



**Strathmore**  
UNIVERSITY

Strathmore University  
**SU+ @ Strathmore**  
University Library

---

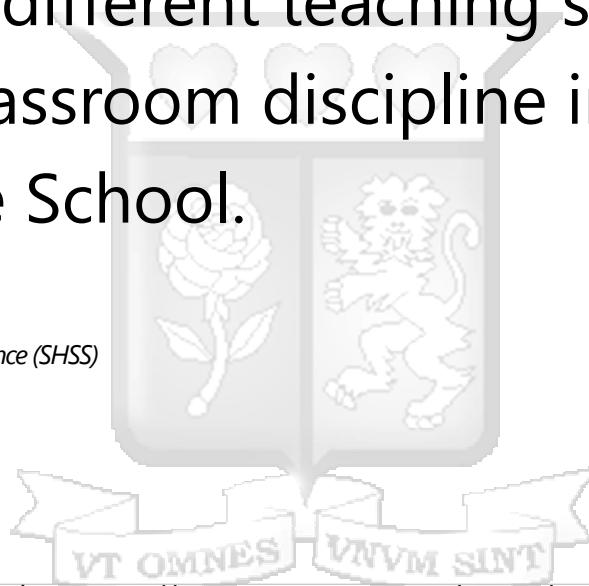
**Electronic Theses and Dissertations**

---

2008

# The use of different teaching strategies to improve classroom discipline in form 4 at Strathmore School.

Owino, George  
*School of Human and Social Science (SHSS)*  
*Strathmore University*



---

Follow this and additional works at: <https://su-plus.strathmore.edu/handle/11071/5136>

## Recommended Citation

Owino. (2008). *The use of different teaching strategies to improve classroom discipline in form 4 at Strathmore School*. Strathmore University, Nairobi. (Thesis) Retrieved from : <https://su-plus.strathmore.edu/handle/11071/5136>

This Thesis - Open Access is brought to you for free and open access by DSpace @ Strathmore University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of DSpace @ Strathmore University. For more information, please contact [librarian@strathmore.edu](mailto:librarian@strathmore.edu)

8768

THE USE OF DIFFERENT TEACHING STRATEGIES TO IMPROVE  
CLASSROOM DISCIPLINE IN FORM 4& AT STRATHMORE  
SCHOOL

GEORGE OWINO-O49003

An action research project submitted in partial fulfillment of the  
requirement for the Post Graduate Diploma in Education  
Management at Strathmore University



Supervisor: Dr. Freddie Acosta

May 2008

## DECLARATION

I declare that this research project is my own work and has never been submitted before for any degree or examination in any other university.

George Owino

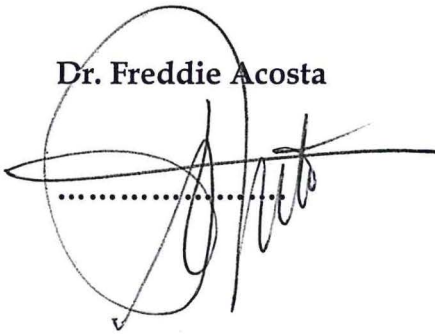
  
.....

Date

03. September - 08  
.....

This research project has been presented for examination with my approval as the appointed supervisor.

Dr. Freddie Acosta

  
.....

Date

29/09/08  
.....



## ACKNOWLEDGEMENTS

- A special word of profound appreciation to my supervisor, Dr. Freddie Acosta , for his very resourceful comments. His guidance was very instrumental in the completion of the research project.
  
- Lots of thanks to the teachers who volunteered to collaborate in the research project. The time and effort they sacrificed amid their dynamic schedule at Strathmore School was priceless to me.
  
- I feel indebted and immensely grateful to the management at Strathmore School for the assistance accorded me towards the fulfillment of the research project.

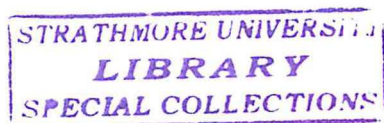


## TABLE OF CONTENTS

Title page		(i)
Declaration		(ii)
Acknowledgements		(iii)
CHAPTER ONE	INTRODUCTION	1
1.1	Background Information	1
1.2	Statement of the problem	3
1.3	Objectives of the study	3
1.4	Research Questions	4
1.5	Significance of study	4
1.6	Limitation of study	4
1.7	Assumptions	5
1.8	Definition of key terms	5
CHAPTER TWO	REVIEW OF LITERATURE	6
2.1	Introduction	6
2.2	Classroom Discipline	7
2.3	Classroom Management	8
2.4	Teaching Strategies	11
2.5	Rights, Values and Responsibilities	13
2.6	Conclusion	14
CHAPTER THREE	METHODOLOGY	15
3.1	Introduction	15
3.2	Methodological Paradigm	15
3.3	Research Design	15
3.4	Procedural Detail	16
3.5	Sampling Procedure	16
3.6	Research Instruments and Data Collection	16
3.7	Data Analysis	18



