secondary schools? Or, do there exist inadequate grooming and bringing-up processes that students are exposed to on the home front? Or, alternatively, is the society, within which the students operate, judging them too harshly when, perhaps, it does not itself recognize the peculiarity and special

characteristics of adolescence in which students must find themselves and operate within as part of their growing up?

Another set of related questions that can be asked that are, perhaps, more relevant to this study, would be concerned with the action, either punitive or corrective, the schools take in response to particular incidents of indiscipline by students. These responses would form the basis of any analyses of indiscipline among students. Such analyses would only be possible if these responses are recorded in the schools' official books as they occur. It is, therefore, important in these instances to establish whether the particular schools under study maintain such records.

This study seeks to establish the existence of such records, to extract therefrom and analyze the frequencies, if any, in given categories, of responses towards incidents of indiscipline among students in selected secondary schools. The spread of these frequencies among the adolescents will be of particular interest. The study will in effect be attempting to, one, establish the presence of indiscipline among students in schools by utilizing any incidences of recorded responses as pointers to these and, two, how these incidents are spread across the age groups of adolescents.

## 1.2 Research Study Objectives

This study will, first, attempt to establish the existence, incidence and occurrence of various discipline problems in the two selected public secondary

schools, Nairobi School and Aga Khan High School. Secondly, the study will attempt to assess the distribution of the frequency of the relevant data across the classes attended by the students. This will be done by analyzing indiscipline according to the recorded categories of action the school authorities took against the students following particular acts of indiscipline.

### 1.3 Research Questions

The questions that the study tackled in regard to indiscipline in selected public secondary schools are :

- RQ1** o Have Nairobi School and Aga Khan High School got any records of responses towards incidents of indiscipline among their students?
- RQ2** o What, if any, has been the recorded frequency of the categories of responses towards acts of indiscipline in the selected schools?
- RQ3** o If recorded responses towards incidents of indiscipline exist, what is their relative distribution among the adolescent groups?

### 1.4 Research Hypotheses

#### 1.4.1 Hypothesis 1

Nairobi School and Aga Khan High School will have in their records responses to actions of indiscipline among students in their schools.

#### 1.4.2 Hypothesis 2

Indiscipline in the selected secondary schools will tend to occur to a higher degree amongst the later adolescents.

### 1.5 Significance of the Problem

“Discipline is important for schools to operate efficiently and effectively as it ensures that learners are controlled” (Mugo 1997,17). As part of the process of their growing up and their being socialized, adolescents are expected to react in a certain way to the school environment in which they find themselves. Deviations from these norms and expectations are what result into indiscipline.

On the Kenyan local scene, it would seem that there exist discipline problems in the schools. This is attested to by Mugo when he writes : “Incidents of rampaging students destroying school property, beating up teachers and even molesting colleagues are common” (Mugo 1997,17). Although this study is confined to selected Kenyan schools there have been documented incidents of a similar nature elsewhere. Statistics show that “one out of every nine children in the United States - one out of every six male children - will be referred to the juvenile court in connection with some delinquent act (other than traffic offenses) before his eighteenth birthday” (Ingersoll 1982,269).

This study intends to highlight the urgent need for parents, especially those who actively participate in the education process of Kenya, to become effective role models for their children. It , also, intends to give parents a thirst for an even wider and deeper knowledge and understanding of adolescents and their special needs and characteristics as the latter “hover” in the transition stage between childhood and young adulthood.

To an even more significant degree, the findings of this study could be used as an indicator to the authorities in the government and schools of the need to formulate and come up with relevant and practical recommendations and solutions that may in future assist in resolving the problem of discipline of the adolescents that is of national concern.

More importantly, also, there is need for schools to keep records of the respective responses to particular incidents of indiscipline they encounter for purposes of later reviewing the effectiveness of any action taken and the performance, over time, of the institution in the area of discipline management. The performance, in turn, would be a pointer to whether the school requires the provision of extra professional assistance in the area of discipline or revision of the administrative processes in place.

The study should additionally inspire more research work into the special needs of the adolescence stage of growth and how best to respond to them. In so doing, hopefully, explanations will be found as to why adolescents behave



the way they do in and out of schools. These are the future leaders who should be brought up soundly and prepared adequately for leadership roles.

## 1.6 Scope and Limitations

This study was confined to two selected public secondary schools in Nairobi, Kenya. One, Nairobi School, is a national boarding school for boys only and was formerly a high cost multi-racial school by the name of Prince of Wales School. The other, Aga Khan High School, is a mixed day school for girls and boys. These two schools have been chosen deliberately because of their proximity to each other; they are situated within a kilometer of each other on Waiyaki Way, in the Westlands suburb of Nairobi.

Another reason for choosing to confine the study to these two schools is because of the lack of adequate facilities and, more importantly, time to extend the study to a wider spectrum of schools. Besides, there are not easily available, within these constraints, adequately qualified human resources to be engaged in the study.

As a result of the above, it was not feasible to collect and analyze data comprehensively according to the nature and frequency of the specific incidents of indiscipline. Rather, the more practicable way in these circumstances was to study the recorded responses to the incidents of indiscipline in the wide groupings shown in *Appendix 7.1*.

## 1.7 Definition of Concepts

### 1.7.1 Adolescents

Most of the students in these schools have ages ranging from 13 to 20 which fits into J. A. Hadfield's (1962,185) definition that "the term 'adolescence' is usually taken to mean the age from twelve to eighteen". This study adopts the subdivision of the period of adolescents as suggested by Hadfield :

- (a) *Puberty*, from twelve to fourteen years of age;
- (b) the *Transition Period*, about the age of fifteen; and finally
- (c) *Later Adolescence*, from sixteen to eighteen (Hadfield 1962,186).

For this study, therefore, Form 1s did constitute the *puberty* stage, Form 2s the *transition period*, and both Form 3s and Form 4s the *later adolescence*.

This group's typical characteristic is that of "the desire to be an adult and the reluctance to give up being a child....often [giving] adolescents seemingly unbearable moments of turmoil, struggle, and pain" (McCandless and Coop 1979,5).

### 1.7.2 Discipline

Discipline on the other hand was taken to mean "the process through which the children of today will develop the morals, values, and attitudes by which they will live tomorrow" (Walsh 1991,14). Obviously the process of

instilling discipline into people is a life-long one with its own benefits. “Discipline is the process of goal-directed, purposeful, channeled, energetic learning. Discipline is thus the royal road of learning” (Walsh 1991,198). Applied to adolescents , Walsh’s assertion that “discipline is a way in which a person learns” (Walsh 1991,135) is very relevant to this study.

### 1.7.3 Indiscipline

Indiscipline is taken as the lack of discipline. It can manifest itself in actions such as “rampaging students destroying school property, beating up teachers and even molesting colleagues” (Mugo 1997,17).

### 1.7.4 Democratic Homes

Democratic homes mean those made up of “parents who involve their children in family affairs and decision-making and who provide age-appropriate, graduated experiences in the assumption of independence” (Conger 1980,222). In contrast, an authoritarian home is one where parents’ decisions and rulings must be obeyed by children without questioning.

### 1.7.5 Alienation

When a child is made to have “a feeling of *not belonging* and of rejection by the people, community, and society in which [he] lives” (Bronfenbrenner 1980,226), then that child will be said here to be alienated. Such children will not likely have a chance to mix with others.

### 1.7.6 Peers

Peers are other people, usually friends, of the same age group with whom one mixes and operates.

### 1.7.7 Self-identity

Self-concept/identity/esteem does involve the attributes and the value that one uses to describe himself or herself.

### 1.7.8 Form

In a secondary school situation, an organized class of learning running over a period of one year is commonly referred to as a form. For example, the first year is Form 1, second year is Form 2, and so on.

### 1.7.9 The Truth

The Truth is the Word of God as is found in the Scriptures.

### 1.7.10 Expulsion

The sending away of a student from school forever.

### 1.7.11 Suspension

The barring of a student from all school activities for awhile before readmission.

## Chapter 2

# Literature Review

### 2.1 Self-identity : The foundation of discipline

Before any useful study can be done regarding adolescents it is important to recognize that most of their activities in life revolve around the one aspect about the stage of growth they are in that has a tremendous influence on their behaviour. John Janeway Conger (1980,220) argues that “a central problem of the adolescent period is the development of a sense of identity, of who one is going to become as a person”. It is therefore important to remember that even as we look at how they are socialized we are directly, or not so directly, examining how the different socializing agents do impact on the adolescents in their search for self identity.

“An important component of self-concept is the regard in which one holds oneself. The higher one’s self-esteem, the greater the ability to integrate one’s identity. One’s self-esteem is also related to the judgements other people make about us, especially those of significant others” (McCandless and Coop 1979,219). The corollary to this would therefore mean that those adolescents

who are not aided to develop their self-esteem to acceptable standards will feel alienated and we will see later how they pose discipline problem.

So, who are these agents that are so important to the adolescent? What are their roles and how do they compare in significance relative to each other?

