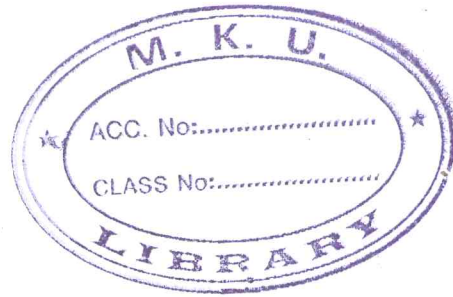


EFFECT OF DISCIPLINE ON PUBLIC PRIMARY SCHOOLS PERFORMANCE IN
MANDERA EAST: A CASE OF CENTRAL DIVISION



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ABSTRACT

This study sought to find out the effect of indiscipline on performance in public primary schools in Central zone, Mandera East District. Many times, school management dwell and put much emphasis on how to achieve best performance in exam and do not have a clear perception of how indiscipline influences academic performance. They gave attention to content delivery, teaching materials and on syllabus coverage without having an understanding of students achievements as individuals and because of this school don't help students develop their potentials in spheres of life and don't excel in their academic undertaking. The study therefore tried to establish the relationship between indiscipline and performance of pupils. The study objectives included determining pupils' characteristic in terms of behavior, gender, age, environment, qualitative and experience at the end of academic year. The study used research design using qualitative and quantitative with descriptive case study approach on sample of 200 pupils in eight selected public school in central zone, Mandera East District. Data was collected using research questionnaires, the data collected was processed using SPSS and was analyzed using frequency percentage graphs. The study established that the relationship between discipline and academic performance had a significant influence to staff at large and to the learners on issues pertaining schools activities. The study concluded that discipline had major impact on academic performance in schools. The study was based on the assertive discipline theory by Lee and Marlene Canter. This theory based on the concepts of teacher's right in the classroom as well as those of the pupils. It is on this that the researcher had based his theoretical frame work. A wide number of books and other references were used in providing literature in chapter two and enrich the study. The researcher recommends that the teachers should be taken to seminars, workshops and courses in guidance and counseling and that every school should have at least two teachers in selected primary schools who were trained in guidance and counseling. The schools head teachers should support teachers in dealing with indiscipline cases and that the ministry should come up with a formalized way of dealing with indiscipline cases in our schools.