CHAPTER FOUR	RESEARCH RESULTS/FINDINGS	19
4.1	Introduction	19
4.2	Questionnaires	19
4.3	Conclusion	24
CHAPTER FIVE	CONCLUSIONS AND RECOMMENDATIONS	25
5.1	Introduction	25
5.2	Conclusions and Recommendations	25
BIBLIOGRAPHY		27
APPENDICES		29
Appendix A		29
Appendix B		30
Appendix C		31
Appendix D		32
Appendix E		33
Appendix F		34





## CHAPTER ONE INTRODUCTION

### 1.1 BACKGROUND INFORMATION

Strathmore School is a private, independent, boys' day school that prepares students for the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) examinations. There are around 630 students in the school.

Founded in 1961 as the first multi-racial school in Kenya, Strathmore School is a household name in the country's education sector; indeed a significant number of its alumni hold responsible positions in the Kenyan society at present.

Over the last five years, Strathmore has ranked among the top ten secondary schools in the nation and in 2001, it was ranked first overall in Kenya. In 2006, it achieved the second position countrywide at KCSE. About 90% of Strathmore students regularly gain admission to local public universities every year.

The School's chief purpose is to develop the minds and consciences of its students so that they can become self-disciplined and resourceful, and therefore better able to serve society in a useful way. This in keeping with its overall mission of producing competent professionals, responsible citizens, loyal friends, responsible members of a family and God-loving people. Above all, the School emphasizes academic excellence and moral integrity. The School aims at creating an environment that is conducive to learning; both experienced teachers and well-motivated students strive to actualize this.

An important facet of Strathmore is the tutoring program which ensures that each student has one-on-one contact with a faculty member at least six times a year. Through daily close contact with the students in the classroom, in extra-curricular activities and on the sports fields, the School Staff strive to develop in the students qualities such as honesty, responsibility, good use of freedom,

tolerance, and hard work. The School aims at providing an education based on Christian principles and accepts worthwhile students regardless of creed.

The researcher's focus was on the situation in the secondary wing of the school. This section has four classes, Forms 1 through Form 4; each divided into two streams, namely & and A. Each stream has an average population of 40 students under the administrative tutelage of a Class Teacher (CT). One of the key roles of the CT is the maintenance of proper discipline. He keenly monitors the conduct of the class members and facilitates the enactment of the school's ethos within the student body. The CT regularly checks the conduct sheets of the students in his class. These contain summarized records of various forms of misdemeanour as noted by different subject teachers on Behaviour Sheets (Appendix D) kept in class.

The conduct sheets for each student are kept in a class Discipline File. The latter helps the CT and Head of Secondary have factual information on behaviour trends within the class.

The researcher is a CT of Form 4 &, one of the two most senior classes in Strathmore School. Much as this class did not register grave incidences of indiscipline, the continuous minor infringements and disruptive behaviour during the normal day-to-day running of the class created an environment not conducive to efficient teaching and learning.

Indeed an informal survey revealed that 7 out of 10 (70%) of the Form 4 subject teachers experienced various forms of low-level inappropriate student behaviour whose cumulative effect was quite disruptive and ,at times, frustrating.

In one incident, the researcher instructed a dissenting student to leave the class during his Biology lesson. Surprisingly, the miscreant became an instant "celebrity" among his classmates. This prompted the researcher to address the wider problem of insidious classroom indiscipline in Form 4&. He felt that the right of teachers to teach was being compromised by indisciplined students. In



equal measure, the right of well-behaved students to receive good education was also being trampled upon by the transgressors.

The researcher felt that the Form 4& subject teachers could transform their teaching approaches and create a situation that could greatly minimize the emerging behavioural problems in the class. As a CT he had a role to safeguard the school's core function – teaching and learning. Good discipline is needed to protect and create an environment that would promote the school's role.

### 1.2 STATEMENT OF THE PROBLEM

Based on records gleaned from conduct sheets in the class Discipline File, 33 of the 40 students in Form 4& had been cited for wide-ranging forms of misdemeanor in the first four weeks (CAT 1) of the current school year, 2008. These included noise making, truancy, undone homework/ assignments, improper uniform, lateness, use of inappropriate language and perceived rudeness to Staff (Appendix E).