## 2.2 The Family : Does discipline begin at home?

Parents do play a very crucial role in the grooming of children's character and behaviour. In the initial stages of development a child is wholly dependent on the parents for learning and guidance. And because children then learn best by imitation and copying, it is important for parents to always remember that the learning that takes place now is long lasting or permanent . Children look to and depend on parents to provide the example of the necessary reactions to the different situations they encounter in their environment. It cannot be emphasized enough that "many of the child's complex behavior patterns, personality characteristics, motivations, ideals, and attitudes are acquired by means of identification with parents or other models" (Mussen 1980,65).

And even adolescents who are now less dependent on their parents require an even more carefully worked out guidance on what kind of young adults they are expected to be. Mohler and Fortosis (1991,31) summarize this

adequately when they say “the early adolescent is looking for role models to pattern his or her life around. This is also a period in which the young person begins testing the boundaries of authority in order to become a bit more autonomous”. To this lot there is need to establish the limits to everything they do. As Ingersoll (1982,146) would have it :

In their struggle to establish themselves as independent, adolescents may revert to a variety of maneuvers, including passive resistance, open hostility, or both. They may refuse to participate in activities with the family or to cooperate with parents.... Sometimes the adolescent does seriously disrupt the family.

To avoid this and thereby create a friendly and respectable home, it requires a lot of tact in handling and relating to adolescents. It must be done with a lot of care and consideration in case it creates a tension between the parties that could easily result in such misunderstandings. “Parents have some difficult choices to make regarding when to argue, when to leave alone, when to insist, and when to use physical force” (McCandless and Coop 1979, 239). Part of this is achieved, perhaps, by parents modeling exemplary behaviour in everything they do.

The parent therefore has a crucial role to play in providing the necessary adequate level of discipline in the home as part of the learning process of the adolescent at this time. Failure to do this gives rise to rebellious, confused, and, hence indisciplined children, who have a high tendency to misbehavior. The climate in the home must be that of love and trust in all circumstances, so that everybody in it respects each other without causing any feelings of favouritism or alienation. What this means is that the parent must run the home in a

'democratic' manner which recognizes everyone's place in it. "Securely attached, children learn trust, competence, self-management, and pro-social behavior" (Brendtro and Long 1995,53). In fact it has been known that :

[parents who assume] ultimate responsibility for the child's activities, but in a rational, issue oriented manner.... are most likely to be perceived as fair and as valuing their children; furthermore they are most likely to have children who as adolescents are self-confident, high in self-esteem, and independent (Conger 1980,222).

Discipline flourishes at all levels in such homes.

On the other hand, "parental use of physical force or threat [as a sign of authority] shows the child that aggression achieves some goals, but probably makes the child hostile" (Mussen 1980,90). A child growing up in such a home may end up with traits of hostility and an affinity for physical force. It is therefore absolutely important to provide a home based on a mutual understanding of the adequate moral values and standards expected especially for adolescents "because they are capable of assuming increasingly greater responsibility for their own behavior and because they will need to do so if they are to become mature, self-reliant adults" (Conger 1980,222).

Parents must also find time to be in the homes they are running. Children are easily able to pick up unbecoming habits if the parents are not available for them. Apart from practising democracy in the home parents have a duty to provide quality time for their children for guidance. Parents should be warned that :



It should not be surprising that for many youths who are confronted with the need to virtually rear themselves, the only chance for membership in a kind of family, a family that will help protect its members and provide a code to live by, is to join a gang (Lindquist and Molnar 1995, 50).

The implications where such a case arises are obvious. Left on their own children, will not learn to differentiate right from wrong and instead will seek to discover these morals from their friends and from the media. For example, “the primary danger of the television screen lies not so much in the behavior it produces as the behavior it prevents - the talks, the games, the family festivities and arguments through which much of the child’s learning takes place and his character is formed” (Bronfenbrenner 1980,229).

Coupled with their time in the homes, parents need to participate actively in monitoring and censoring what their children ought to gain from sources like the electronic and print media. In providing enough time at home to spend with children a parent is essentially demonstrating to them that he or she is their parent, teacher, as well as friend. Besides, as McCandless and Coop (1979,241) remind us, “no one doubts that fathers who are available to their children and adolescents and take an active part in nurturing them contribute a great deal to their emotional, cognitive, and social development”. Otherwise the children will seek alternative avenues for ‘doing their thing’ which in most cases would be destructive to themselves and their surroundings. “It is primarily through exposure and interaction with adults that a child acquires new interests and skills and learns the meaning of tolerance, cooperation, and compassion” (Bronfenbrenner 1980,229).

Unfortunately, to be able to cope with the requirements of parenthood, parents have to learn to face squarely and wrestle with the conflict aptly described as follows:

In today's world parents find themselves at the mercy of a society which imposes pressures and priorities that allow neither time nor place for meaningful activities and relations between children and adults, which downgrade the role of parents and the functions of parenthood, and which prevent the parent from doing things he wants to do as a guide, friend, and companion to his children (Bronfenbrenner 1980, 228).

### 2.3 The School : Does school discipline learners?

Since "moral education is whatever schools do to influence how students think, feel, and act regarding issues of right and wrong" (ASCD 1988,4), schools play as equally an important role in the life of students as does the parent. Students spend more time in school at this stage than anywhere else. Provisions need to be made for the grooming of the student in responsible discipline by the adults in the schools that he comes across. It is to be noted that "teaching students the meaning of values also means helping them to find humanity within themselves so that they can care about others (Curwin 1995,75).

Where they go wrong, and they must because we all fall short of the glory of God (Romans 3:23), they should be provided with the relevant counseling that goes with the situation. Curwin would argue that "every time a student breaks a rule or behaves disruptively, he or she be offered both firm

limits and significant choices” (Curwin 1995, 73). I would add that in these instances teachers obviously ought to assume the role of the parent, teacher, and friend. Unfortunately, there has been a continuing decay of morals in society that is mirrored in teachers even in the presence of, and sometimes with, students.

When students are faced with conflicting standards at home and in school, they are creative enough to try out ‘their own thing’ knowing that the guilty adults will not be justified to lift a finger at them. And if ever they are reprimanded for their actions then they become resentful and even more alienated. They may therefore cause mayhem to express their confusion in the environments they find themselves (either in or out of school). They may also do this as the only convenient way of dealing with the inconsistencies they encounter around them.

In fact, “students behave violently to express anger or frustration, to show off, or to protect themselves” (Curwin 1995, 31). There is, therefore, an ever increasing need for schools to have expert counseling services. There is a definite deficiency within the schools in this area since most teachers do not qualify for this role by whatever standards. In any case, it would conflict with the traditional role of teachers as implementers of discipline. Yet students definitely need this service as they continue to get prepared for their future roles in society. Luckily this service is increasingly being availed by experts outside the schools and should be seriously considered by school administrators.

Similarly, if students and their parents were made part and parcel of the process of defining the expectation of, and on, all parties in the school then conflicting situations that commonly arise would be minimized. But this is not to be found so and as argued by Bronfenbrenner (1980,233) “our schools are insulated from the immediate social environment, the life of the community, neighborhood, and families the schools purport to serve.... Children are segregated into classrooms that have little social connection to each other or to the school as a common community”.

Everybody needs to be made a partner in the organization and running of the school. Students could achieve this through their student governments and additionally they “should be given an active part in defining the problems in their school and their community, and their responsibility in contributing to a solution” (Bronfenbrenner 1980, 234).

#### 2.4 Parent-Teacher Association : Does it have a role in discipline?

While it is a fact that most schools have a PTA (Parent, Teachers Association) one wonders what participation and involvement they have in the discipline aspect of the schools. Shouldn't PTAs concern themselves more with other aspects of school life than examination performance and rating? Today there is so much emphasis placed on academics without bearing in mind that there is more to the growing up of students than passing examinations.

Besides, adolescents “are healthy in a physical sense, with a tremendous capacity for marshaling and expending energy” (Harris 1980,255). And if they are not provided with opportunities to do so constructively (probably in adequate extra-curricular activities) the unexpected can result. We should not forget that at this time in their growth process their creative faculties are being developed and experimentation is their best way to test these. And this could be disastrous if this creative drive is accompanied by frustration, alienation, and probably little or no regard for official norms.

Since parents and teachers have an interest in the adolescent in school, it would really be helpful if they both arranged sessions where they could compare notes about the student. Misunderstandings about why either of them does not, for example, understand a particular behaviour pattern or attitude a student has adopted would be easily and best resolved in this manner. And when both teachers and parents take a similar approach this does help in the process of nurturing the student ‘smoothly’. As role models, they would both have the same characteristics and approaches to life that the adolescent would wish to imitate.

Lickona (1988,36) warns us that “even if the schools can improve the students’ conduct during school hours, the likelihood of lasting impact on the character of a child is less when values are not reinforced at home”. But even after having said this, the truth on the ground is that the two, (teacher and parent), more often than not, are always on a collision course when ideally they should complement each other’s role. “Working together, these two formative

social institutions can do much more to raise moral human beings than either can do working alone” (Lickona 1988,36).

On the local scene Mugo (1997,17) has this to say about teacher and parent relationship : “Parents also contribute to indiscipline in their children, especially those who are over-protective even when the child has violated school rules and regulations. Such parents humiliate teachers in front of the students and, in some cases, physically assault the staff”. What relationship would exist thereafter between teacher and student?