With regard to Detention records, students from Form 4& constituted the highest returns in the first two weeks of the year, 23% and 36% respectively. This was unprecedented and got the CT apprehensive since these were the students to be presented for the KCSE examination later in the year. Besides, the Form 4 class ought to be the epitome of exemplary discipline for the rest of the school to emulate.

This background provided the rationale for the action research project as an attempt to improve discipline in Form 4& through transformation of teaching approaches.

### 1.3 OBJECTIVES OF THE STUDY

Through the use of various classroom management and teaching styles, and in collaboration with the students and some subject teachers, the project attempted to improve the classroom practices of the teachers who participated.



The teachers also implemented an intervention strategy based on creating a culture of observance of rights and responsibilities among students while teaching.

Based on the foregoing, the objectives of the research project were:

- To determine whether there is a correlation between students' behaviour and a teacher's classroom practice.
- To establish whether an awareness and observance of a culture of rights and responsibilities among students can lead to improved classroom behaviour.

#### 1.4 RESEARCH QUESTIONS

As a follow-up on the aforementioned objectives, the study outlined the following research questions:

- Is there a correlation between Form 4& students' behaviour and the teachers' classroom practice?
- To what extent is an observance of a culture of rights and responsibilities among the Form 4& students capable of improving their classroom behaviour?

#### 1.5 SIGNIFICANCE OF STUDY

The researcher hoped that the outcome from the study would form the groundwork for improving the student discipline in Form 4& and foster an environment conducive to efficient teaching and learning.

He further hoped that recommendations from the action research project would inform future approaches to classroom management for the whole of Strathmore School.

#### 1.6 LIMITATION OF STUDY

This study restricted itself to prevention and minimization of misdemeanour through variation of the teachers' classroom management approaches coupled with the discussion of rights and responsibilities among students.

## 1.7 ASSUMPTIONS

The research project was based on the following assumptions:

- The respondents used in filling the questionnaires were sincere.
- The Form 4& class Discipline Files were regularly updated and were a true record of the discipline situation on the ground.
- Teaching styles are dynamic. Teachers adopted approaches that best suited their students with regard to subject type and circumstances peculiar to classroom situations.

## 1.8 DEFINITION OF KEY TERMS

- **Classroom Discipline** – the maintenance of an orderly classroom environment conducive to effective teaching and learning.
- **Classroom Management** – the practice of running or conducting lessons in an organized manner that facilitates meeting of set objectives.
- **Detention** – the Strathmore School system of punishment in which students cited for certain infringements are forced to go to school on Saturdays for study sessions.
- **Misdemeanour** – a form of misbehaviour that causes disruption of teaching during lessons in the classroom.
- **Teaching Strategy** – an instructional style or approach adopted by teachers during lessons in the classroom.
- **CAT** – Continuous Assessment Period. There are six of such periods in a Strathmore School calendar year.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1 INTRODUCTION

Considerable research has been done on the problem of classroom discipline, classroom management and teaching strategies in schools. An effective teacher can be described as one in whose class teaching and learning takes place well.

In the learning process, the teacher's approach is of fundamental importance. His approach to teaching and learning is based on his personal philosophy of teaching, whether student-centered or teacher-centered.

In delivering the curriculum content to students, teachers employ different strategies. A strategy is only a tool to help the students master the learning outcomes.

All teachers have a favourable way of teaching, which can be regarded as their personal teaching style. Teachers should bear in mind that no teaching strategy in itself is better than others. However, overemphasis on a preferred style could create boredom among students, and spawn pockets of misbehaviour in the classroom.

With regard to maintenance of discipline, some teachers experience more problems than others. The blame could be on the teacher's classroom management style rather than on the students.

In managing discipline in the classroom, different approaches need to be used, depending also on the teacher's personal philosophy.

The main concepts pertaining to this research study are:

- Classroom discipline.
- Classroom management.
- Teaching strategy and approaches.

- Managing students' behaviour through observance of a culture of rights and responsibilities.

Drawing on the relevant literature, these concepts are further explored below.

## 2.2 CLASSROOM DISCIPLINE

Good classroom discipline may well mean different things to different people in different schools, but overall, it is the individual student's ability to discipline himself that is the measure of real success in any educational environment (McCoy, 2008:1). Self discipline is the ultimate goal as opposed to aversive discipline. The latter is characterized by unreasonable demands on students being enforced through punishment.

Discipline has been associated with the term *punishment*. However, the two are not necessarily the same. Discipline involves teaching students to appreciate right from wrong. Basically, discipline entails teaching students to act in an appropriate manner.

In managing the students' behaviour through a positive discipline approach, the students are made to realize that responsibility goes with their rights.

As Nyagoto (2007:22) wrote, there is no organization that may execute its functions where there is no order and discipline. The school even needs discipline more than any other organization given the fact that most of those found in it are at their young age and so require a lot of guidance.

Discipline is a major system of guiding an individual to make reasonable decisions responsibly. Thus in a school it would mean that students are provided with an opportunity to exercise self-control, to solve problems, to learn and to promote the welfare of a school.

Based on the Elton Report (1989), discipline in schools is the responsibility of everyone and not only a matter for teachers. Nevertheless, it concludes that much indiscipline can be diminished by making teachers better at classroom management.

Studies suggest that classroom indiscipline may also be attributed to health-related disorders among students. Waithaka (2008) contests that children who are always opposing everyone and defying authority could be victims of a behaviour disorder known as Opposition Defiance Disorder (ODD).

Discipline in a classroom aims at securing children's compliance with adult demands (Kohn, 1966: xii). It is assumed that educators are responsible for control in their classrooms. In maintaining discipline, their focus is on the behaviour of learners and to correct inappropriate behaviour. If authority goes wrong in the classroom, the parents and the education department blame the children or the educators. The approach to classroom management or teaching strategy of the educator is seldom taken into consideration.

### 2.3 CLASSROOM MANAGEMENT

Lemlech (1998:3) defined classroom management as the "*...orchestration of classroom life: planning, curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems*".

In a classroom that is well-managed the students seem to know what is expected of them and what to do when problems of any kind arise. The educators in such well-managed classrooms seem to be successful because they provide for the learners' needs.

Any approach to the teaching and management task may be linked to the educator's personal view of how much emphasis should be placed on the task aspect and on the human aspect in the classroom situation (Van Schalkuyk & Kruger, 1997:19). The task dimension is the core function of an educator. This is basically teaching and learning.

In fulfilling this dimension, teachers work with people (students, parents, and fellow teachers, among others). This is referred to as the human dimension of the teaching and learning situation. Overemphasizing on one of these dimensions leads to a certain management style in the classroom.

Most of the literature regarding the learning atmosphere reveals that the teacher is integral in producing learning. Eggen & Kauchak (1988:4) emphasized that the educator is the second most important contributor in the development of learners. The most important factor is the home environment. McCoy (2008:1) appeared to concur with the latter statement when he pointed out thus:

*“Though it is true that many of today’s educational reform programmes have attempted to address what eventually results in poor classroom discipline, the vast majority fail because they cannot change the home environment from which the undisciplined students come”.*

The enormous influence teachers have in the learning process has implications for the types of teaching strategies that are used in the classroom. Two of these implications are that teachers should have knowledge and understanding of the classroom and teaching situation, and teachers should have the necessary skills and expertise. Teachers should have the knowledge of different teaching strategies and the skills to apply them.

Since the beginning of formal education, teachers have debated on which teaching strategy overrides others. The idea that there is no single strategy that can be regarded as best in all teaching situations originated from Joyce and Weil (1986:123).

In teaching of students, the strategy selected depends on three factors (Eggen & Kauchak,1988:8). These are:

- The educator’s personal philosophy.
- The students’ learning strategies and response to different teaching strategies.
- The content the educator wishes to pass on to the students.

In planning the lesson, the educator decides on the outcome of the lesson. Different outcomes necessitate that different strategies be employed by educators.

Eggen and Kauchak (1988:7) make the point that a “repertoire of effective instructional strategies that allow interaction with students is essential for active teachers”. If educators are central in facilitating learning in students, they should have knowledge of different teaching strategies and be able to use and select the most suitable one for a particular lesson.

Jacob Kounin felt that better instruction by educators leads to better learning behaviour (Catey, 2000:1). This idea implied that if educators manage the class well, the learners are less likely to misbehave. A key concept of Kounin is that the manner in which educators address the misbehaviour of learners is not the key to successful classroom management; rather, it is the way in which educators prevent misbehaviour. This emphasizes the relationship between effective classroom management and effective teaching. Kounin concluded that classroom management is the pivotal factor in classroom discipline. He also noted that the teacher’s action in addressing a student when he is misbehaving influences the other students not to misbehave. He called this the “Ripple Effect” phenomenon. According to the Neo-Skinnerian model, positive reinforcement such as verbal approval, high grades, prizes and rewards instills good classroom behaviour (Jackson, 1991).

Charles (199:181) asserts that the theme behind the Glasser model is that good behaviour comes from good choices. Glasser contended that learners are in control of their own behaviour and that a particular behaviour results from a conscious decision. If the choice is good, it produces good behaviour. Glasser further suggested that the educator utilizes class meetings to discuss and find solutions to the misbehaviour of members of a class. He believed that most misbehaviour occurs when learners get bored in the classroom. If the learners’ educational needs are met or if an educator’s teaching is of a high quality, learners’ behaviour would improve.