## 2.5 The Peers : A different dimension to discipline

Whatever relationships they may have with adults, adolescents always tend to revert to groups made up of others like themselves - their peers. What should be of concern to parents is what influence the membership of the groups has on the young person. The adolescents “have chosen one another because they share the same basic values and are able to relate to one another as equals” (Townsend 1986,43). Within their peer group they are able to find recognition and sometimes may even be accorded leadership roles. There exists equality, status and independence within these groups. As a result the students tend to move and operate in “gangs”. Parents may have a problem appreciating this and they should because results from Lesseigne’s study on peer influence show that :

In matters related to moral courage, responsibility,...honesty, and friendliness, adolescents were influenced by the opinions of their peers to a significantly higher degree than they were by their parents....This change of role models from parent to peer by the adolescent and the loss of power by parents can cause a great deal of conflict (McCandless and Coop 1979,269).

Dependent on what they believe to be right and wrong and the respective upbringing of most of them, their actions can take to the extremes. "Incidents of rampaging students destroying school property, beating up teachers and even molesting colleagues are common" (Mugo 1997,17).

Peer groups are also known to be significantly influential in the lives of adolescents mainly in areas having to do with such issues as grooming, music, dress and the like. However, it is heartening to know that parents are influential when it comes to long-term life issues.

Although the former be as it may, children should not be stopped from belonging to peer groups because they need to learn independence and responsibility and the opportunities for these are best availed among equals. If students seem to belong to the wrong groups, their parents, teachers and counselors ought not only to pray for them but to spend a considerable amount of time with them lovingly sharing the truth and should never attempt to discourage them from belonging to acceptable peer groups.

## 2.6 The Church : The spiritual contribution to discipline

Perhaps, as Catherine Stonehouse (1997,231) aptly puts it, “the church has greater potential than any other institution for providing the community so desperately needed by persons of all ages [as] it is the means God designed to provide support and resources for life’s journey”. Adolescents do definitely need this support of the church as they face the challenges of this special stage of growth and development in their lives. This is the stage at which it is extremely essential to be talked to about The Truth. “The power of the Bible over [them] is due to a very great extent to the fact that from beginning to end it is made up of dialogues which reach out and inescapably involve [them]” (Murray 1993,52).

It is observable in this country that where the church has taken an active role in the affairs of students and school administration there has been a lesser tendency to indiscipline than elsewhere. This would appear to be so because the students here have been given an opportunity to be trained in moral issues and to participate in activities that enhance their morality and discipline. Unfortunately, the church has taken a more decreasing role in the running of schools and even in the development of curriculum. Yet there is a vital role that religious studies, school chapels, and Christian unions have to play in the learning process of students in schools.

A student’s “faith is inspired when he or she belongs to an inclusive community which seeks to live out God’s love” (Murray 1993, 35). One can only



agree with Townsend (1986,121) when she says “unless Christians are involved in educational policy making, Christian ethical standards will not necessarily be adopted in the pluralistic society of today”. How wonderful it would be to have our schools run on Christian principles and students joining peer groups that are founded on the teachings of Christ! Adolescents, just like children or maybe even more than children, learn best when they observe each other and “adults to learn how to behave and imitate what they see.... God has designed them to learn this way” (Kilbourn 1996, 199).

Statistical evidence in the United States of America illustrates that “today some 20-25 percent of the population is being educated in private schools, most of them Christian” (Richards 1983,340). This is the case despite the church’s “failure to take a strong stand against evil (even in her own midst), and her tendency to be more concerned about what is expedient than what is right” (Wray 1996,330). However, this is a lesson from the United States of America that could be learned by all those others interested in the regulating of discipline among adolescents in institutions of learning.

## 2.7 The Final Step : Where does the ‘buck’ stop?

It would appear that the incidence of indiscipline among adolescents in schools today is real and that the ‘buck’ for this stops at five doors : the home, the school, the PTA, the peer group, and the church.

The type of membership these doors open up to the student may be what determines the type of resultant behaviour a student develops. There may be tensions between these groups that may attempt to 'tear the student's mind up' causing him the harm called confusion. But the parents hold the keys to all these doors. Ideally they must prayerfully open these doors to their children and also be able to guide them through these. Otherwise, if, and when they fail, then, all the others do and there results a serious discipline case in the community and in schools.

To minimize indiscipline, the parents should take time and carefully determine what school the child goes to, and depending on that school, should steer the kind of parent-teacher relationship that is beneficial to the child. Parents should also take a keen interest in the way schools are organized and administered probably through more participation in PTA activities. Davies (1991,382) definitely shares this view when he says, "sharing responsibility for children's learning and development can reduce the burden, the isolation, and the stress felt by so many hard-working and dedicated school professionals today".

Adequate involvement of PTAs in the affairs of schools can ensure that both parents and students are represented in the formulation of rules, regulations, and the school philosophy. If this is well implemented "then the burden of maintaining discipline will not fall solely or even primarily on the shoulders of the teacher, who will be free to perform the primary function of

expanding the children's horizon and range of competence" (Bronfenbrenner 1980,234) without any interference.

A need has been argued for, above, for schools to consider the utilization of the services of professional counselors if and when the need arises. The government on its part, needs to train counselors, or create opportunities for the training of these professionals, and avail them to all the relevant schools.

Although it is also agreed that the morals of the society around the student are on the rapid decaying trend the parent has the responsibility to offer quality time and leadership for the children in the home. This, apart from offering them the ideal example of what adults should be, does keep them away as much as possible from the rotten society away/outside of home. Parents ought to remember that the best teaching method for children is by example. And because being a member of a peer group is only natural, the parent should determine what association the child has with the peers of his group.

The adolescent who is encouraged (by parents among others) to join Christian union in schools "will learn how to relate his Christianity to his school environment. With others at school he will share problems involved in being a Christian at school, how to face intellectual and ethical problems that may be posed through lessons, or through generally accepted attitudes and standards" (Townsend 1986,144). Further to this, adolescents should be encouraged to join organized groups which "share a common conception of young people as

resources to be developed, rather than as problems to be managed” (Heath and McLaughlin 1991,626). This is important for adolescents, for it is widely known that “given a forum to air their concerns about harmful choices they have seen friends and neighbors make, teenagers will work diligently and cooperatively to counter the self-destructive tendencies of their peers” (Roth and Hendrickson 1991, 622).

On the home front, the adolescents should be afforded opportunities to grow in faith by way of observing their parents and other adults operating and organizing themselves always within a community of faith. The church, on the other hand, should be allowed to encourage and nurture further this growth in faith. This should be additional to the bigger requirement that “parents need to take responsibility for their children’s physical, emotional, and intellectual well-being” (Walde and Baker 1990, 322).

In fact then, who holds the final responsibility for the discipline of the adolescent in school? Is it the parent as suggested above? Research studies should find out. Meanwhile, it must make sense to argue that “overall, there is need for self-criticism and evaluation among parents, teachers and pupils in order to make the teaching-learning system workable and resourceful” (Kinyua 1997,17). School partnerships “with parents, the mass media, the business community,... and religious groups to create a social and cultural context that supports the school’s efforts to develop morally mature citizens” (ASCD 1988,7) should be encouraged.

## Chapter 3

# Methodology

### 3.1 Population

#### 3.1.1 Definition

The population used for this study comprised of recorded responses to incidents of indiscipline over a period of ten years in two selected public secondary schools in Nairobi operating on the 8-4-4 Curriculum.

The recorded responses are spread over five categories and the four years of secondary education. The classes that make up these four years are the Forms 1 to 4. (See *Appendices 7.1* and *7.2*).

#### 3.1.2 Selection

It was proposed and planned that the study would be carried out within the two schools, Aga Khan High School and Nairobi School. The main reason for choosing these two schools was because, it was hoped, they offer an ample

opportunity to carry out comparisons and contrasts, where possible and practicable, between :

- α a national school and a provincial school,
- α a high-cost school and a medium-cost school,
- α a boarding school and a day school,
- α a strictly one-gender school and a mixed school, and
- α effects of female adolescence and male adolescence.

It was further proposed that, for ease of implementation and because of population size, the study be confined to all recorded responses to incidents of indiscipline within a ten year period. The suggested period of analysis was to be between the years 1986 and 1995, both years inclusive (see *Appendix 7.7*). The schools, however, were given the freedom to select *any* period that was conveniently extractable from their records.

## 3.2 Data Collection Instrument

### 3.2.1 Instrument design

Given the overriding desire not to overburden schools with extra work and the constraints outlined above, together with the varied nature of indiscipline that may be encountered, it was not readily and easily feasible to analyze incidents of indiscipline on an individual and actual basis. It was,

therefore, decided to classify the incidents of indiscipline into five broad categories. These categories were not based on the actual nature of acts of indiscipline committed by the student but on any *recorded* action taken by the school authorities in response to the act of indiscipline (See *Appendix 7.1*). For example, a student who may have assaulted a teacher would be analyzed under the category of expulsion (from school) the same way a student who burned down the school bus would have been.

The five broad categories of responses represent, perhaps, very common responses, decreasing in severity, that school authorities apply in most schools. These were arrived at following interviews carried out with a number of teachers and students in some selected secondary schools as a part of a trial, and subsequently a pilot run.

Data related to frequencies of recorded responses within the given categories were collected using the Statistics-of-Indiscipline form shown in *Appendix 7.1*. The design of the form was driven by the desire to analyze each case of indiscipline, as earlier indicated, according to the respective category of response the incident of indiscipline received, as long as this response was recorded in the school's records. These raw data were expected to cover all the four forms in the schools spread over the ten-year period.

Each data form represents collected data related to a single year in a school's calendar but encompassing all the recorded responses in respect of all

the classes in Forms 1 to 4. In effect, therefore, each school received ten of these Statistics-of-Indiscipline forms.

Where the availability of data may not be feasible over the prescribed categories of responses the schools were given the freedom to provide data covering whatever categories that applied to them. (See *Appendix 7.2*).

### 3.2.2 Administering the instrument

The research instrument was made part of a package that was personally handed over by the researcher to the schools after a fairly comprehensive initial introduction of, both, the researcher and the study. The package consisted of the proposal for this study and all the appendices herein. The contact people at the schools were, The Senior Principal of Aga Khan High School and, The Deputy Principal of Nairobi School, both initially expressing an enthusiastic willingness to assist the researcher in whatever feasible ways that were available to them. It is possible that these head teachers could have delegated by choice the task of filling out the forms to the member(s) of staff in their schools with the responsibility for the maintenance of discipline records.

Since this study was to be concerned with recorded data it was, therefore, requested that the data be extracted from official school records.



### 3.3 Data Analysis Methods

Since the data collected were essentially made up of frequencies they were labeled and categorized according to the respective schools during a particular year. The data were, additionally, tabulated according to the forms (classes) and the categories of responses towards actions of indiscipline within a particular year and within a particular school.

These tabulations facilitated comparisons to be made within and between schools, years, classes and categories of responses. Additionally, attempts were made to compute some predictability coefficients that assisted in confirming some broad trends, earlier derived, from the available data. To this end the Guttman Coefficient of Predictability - correlation lambda (Nachmias and Nachmias 1976,195) was employed to test mainly hypothesis 3 - that is, later adolescents are more likely to cause incidents of indiscipline in the selected public schools. The formula for computing lambda is :

$$\frac{b - a}{b}$$

where  $b$  = original number of errors

$a$  = new number of errors (Nachmias and Nachmias 1976,194).

To achieve these comparisons and analyses with some form of clarity, graphical presentations such as line graphs, bar charts, pie charts and tables were utilized.

## Chapter 4

# Data Analysis

### 4.1 Purpose

This study had a main purpose of ascertaining, first, whether there exists evidence in selected secondary schools, from their official records, to show that schools have a discipline problem, and second, whether these incidences of indiscipline, where they occur, are concentrated among the later adolescents.

The reporting, in this chapter, of the analyses of the findings of this study is going to be in two parts. The first part will attempt to look at the success of the data collection exercise and then a presentation of a bird's eye-view of the collected data. The second part will attempt to appropriately interpret these results in the light of the hypotheses that constitute the central part of this study.

### 4.2 Returns

There was a near-perfect situation, as seen in *Table 1.1*, in as far as the return of the forms onto which the statistics of cases of indiscipline in schools

were recorded was concerned. As initially requested from the schools (see *Appendix 7.7*) the data provided covered a period of ten years.

*Table 1.1 Instrument Returns*

	Aga Khan High School	Nairobi School
Number Given Out	10	10
Number Returned	10	10
Years Requested	10	10
Years Covered	10	10
Percentage	100%	100%

### 4.3 Availability of records in schools

The first research question (**RQ1**) was concerned with whether the selected schools kept any records of responses towards incidents of indiscipline among their students. The corresponding hypothesis was :

#### **Hypothesis 1**

Nairobi School and Aga Khan High School will have in their records responses to actions of indiscipline among students in their schools.

The findings at each of the schools were that the respective schools did keep records of the discipline cases they encountered according to the student, date, class and action the school took against the offending student. From these records in both schools data were compiled and collected according to the

categories of responses to cases of indiscipline suggested in the instrument (see *Appendix 7.1*).

The returns of data are contained in *Appendix 7.8* for Aga Khan High School and *Appendix 7.9* for Nairobi School.

For Aga Khan High School, the ten-year period was a continuous one between and including the years of 1986 and 1995. However, although Nairobi School also covered ten years there was a break in-between for lack of availability of recorded information for the year 1988. This in effect had to force the ten year period to extend between 1987 and 1997, both years inclusive. The reason for the unavailability of these data from the school was equally not easily available from the school authorities. In any case this situation did not in any way hamper the progress and integrity of the study.

#### 4.4 Indiscipline Frequencies

The second research question (**RQ2**), which did not have a corresponding hypothesis, stated :

What, if any, has been the recorded frequency of the categories of responses towards acts of indiscipline in the selected schools?

A look at the returned raw data (see *Appendices 7.8* and *7.9*) shows that there exist entries (frequencies) individually for all the ten years within the various categories of response under each class or form.

A summary of these statistics is given in *Table 2.1* for Aga Khan High School and *Table 2.2* for Nairobi School. It can be seen from these tables that for each of the two schools there is neither a single year nor a single class within both of which there are no responses to cases of indiscipline on record. Each school, obviously independent of the other, has seemed to experience problems of indiscipline over the years under study.

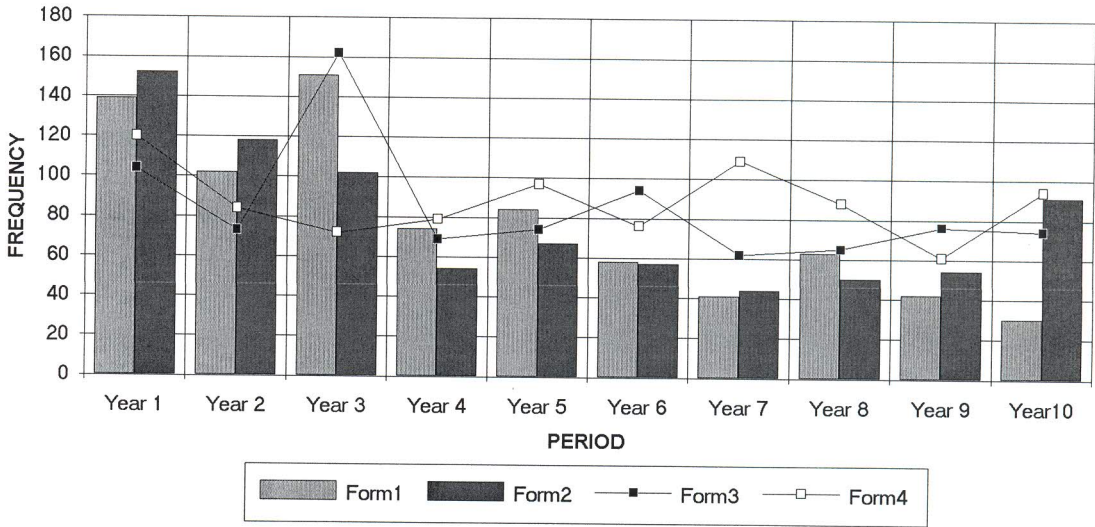
*Table 2.1 Aga Khan High School : 10-Year Indiscipline Statistics Summary*

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year10	TOTAL
<b>Form1</b>	139	102	151	74	84	58	41	63	42	30	784
<b>Form2</b>	152	118	102	54	67	57	44	50	54	91	789
<b>Form3</b>	104	73	162	69	74	94	62	65	76	74	853
<b>Form4</b>	120	84	72	79	97	76	109	88	61	94	880
<b>Total</b>	515	377	487	276	322	285	256	266	233	289	3306

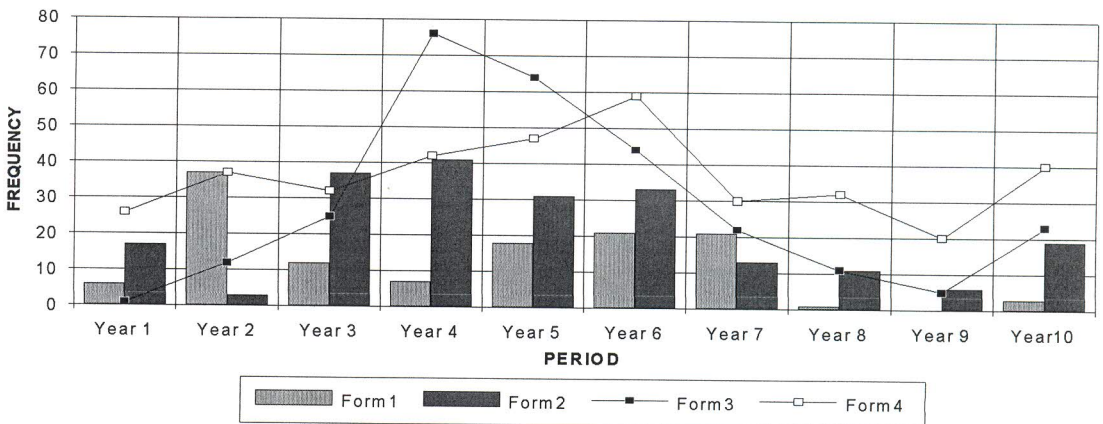
*Table 2.2 Nairobi School : 10-Year Indiscipline Statistics Summary*

	1987	1989	1990	1991	1992	1993	1994	1995	1996	1997	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year10	TOTAL
<b>Form1</b>	6	37	12	7	18	21	21	1	0	3	126
<b>Form2</b>	17	3	37	41	31	33	13	11	6	19	211
<b>Form3</b>	1	12	25	76	64	44	22	11	5	23	283
<b>Form4</b>	26	37	32	42	47	59	30	32	20	40	365
<b>Total</b>	50	89	106	166	160	157	86	55	31	85	985

A corresponding graphical representation of the same statistics is given in *Charts 2.1* and *2.2*. These, too, do illustrate clearly that the two schools have had no single year that was blank, without any activity.