In the Glasser model, reasonable consequences should follow good or bad classroom behaviour. A set of class rules is an integral part of this model. The

class rules are developed by all the learners and should be enforced. Classroom meetings are the ideal place to develop and maintain behaviour.

Melissa (2008:2) adds that the set class rules should be selective, clear and consequences for breaking them be well spelt out beforehand. She goes on to advise that it is important to create a tardy policy and means of dealing with late assignments and make-up work. Late assignments often cause classroom management nightmares for teachers, especially those who do not have a set policy for dealing with them.

Kruger and van Schalwyk(1997:19) distinguishes three classroom management styles: autocratic, laissez-faire and democratic.

The autocratic style presupposes that the teacher is paramount. He gives the orders and hardly entertains discussions. The student's role is to listen and learn. The laissez-faire style is more student-centered and the teacher emphasizes on the human aspect of the teaching—the learning situation (Kruger &van Schalkwyk, 1997:21). The teacher lets the students decide on the classroom activities. He merely plays a supportive role.

The democratic approach requires the teacher to facilitate the learning and teaching process by encouraging the students to participate in all classroom activities in a meaningful way.

These management styles can all be followed in a classroom. The style adopted depends on the teacher's personal philosophy, learning content, the class group, learning outcomes and the teacher's perception of the class. It is also possible to follow more than one style during the same lesson.

#### 2.4 TEACHING STRATEGIES

Teaching models represent ways to accomplish instructional goals (Lemlech, 1988:136). Every teacher knows that he has a variety of methods to choose from to attain the desired instructional outcomes in the classroom. The model chosen will depend on a variety of factors. These include: the outcome, level of class, experience and the students.

An advantage in using a variety of strategies is that the teacher can match the instructional outcome with the strategy; the learners with different learning styles can be accommodated and boredom among the learners can be avoided. In any classroom, the teacher is involved on a continuous basis in making instructional decisions. These include the content to be taught, the outcomes to be reached and the instructional methods or strategies to be used.

Glickman (1991:6) considered that effective teaching is “...not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson”.

Effective teachers constantly reflect on their work, observe whether students are learning or not, and then adjust their practice accordingly.

In the words of Stephen Maina, the Head of Mathematics at Strathmore School and ranked the best Mathematics teacher in KCSE for five years, “...my teaching starts outside the classroom. I develop interpersonal relations with the students and the resulting rapport helps in the class” (Mueni, 2008:13).

Instructional approaches can be categorized into three styles, namely expository, guided discussion and interaction (Lemlech , 1988:155)

The IB World magazine (2007) asserts that education in the 21st century has undergone a huge development, and schools need to adapt to keep up. One of the world’s leading voices in education, Professor Howard Gardner, in explaining his theory of multiple intelligences, expounds on why education should embrace more individual-centered learning and why teachers must adopt new classroom techniques to keep ahead in a changing field.

According to the professor, all learners have an ensemble of relatively autonomous potentials and capacities. Each student has linguistic, musical, spatial, bodily-kinesthetic, logical-mathematical, interpersonal and naturalistic intelligences but in different strengths. Effective teaching recognizes these different profiles and seeks to address them mostly through individualizing instructions.

## 2.5 RIGHTS, VALUES AND RESPONSIBILITIES

Onyinkwa (2007:27) states that the Children's Act makes certain provisions and gives effect to the principle of the convention of the rights and welfare of the child. Part II of the Act deals with safeguarding the rights, welfare and education of the child.

The Act also spells out obligations conferred upon the child, such as the duty to respect parents, supervisors and elders at all times. Education is regarded as a fundamental human right, but also as a responsibility.

By educating learners about their rights, a teacher may strengthen the students' respect for human rights. This may lead to self-respect and dignity and, by extension, better discipline in the classroom.

There's need to educate children in values. Kibera (2007:46) cites some of these values as cleanliness, self-control, neatness, orderliness, cheerfulness, generosity, honesty, fairness, courage, loyalty and responsible citizenship.

Students well-versed in these values internalize self-discipline and exercise responsible use of freedom. They end up with the much-needed cardinal virtues, namely temperance, justice, fortitude and prudence.

A Form 4 student who persistently refuses to cheat in his examination despite being taunted to do so by classmates personifies love of truth and respect for authority.

Foster (2000:vii) notes that the responsibility of teaching values to kids should be solely the parent's job, but, today many parents are far too busy and teachers are encouraged to take up this role. She observes that most kids today lack social graces, respect, honesty and generosity.