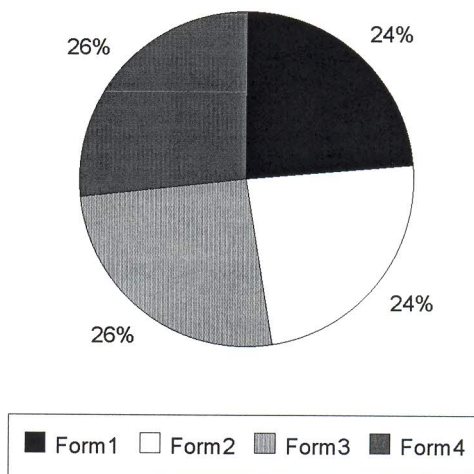
*Chart 2.1 Aga Khan High School Indiscipline Statistics : 10-Year Summary*



*Chart 2.2 Nairobi School Indiscipline Statistics : 10-Year Summary*

Looked at differently, the ten-year totals in *Tables 2.1* and *2.2* show that Aga Khan High School recorded higher frequencies than Nairobi School. In fact Nairobi School's recorded totals represent only 30 percent of those of Aga Khan High School. This comparison of the frequencies between the two schools shows that Aga Khan School did tend to experience more frequent incidents of indiscipline than Nairobi School.

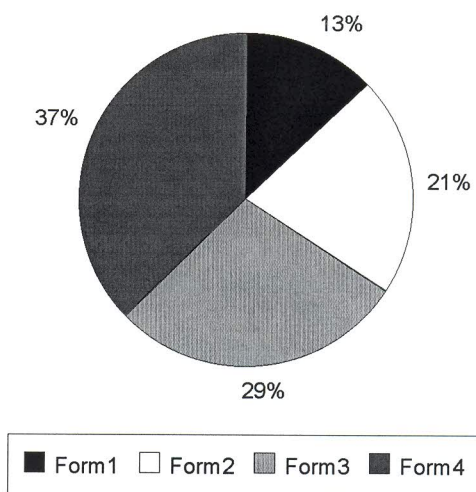
These totals and the respective percentages are represented in *Charts 2.3* and *2.4* below.



*Chart 2.3 Aga Khan High School : 10-Year Indiscipline Totals*

For Aga Khan High School there is a similar distribution pattern among the different classes. The total indiscipline frequencies are more-or-less equally distributed among the classes.

Nairobi School shows a different pattern in which there is a gradual increase in proportions from Form 1 with the lowest to Form 4 with the highest.



*Chart 2.4 Nairobi School : 10-Year Indiscipline Totals*

The above proportions are summarized in *Table 2.3*.

*Table 2.3 10-Year Indiscipline Percentages*

	Form 1	Form 2	Form 3	Form 4	TOTAL
Aga Khan High School	24	24	26	26	100
Nairobi School	13	21	29	37	100
Total	37	45	55	63	200
Average	18	23	28	31	100



## 4.5 Indiscipline Trend

The third research question (**RQ3**) which sought to establish the distribution of the cases of indiscipline among the later adolescents had the corresponding hypothesis which stated :

### **Hypothesis 2**

Indiscipline in the selected secondary schools will tend to occur to a higher degree among the later adolescents.

A careful look at *Charts 2.1* and *2.2* above shows that the frequencies related to the Form 3 and Form 4 students in each of the schools generally appear higher than those of the other two classes. A further summary of the proportions in *Table 2.3* are shown below in *Table 2.4*

*Table 2.4 10-Year Indiscipline Percentages by Groups*

	Form 1+2	Form 3+4	TOTAL
Aga Khan High School	48	52	100
Nairobi School	34	66	100
Average	41	59	100

In both schools the Form 3s and Form 4s together account for more than 50 percent of the recorded frequencies with Nairobi School showing the higher

proportion of 66 percent. Aga Khan High School with the higher of the frequency totals (see *Tables 2.1* and *2.2*) has a more equitable distribution of these frequencies with the scale leaning a little towards the Form 3s and Form 4s.

This picture was altered when an analysis of the frequencies of the two severest categories of responses, expulsion and suspension, in their own group was carried out.

The frequencies of the categories of expulsion and suspension totaled for the individual schools are shown in *Tables 3.1* and *3.2*. Although it was shown earlier that on an overall basis Nairobi School had 30% of the indiscipline frequencies that Aga Khan High School had, these tables show a reversal in trend. Nairobi School in the expulsion and suspension categories had 59% more cases.

*Table 3.1 Aga Khan High School : Expulsions and Suspensions*

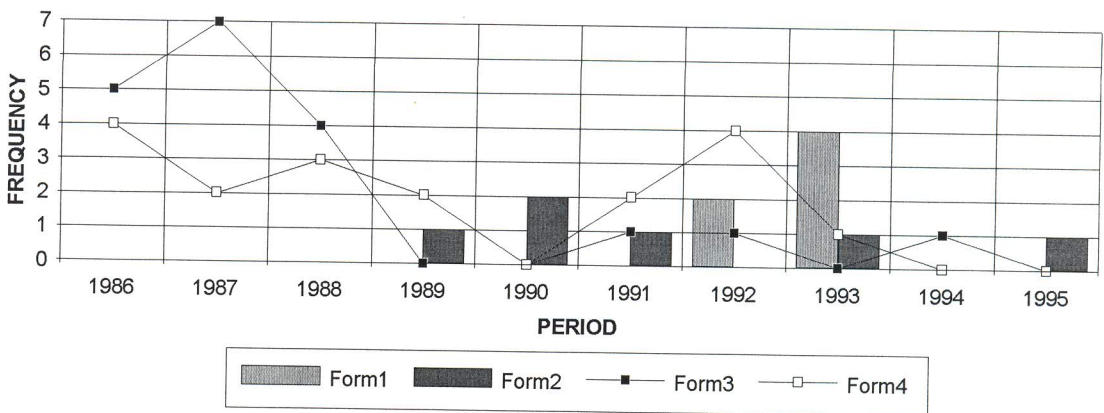
	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	TOTAL
Form1	0	0	0	0	0	0	2	4	0	0	6
Form2	0	0	0	1	2	1	0	1	0	1	6
Form3	5	7	4	0	0	1	1	0	1	0	19
Form4	4	2	3	2	0	2	4	1	0	0	18
Total	9	9	7	3	2	4	7	6	1	1	49

From *Tables 3.1* and *3.2* it can also be seen that, common as it is to both schools, the higher sums or totals are generally among the Form 3s and Form 4s.

*Table 3.2 Nairobi School : Expulsions and Suspensions*

	1987	1989	1990	1991	1992	1993	1994	1995	1996	1997	TOTAL
<b>Form1</b>	0	0	0	0	0	0	2	0	0	0	2
<b>Form2</b>	0	3	0	0	0	0	1	4	1	6	15
<b>Form3</b>	0	6	1	4	0	0	2	6	0	9	28
<b>Form4</b>	0	5	0	0	0	0	5	11	0	12	33
<b>Total</b>	0	14	1	4	0	0	10	21	1	27	78

The above picture is even better illustrated in *Charts 3.1* and *3.2*. From these it can be deduced that on most occasions the lines representing Form 3s and 4s appear higher on the diagram than the bars representing Form 1s and 2s.