Schools should be the vehicles where learners are taught their rights and the responsibilities that accompany these rights. Sifuna (2000:217) argues that democratic and human rights education is a conscious effort to develop in students an awareness of their rights and responsibilities, to sensitize them to the rights of others.

## 2.6 CONCLUSION

This chapter aimed at reviewing what literature reveals concerning key concepts that had been identified. The central question is whether discipline is concerned with preventing misconduct or punishing the transgressors. In an era where human rights are emphasized, literature reveals that discipline should be preventive in nature.

The enforcement of class rules through punishment is not as effective as it ought to be. The researcher's class, Form 4&, appeared not to have been deterred by the prospects of detention upon committing various offences.

Teachers should make a paradigm shift regarding enforcement of discipline. They should concentrate more on utilizing models of discipline which focus on the development of self-discipline. The literature suggest that teachers should engage in reflective practices to improve their own strategies and develop new ones for better and more effective classroom management.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 INTRODUCTION

The purpose of this research was to understand a certain social phenomenon—the students' discipline—in the natural setting of the classroom, Form 4&.

Further to this, the researcher's objective was to understand and describe the correlation between the teachers' instructional strategies and the behaviour of the students.

#### 3.2 METHODOLOGICAL PARADIGM

The research was undertaken using the qualitative methodology.

While investigating the discipline of the Form 4& students in the classroom, the researcher picked out the teacher practices that could have been the genesis of the disciplinary problems. The resulting descriptive information led to the formulation of new concepts.

The research for this project was conducted in the classroom, the natural environment of the teachers and the students. This enabled the researcher gain an insider's perspective of the context of discipline from the students' viewpoint. This research project also employed a little of the quantitative method at the analysis stage. This facilitated the reduction of the descriptive data gathered from the questionnaires.

#### 3.3 RESEARCH DESIGN

Within the qualitative framework, the researcher engaged in action research. Action research is a form of self-reflection aimed at the improvement of a social practice in an educational setting. The practice in this context was the classroom management and teaching styles of the researcher and four participating teachers.

By engaging in action research, the participating teachers were provided with the opportunity to enhance their professional development as they collaborated with one another and with the researcher.

#### 3.4 PROCEDURAL DETAIL

The participating teachers were briefed before the commencement of the study. They were to employ a different teaching style whenever they introduced a new lesson. These teachers were handling different subject areas, a fact that made it easier to use different teaching styles to meet their objectives in the classroom. The teachers were also to broach the issue of rights and responsibilities with the students. Basically they were to emphasize to the students, especially the transgressing ones, on the need to respect the rights of fellow students to be given a good education. That rights go in tandem with responsibilities. Thus violation of the rights ought to draw a penalty of sorts.

The students and teachers completed the first and second questionnaires on the day the research project commenced. This was the pre-evaluation. At the end of the study a similar set of questionnaires were completed by the respondents. This was post-evaluation.

#### 3.6 SAMPLING PROCEDURE

20 members of Form 4& class that participated in the action research were selected by means of purposive sampling. The researcher felt that random sampling would have introduced an element of bias since the number involved was relatively small.

The respondents chosen to form the sample had the necessary information about the class and would, according to the researcher's informed perception, provide pertinent reliable data he needed regarding the discipline situation in Form 4&. The researcher also used the four Form 4& subject teachers who volunteered to participate in the project.

#### 3.7 RESEARCH INSTRUMENTS AND DATA COLLECTION



The research was conducted in Form 4& class. The researcher took an active role in collaboration with the four teachers.

The research instruments used to collect data were:

- Questionnaires.
- Observation Schedules.
- **Questionnaires**

Two structured and one unstructured questionnaires were used to elicit information from the students and the participating teachers.

- The first dealt with the teaching style of the teachers.
- The second dealt with the students' behaviour in class.
- The third aimed at eliciting information regarding the teachers' perspective on the correlation between behaviour/ discipline of students and the teaching strategies used by teachers.

The students and teachers completed the first and second questionnaires on the day the research project commenced. This was the pre-evaluation. At the end of the study a similar set of questionnaires were completed by the respondents.

This was post-evaluation.

The comparison between the data obtained from the pre-and post-evaluation made it possible to:

- assess the behaviour of the students in the Form 4& class during the research period.
- ascertain whether emphasis on a culture of rights and responsibilities improved discipline in Form 4&.
- determine the existence of a correlation between the teacher's instructional style and discipline in Form 4&.

The third questionnaire was filled by the participating teachers at the end of the project period.