*Chart 3.1 Aga Khan High School : Expulsions and Suspensions Statistics*

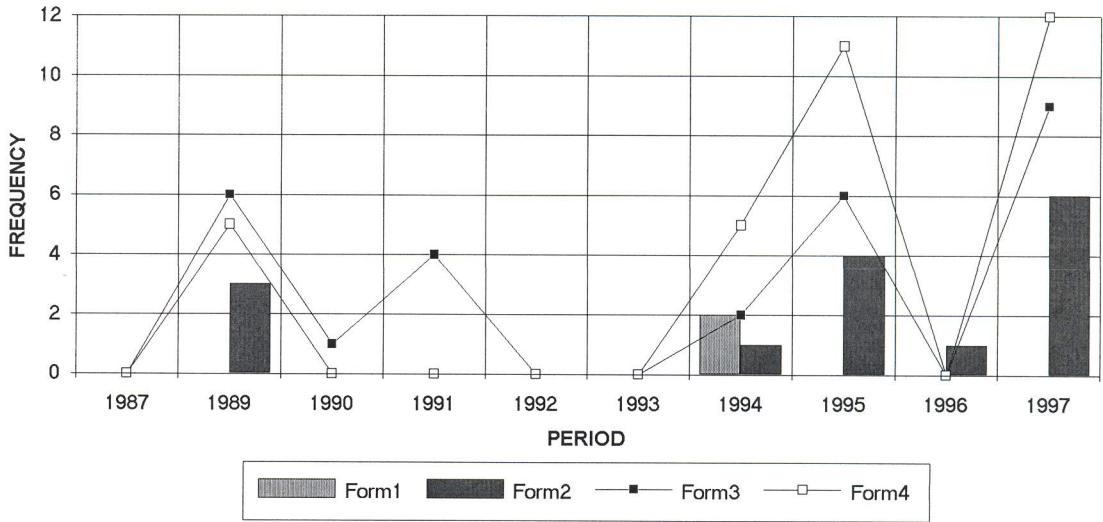
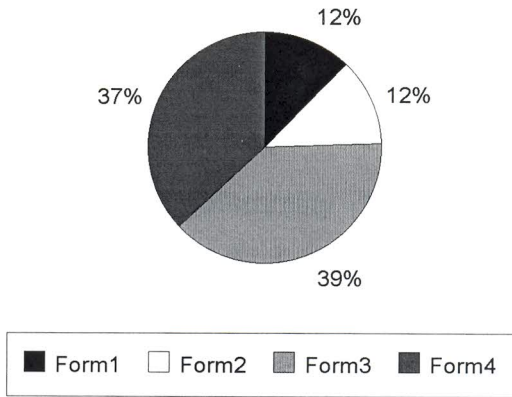


Chart 3.2 Nairobi School : Expulsions and Suspensions Statistics

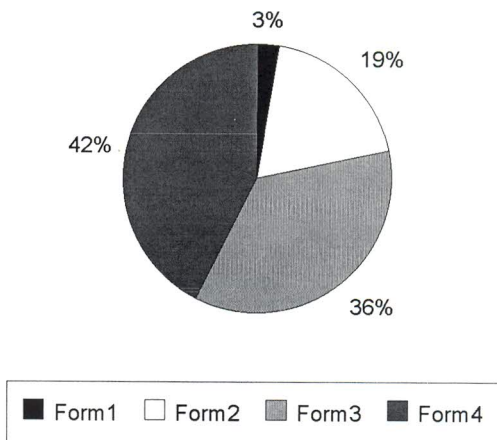
The same expulsion and suspension statistics when looked at, in what proportions the individual classes have contributed to their incidence, present a similar picture as given above. *Charts 4.1* and *4.2* present the statistics in terms of percentages of contribution per class on a total basis.

At the Aga Khan High School, the Form 3s and 4s were associated with 76% (39% and 37% respectively) of the cases of indiscipline leading to expulsions and suspensions over the ten-year period under review. On the other hand Nairobi School's Form 3s and 4s were associated with 78% (36% and 42% respectively) during the period under review.



*Chart 4.1 Aga Khan High School : Expulsions and Suspensions Statistics*

Interestingly, in both schools the Form 1s were associated with the least of the indiscipline problems. In either of the schools the combined group of Form 1s and Form 2s were associated with less than a quarter (25%) of the indiscipline cases that called for the expulsion or the suspension of the offending students.



*Chart 4.2 Nairobi School : Expulsions and Suspensions Statistics*

## 4.6 Statistical Analysis

Carrying further the examination of the trend that has been described above, the Guttman Coefficient of Predictability - **lambda** was used to test the assumption that :

all discipline problems in the selected schools were associated with Form 3s and Form 4. (b)

Let us suppose it was decided that the best representative distribution of the incidence of indiscipline were the percentages for the overall discipline during 1997 for Nairobi School (refer to Table 2.2) and that this would be used as the basis of predicting the incidence of cases of indiscipline in the school(s), call this (a). To what extent would predictions based on this assumption be accurate?

The error of the actual (or observed) total frequency distribution measured against that of the assumption would work out as follows :

*Table 5.1 Nairobi School : Total Indiscipline*

	Form 1	Form 2	Form 3+4	Total
Actual	126	211	648	985
Expected	0	0	985	985

The error (see *Table 5.1*) is the combined frequencies of 337 found under Form 1 and Form 2 that the assumption does not cater for (since it is assumed that all cases of indiscipline are caused by Form 3s and Form 4s). 337 errors out of a total of 985 is a percentage of 34.2%.

In order to improve on the accuracy of any subsequent prediction, thereby reducing the percentage error, it could be decided to use rule (a) as the basis.

From the study of total indiscipline in the selected schools (see *Table 2.2*) rules (a) and (b) would yield the following results for Nairobi School :

*Table 5.2 Nairobi School : Predictable Indiscipline*

	Form 1	Form 2	Form 3+4	Total
Actual	126	211	648	985
Rule (a)	39	217	729	985
Rule (b)	0	0	985	985

According to *Table 5.2* above :

error resulting from rule (b) = 337

error resulting from rule (a) = 256

lambda coefficient =  $(b - a) / b = (337 - 256) / 337 = .24$

That means that 24 percent of the errors of prediction of cases of indiscipline based on the assumption that all the cases are caused by Forms 3s and Form 4s only, are eliminated if it is assumed that the indiscipline in schools is caused by Form 1s, Form 2s, Form 3s and Form 4s in the ratio 4 : 22 : 27 : 47 respectively. This reduction would, therefore, leave a prediction error of 26% , in effect giving a prediction accuracy of 74%.

The same rules, (a) and (b), applied to Aga Khan High School using the totals in *Table 3.1* and *Table 5.3* would reduce the error of prediction from 48% to 35%, thereby yielding a prediction accuracy of 65%.

*Table 5.3 Aga Khan School : Predictable Indiscipline*

	Form 1	Form 2	Form 3 + 4	Total
Actual	784	789	1733	3306
Rule (a)	132	727	2447	3306
Rule (b)	0	0	3306	3306

It can be deduced from the above analyses of Lambda coefficient that Nairobi School has a higher prediction percentage (74%) than Aga Khan High School (65%).

A similar analysis can be applied to the frequencies under the categories suspension and expulsion.



## 4.7 Summary

The above studies and investigations have shown that records do exist in the selected secondary schools showing the responses to cases of indiscipline among the students.

However, the analyses have not just shown the existence of indiscipline records but have also demonstrated a fairly recognizable higher tendency of the incidences of cases of indiscipline in schools to be concentrated among the Form 3s and Form 4s or the later adolescents.

It has also been shown that even with the use of the Lambda coefficient of correlation the association between Form 3s and Form 4s and the incidence of indiscipline could be predicted with an accuracy of over 65 percent.

The analyses have at the same time assisted to identify different and varying trends of cases of indiscipline among the schools. It is interesting to note that any change in a variable of analysis does effectively alter the ultimate trends in the schools. This has been demonstrated in the results of shifting the emphasis of analysis from overall discipline frequencies to those related to expulsions and suspensions.

## Chapter 5

# Conclusions and Recommendations

### 5.1 Background

#### 5.1.1 Statement of the Problem

One of the seemingly common problems in secondary schools today in Kenya is that of indiscipline among the students. Very little effort has been devoted to studying this problem and recommending practical solutions to it. Part of the reason for this state of affairs would be if there exist no records in schools to form the basis of investigations and research studies.

#### 5.1.2 Research Study Objectives

The purpose of this study was to first establish the availability of records in schools which point to any actions that school authorities have taken against students involved in cases of indiscipline. The existence of such records would be an indicator of the incidence of indiscipline in the schools. Where records were to be found relating to the responses to cases of indiscipline the respective

frequencies would be used to establish their relative distribution amongst the students.

### 5.1.3 Research Questions and Hypotheses

This study sought to answer the following questions :

**RQ1** o Have Nairobi School and Aga Khan High School got any records of responses towards incidents of indiscipline among their students?

**RQ2** o What, if any, has been the recorded frequency of the categories of responses towards acts of indiscipline in the selected schools?

**RQ3** o If recorded responses towards incidents of indiscipline exist, what is their relative distribution among the adolescent groups?

The corresponding hypotheses for the study were :

#### **Hypothesis 1**

Nairobi School and Aga Khan High School will have in their records responses to actions of indiscipline among students in their schools.

#### **Hypothesis 2**

Indiscipline in the selected secondary schools will tend to occur to a higher degree amongst the adolescents.

#### 5.1.4 Significance of the Problem

There is an urgent need to understand why cases of indiscipline occur especially among later adolescents in schools. It is generally agreed that indiscipline is disruptive in the lives of all the communities inside and outside of school. Parents, teachers and the community at large, therefore, are in need of being educated on what may be the reasons why indiscipline occurs in schools. Only then can the adolescents be brought up respectfully and responsibly.

#### 5.1.5 Scope and Limitations

Due to lack of adequate time and resources, human and material, this study was restricted to the schools of Aga Khan High School and Nairobi School. And even within these schools data were collected over a period of only ten years.

### 5.2 Conclusions

#### 5.2.1 Availability of Records in Schools

**RQ1** : Have Nairobi School and Aga Khan High School got any records of responses towards incidents of indiscipline among their students?

**Hypothesis1** : Nairobi School and Aga Khan High School will have in their records responses to actions of indiscipline among students in their schools.

It has been shown that there exist in schools comprehensive records kept about the responses to cases of indiscipline among the students. There was a 100% return on frequencies related to indiscipline over a period of ten years by each school. (See *Appendices 7.8 and 7.9*).

### 5.2.2 Indiscipline Frequencies

**RQ2** : What, if any, has been the recorded frequency of the categories of responses towards acts of indiscipline in the selected schools?

All the data supplied by the schools were in terms of the frequencies of the responses the authorities had towards the various acts of indiscipline that were found in the schools. The frequencies are recorded in terms of the details of the offending students. These details include name, date, class, age and response taken towards the act of indiscipline committed. There were no blank entries per school within the period under study. Every year in each school had indiscipline frequencies recorded.

### 5.2.3 Indiscipline Trend

**RQ3** : If recorded responses towards incidents of indiscipline exist, what is their relative distribution among the adolescent groups?

**Hypothesis2** : Indiscipline in the selected secondary schools will tend to occur to a higher degree amongst the later adolescents.

It has been found from the above chapters that, using the numerous cases of indiscipline that occur every year in the selected secondary schools, it can be safely predicted (employing the lambda coefficient) that indiscipline is associated with the adolescents in the schools. These cases of indiscipline are associated, *mainly*, with the Form 3s and Form 4s, and to a *lesser extent* with the Form 1s and Form 2s. The reliability of the assumption of the association with later adolescents, during the prediction exercise, was at all times higher than 65%. It has been shown, therefore, that the cases of indiscipline tend to occur to a very high degree amongst later adolescents.

### 5.3 Recommendations

Given that this study has established that the likelihood of adolescents being associated with trouble in the schools studied is very high, there is need, and an urgent one if cases of indiscipline in schools have to be curbed, to address the special characteristics of adolescence, by all parties who come into contact with adolescents.

Parents ought to know that they are the ones who lay the foundation from which adolescents spring. Careful consideration should be given to the proper, moral and civil ways of bringing up children into respectable and responsible adolescents and subsequent adulthood. It should be remembered that most of

the behavior that children end up with in life is learned in the homes.

The second level of great influence to children as they grow up is available at and derived from school. The teacher, like the parent, is one person the child is going to look towards for guidance and teaching. Teachers must therefore strive at all times to maintain a personality that they would wish the children to imitate.

While the child is still in school, the government must ensure that the type of education offered is proper in moulding good citizens. It should also ensure that the schools are properly run and the teachers are adequately trained and compensated.

Additionally, the government should thoroughly train teachers in the different stages of growth of children, especially that of adolescence. In this way teachers and school authorities will be able to guide the students more effectively than the case has been.

Schools should involve parents more in the joint-handling of certain aspects of the planning and administration of discipline in schools. If these two groups worked together they would provide such a conducive environment that might be devoid of some of the discipline problems found in the schools today.

Moral development plays an essential part in the growth of a 'proper' child. The church should work together with the parents and the schools to ensure that both students and parents are constantly in touch with the

Scriptures. There are many avenues available that the church could utilize to evangelize and reach these two groups.

Churches and parents could work together to provide communities of faith in which students should operate all the time they are not in school.

Adolescents, for example, have a lot of extra energy they could be encouraged to spend on projects in a community of faith.

All said and done, it is important, first, to understand who adolescents are and, second, to work at keeping the adolescents busy contributing positively to their own growth and to that of their communities. Everybody, around adolescents, has the responsibility to ensure that this happens. However, before this can happen, everybody needs to ensure that they are adequately equipped to handle the adolescents.

#### 5.4 Further Research

Part of the outcome of carrying out this study was the discovery of the need to do more research into the correlations between discipline and adolescence. For example, why is it that a school which overall recorded less cases of indiscipline (Nairobi School) than the other (Aga Khan High School), reported more cases in the categories of indiscipline that were more severe? Does it have anything to do with the fact that being a boarding school the students have more time in the school outside the class sessions? What



contribution has the fact that Aga Khan High School is a mixed day school got towards the higher frequencies of indiscipline in the school? Does the fact that day scholars spend more time at home reduce the likelihood of severe cases of indiscipline being associated with them?

In an effort to understand the area of adolescent development even more there is need for conducting research into the following areas :

- α Female adolescence and male adolescence
- α Boarding School and Day-School discipline
- α Mixed Schools and one-gender schools
- α Christian Schools and non-Christian Schools
- α Urban Schools and Rural Schools
- α High Cost Schools and Low Cost Schools

Additionally, one could do research into which of the two institutions of home and school has a bigger contribution to the indiscipline of students? Or even who among the parents influences the child more, how and why? There are many aspects of a child's life that research could be carried into with a view to improving the way children are brought up.

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## 7.1 DISCIPLINE STATISTICS

*Kindly supply the following required statistics from available records.*

Name of School \_\_\_\_\_ Year 19\_\_\_\_\_

*Table 1 : Statistics of indiscipline*

DESCRIPTION	CATEGORY	FORM 1	FORM 2	FORM 3	FORM 4
Number of students expelled from school	<b>Expulsion</b>				
Number of students suspended from school	<b>Suspension</b>				
Number of students punished within school	<b>Punishment</b>				
Number of students asked to bring parents to school	<b>Reprimand</b>				
Number of students verbally cautioned	<b>Warning</b>				

Signature \_\_\_\_\_ Date \_\_\_\_\_

## 7.2 ALTERNATIVE CATEGORIES OF RESPONSES TO INDISCIPLINE

**Feel free to use the following table to supply your own relevant classification of categories of responses to indiscipline in case you do not agree with the ones supplied.**

*Table 2 : Alternative categories of responses to indiscipline*

DESCRIPTION	CATEGORY	FORM 1	FORM 2	FORM 3	FORM 4
1					
2					
3					
4					
5					

Signature \_\_\_\_\_

Date \_\_\_\_\_



# NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

P.O. BOX 24686, NAIROBI, KENYA  
A Project of the Association of Evangelicals in Africa (AEA)

TEL: 254-2-882104/5, 882038  
FAX: 254-2-882906

18<sup>th</sup> Feb., 1998

Chief Inspector of Schools.  
Ministry of Education  
Nairobi

## RE: RESEARCH WORK

Dear Sir/Madam,

The bearer of this letter, Mr. Uzo Nanjero, is a student at Nairobi Evangelical Graduate School of Theology and is doing research towards the completion of the Master of Arts in Christian Education programme. The research is on "ADOLESCENCE: The Study of Discipline in Selected Secondary Schools."

The School will very much appreciate whatever assistance you can give to his research.

Sincerely,

Earle A. Bowen, Jr., PhD  
Academic Dean



# OFFICE OF THE PRESIDENT

Electronic address: "RAIS"

Telephone: Nairobi 227411

Replying please quote

OP/13/001/28C 42/2

and date

~~PERSONNEL DIVISION~~ XXXX

P.O. Box 30510

NAIROBI

17th March, 1998

Uzo A. Nanjero,  
P.O. Box 62196,  
NAIROBI.


Dear Sir,

## RESEARCH AUTHORIZATION

Please refer to your application for authority to conduct research on "Adolescence: The Study of Discipline in Selected Secondary Schools". I am pleased to let you know that your application has been considered and approved and accordingly you are authorized to conduct research in Nairobi as from 17th March, 1998 to 31st July, 1998.

You are advised to pay a courtesy call on the Provincial Commissioner, Nairobi before embarking on your research project. You are further advised to avail two copies of your research findings to this office upon completion of your research project.

Yours faithfully,

  
A. G. KAARIA  
FOR: PERMANENT SECRETARY/  
PROVINCIAL ADMINISTRATION

cc: The Provincial Commissioner,  
NAIROBI.



## 7.5 LETTER TO THE MINISTRY OF EDUCATION

U. Asiachi Nanjero,  
Nairobi Evangelical Graduate  
School of Theology,  
PO Box 24686,  
NAIROBI.

19 March, 1998.

Chief Inspector of Schools,  
Ministry of Education,  
Jogoo House,  
NAIROBI.

Dear Sir,

### **RESEARCH WORK IN SCHOOLS - AUTHORIZATION**

I am a final year student at the Nairobi Evangelical Graduate School of Theology pursuing studies leading to the award, in July 1998, of a Master of Arts degree in Christian Education.

As part of these studies, for my MA thesis, I am carrying out research related to the discipline of adolescents. My specific area of interest is that of trying to establish whether there is any increasing correlation between the incidence of cases of indiscipline in schools to the adolescent stage of growth. Or, put simply, do adolescents cause any problems of indiscipline in schools?

My study is *not* concerned with establishing which schools have a higher number of cases of indiscipline than others, but to statistically establish what extent or frequency indiscipline in schools is attributable to the stage of growth of adolescence.