- **Observation Schedules**

Through observing the students in Form 4& during class sessions through the running time of the project, the researcher noted aspects of student behaviour that the students could not reveal verbally. These observations were then recorded.

### 3.7 DATA ANALYSIS

- **Data reduction**

In this research, all the responses to the questions in the structured questionnaires were entered in a computer. The number of respondents who answered the questions in a particular way were then totted up.

All the responses that had a negative impact on discipline were clustered and compared with the positive responses. All the data got categorized into themes and tabulated thereafter.

The data collected through the unstructured questionnaires was transcribed, encoded and categorized into themes.

- **Data display**

The pre-evaluation and post-evaluation data were compared to ascertain whether the behaviour/ discipline of the students had improved over the period of the research project.

The data was organized into different categories and displayed as graphs.

## CHAPTER FOUR

### RESEARCH RESULTS / FINDINGS

#### 4.1 INTRODUCTION

The study made limited use of quantitative research in that it collected data using questionnaires. The data was reduced, made more manageable and presented in the form of graphs.

#### 4.2 QUESTIONNAIRES

Two structured and one unstructured questionnaires were designed to obtain information from the students and the teachers.

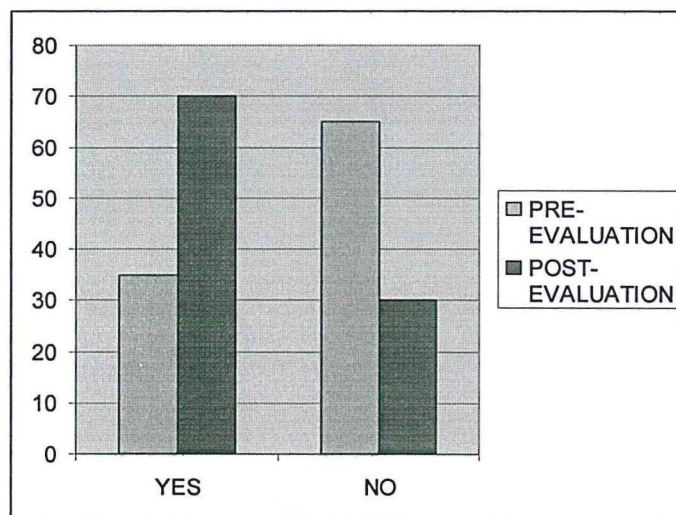
- **Questionnaire 1 (Appendix A)**

This was administered to the students at the beginning and at the end of the research study. These were regarded as pre-and post-evaluation respectively. The questions in the questionnaire were clustered together and the answers displayed as graphs. The pre-evaluation responses were compared with those of post-evaluation to ascertain whether the intervention strategy had had any effect on the discipline level of the Form 4& students.

The clustering of the questions was along a thematic analysis.

- **Theme 1: Autocracy of teachers**

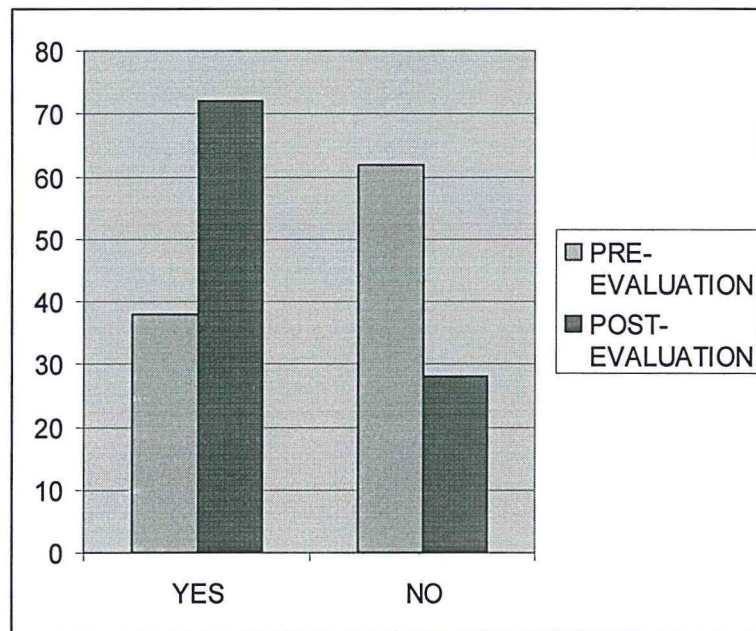
Based on responses to questions 1 and 2, the graphs below present the overall results.



The graphs show that the students perceived the teachers as being significantly more autocratic in the post-evaluation. This appeared to have had a positive impact on the discipline level in the class since relatively fewer students were cited for various infringements. (Appendix F).