I propose to collect the relevant statistical data for my thesis from Nairobi School and the Aga Khan High School, both of Nairobi area.

I wish, therefore, to request for authorization from your office to enable me to visit the relevant schools and carry out the study.

To support my request I am enclosing a letter from my Graduate School and my CV to introduce myself; a letter from the Office of the President

permitting me to carry out research in the country; and my thesis proposal to give you details related to the study I wish to carry out.

I will be very much grateful to be granted the authority, by you, to enable me to proceed with this study.

Looking forward to your favourable consideration.

Yours faithfully,

U. ASIACHI NANJERO.

MINISTRY OF EDUCATION

Telephone: Nairobi 24344-9

When replying please quote

Ref. No. INS/S/N/38/179  
and date



CHIEF INSPECTOR OF SCHOOLS  
INSPECTORATE  
P.O. Box 30426  
NAIROBI

19TH MARCH, 1998

The Headmaster  
Nairobi School  
P.O. Box 30047  
NAIROBI.

RE: AUTHORITY TO COLLECT RESEARCH INFORMATION

By way of this letter, Mr. U. Asiachi Nanjero of Nairobi Evangelical Graduate SCHOOL OF Theology has authority to collect data in your school for his M.A. thesis in theology.

As indicated in his application for authority to conduct his survey, he is interested in carrying out a study "Adolescence: The study of discipline in selected secondary schools."

Please accord him all the necessary co-operation for his success.

D.K. RONO

D.K. RONO  
CHIEF INSPECTOR OF SCHOOLS.

CC: Director of Education.

## 7.7 LETTER TO THE SECONDARY SCHOOLS

U. Asiachi Nanjero,  
Nairobi Evangelical Graduate  
School of Theology,  
P O Box 24686,  
NAIROBI.

20 March, 1998.

The Principal,  
Aga Khan High School /Nairobi School,  
P O Box 42171/30047,  
NAIROBI.

Dear Sir,

### RESEARCH WORK IN YOUR SCHOOL

I am a final year student at the Nairobi Evangelical Graduate School of Theology pursuing studies leading to the award, in July 1998, of a Master of Arts degree in Christian Education.

As part of these studies, for my MA thesis, I am carrying out research related to the discipline of adolescents. My specific area of interest is that of trying to establish whether there is any increasing correlation between the incidence of cases of indiscipline in schools to the adolescent stage of growth. Or, put simply, do adolescents cause any problems of indiscipline in schools?

My study is *not* concerned with establishing which schools have a higher number of cases of indiscipline than others, but to statistically establish what extent or frequency indiscipline in schools is attributable to the stage of growth of adolescence.

I wish, therefore, to request for assistance from your good offices to collect data from your school onto the enclosed forms (*Table 1 : Statistics of indiscipline*). I would further wish to collect data over a period of ten years, say 1986 - 1995, where possible.

To support my request I am, also, enclosing a letter of introduction from my Graduate School; a copy of the letter from the Office of the President permitting me to carry out research in the country; a letter to you from the Chief Inspector of Schools, Ministry of Education authorising me to collect data from

your school; and my thesis proposal to give you details of the study I wish to carry out.

I will be very much grateful if this support is granted to me as soon as is possible.

Looking forward to your favourable consideration.

Yours faithfully,

U. ASIACHI NANJERO.

## 7.8 AGA KHAN HIGH SCHOOL INDISCIPLINE STATISTICS : 1986-1995

CATEGORY	1986					1987				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	2	1	3	0	0	1	0	1
Suspension	0	0	3	3	6	0	0	6	2	8
Punishment	40	32	47	24	143	24	16	17	27	84
Reprimand	39	45	32	41	157	36	42	21	28	127
Warning	60	75	20	51	206	42	60	28	27	157
TOTAL	139	152	104	120	515	102	118	73	84	377

CATEGORY	1988					1989				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	2	1	3	0	1	0	1	2
Suspension	0	0	2	2	4	0	0	0	1	1
Punishment	42	32	28	14	116	20	16	17	21	74
Reprimand	49	32	69	27	177	30	16	14	27	87
Warning	60	38	61	28	187	24	21	38	29	112
TOTAL	151	102	162	72	487	74	54	69	79	276

CATEGORY	1990					1991				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	0	0	0	0	0	0	0	0
Suspension	0	2	0	0	2	0	1	1	2	4
Punishment	27	27	18	19	91	10	12	16	28	66
Reprimand	41	21	28	37	127	38	32	61	28	159
Warning	16	17	28	41	102	10	12	16	18	56
TOTAL	84	67	74	97	322	58	57	94	76	285

CATEGORY	1992					1993				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	0	0	0	0	1	0	0	1
Suspension	2	0	1	4	7	4	0	0	1	5
Punishment	6	10	24	36	76	14	16	10	17	57
Reprimand	17	16	10	31	74	18	16	27	34	95
Warning	16	18	27	38	99	27	17	28	36	108
TOTAL	41	44	62	109	256	63	50	65	88	266

CATEGORY	1994					1995				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	0	0	0	0	1	0	0	1
Suspension	0	0	1	0	1	0	0	0	0	0
Punishment	6	10	13	17	46	4	16	17	18	55
Reprimand	24	28	34	27	113	16	37	28	39	120
Warning	12	16	28	17	73	10	37	29	37	113
TOTAL	42	54	76	61	233	30	91	74	94	289

## 7.9 NAIROBI SCHOOL INDISCIPLINE STATISTICS : 1987-1997

CATEGORY	1987					1989				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	0	0	0	0	0	0	0	0
Suspension	0	0	0	0	0	0	3	6	5	14
Punishment	6	17	1	22	46	1	0	6	27	34
Reprimand	0	0	0	0	0	36	0	0	5	41
Warning	0	0	0	4	4	0	0	0	0	0
TOTAL	6	17	1	26	50	37	3	12	37	89

CATEGORY	1990					1991				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	1	0	1	0	0	3	0	3
Suspension	0	0	0	0	0	0	0	1	0	1
Punishment	12	37	24	32	105	7	41	71	42	161
Reprimand	0	0	0	0	0	0	0	0	0	0
Warning	0	0	0	0	0	0	0	1	0	1
TOTAL	12	37	25	32	106	7	41	76	42	166

CATEGORY	1992					1993				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	0	0	0	0	0	0	0	0	0
Suspension	0	0	0	0	0	0	0	0	0	0
Punishment	18	31	63	46	158	21	33	44	59	157
Reprimand	0	0	1	1	2	0	0	0	0	0
Warning	0	0	0	0	0	0	0	0	0	0
TOTAL	18	31	64	47	160	21	33	44	59	157

CATEGORY	1994					1995				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	1	1	1	3	0	0	0	0	0
Suspension	2	0	1	4	7	0	4	6	11	21
Punishment	2	12	20	23	57	1	7	5	21	34
Reprimand	17	0	0	0	17	0	0	0	0	0
Warning	0	0	0	2	2	0	0	0	0	0
TOTAL	21	13	22	30	86	1	11	11	32	55

CATEGORY	1996					1997				
	Form1	Form2	Form3	Form4	Total	Form1	Form2	Form3	Form4	Total
Expulsion	0	1	0	0	1	0	1	0	3	4
Suspension	0	0	0	0	0	0	5	9	9	23
Punishment	0	5	5	20	30	3	12	14	27	56
Reprimand	0	0	0	0	0	0	1	0	1	2
Warning	0	0	0	0	0	0	0	0	0	0
TOTAL	0	6	5	20	31	3	19	23	40	85

# CURRICULUM RESUMÈ

Name : U. Asiachi NANJERO  
Date of Birth : April 29, 1951  
Marital Status : Married  
Nationality : Kenyan

## ACADEMIC QUALIFICATIONS

A holder of a Bachelor of Science Honors degree, in Mathematics and Education, from the University of Dar es Salaam.

## PROFESSIONAL TRAINING

Professional courses taken :

- o RPGII Programming
- o dBase Programming
- o Systems Design
- o TME Appreciation
- o Basic Management Training
- o Project Management
- o Practice of Supervision
- o IBM Display Write 4
- o AT&T Access PLUS
- o Microsoft Word
- o Microsoft Windows 95
- o COBOL Programming
- o Lotus 1-2-3 Spread Sheets
- o Systems Analysis
- o Business Systems Appreciation
- o Basic Selling Skills
- o Computers for Managers
- o Total Quality Management
- o Harvard Graphics
- o Word Perfect
- o Microsoft Excel

## WORKING EXPERIENCE

<u>Employer</u>	<u>Period</u>	<u>Position</u>
Teachers Service Commission	05.75-05.76	Graduate Teacher
Agricultural Finance Corporation	06.76-08.79	Analyst/Programmer
International Computers Limited	09.79-02.81	Systems Engineer
Esso Kenya Limited	02.81-07.84	Analyst/Programmer
Kenya Commercial Bank Limited	07.84-11.85	Projects Co-ordinator
East African Oxygen Limited	12.85-05.95	Computer Services Manager

## ACADEMIC INTERESTS

- o Adolescence Psychology
- o African Christology