➤ Theme 2: Rights and responsibilities of students

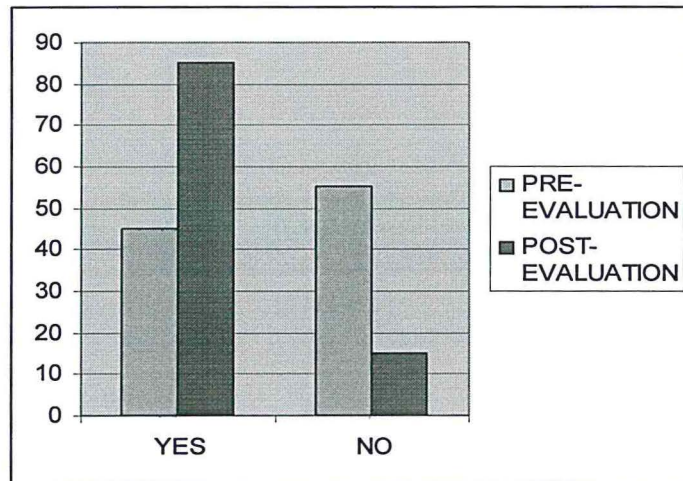
Based on responses to questions 3, 4, 8, 9, 12, 18 and 19 the graphs below present the overall results.



From the illustrations one notes an improvement on the students' awareness of their rights and responsibilities. This undoubtedly contributed to reduced incidences of misdemeanour in the classroom.

➤ Theme 3: Employment of a disciplinary policy

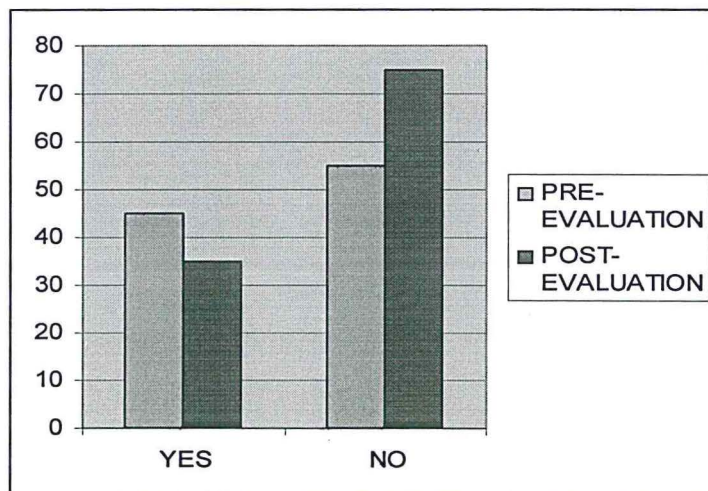
Based on responses to questions 6, 9, 13 and 16 the graphs below illustrate the overall results.



From the outcome, it emerges that a discipline strategy was enforced by the teachers in a bid to stem the growing problem of misbehaviour in Form 4&. It worked given the improved discipline situation in the class following post-evaluation.

➤ Theme 4: Behaviour of students

Based on responses to questions 5, 7, 10, 14, 16 and 19 the graphs below illustrate the outcome.



From the results one can see that the students' behaviour had become more appropriate.

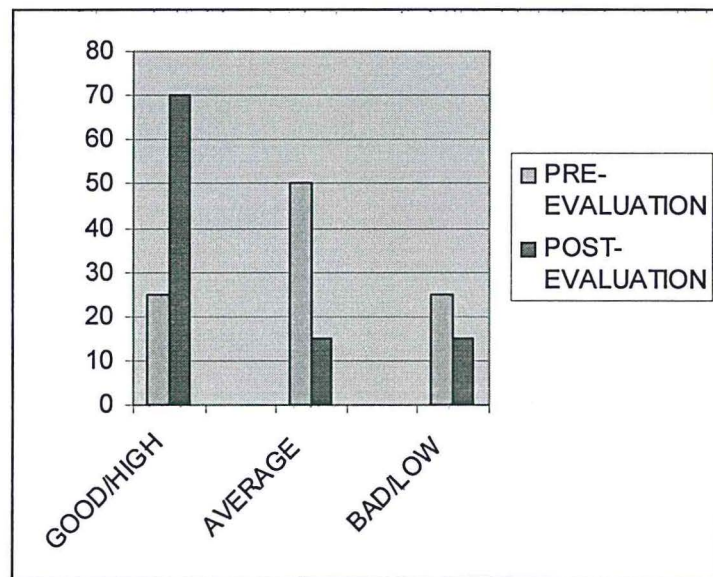
▪ **Questionnaire 2 (Appendix B)**

This was administered to the participating teachers at the beginning and at the end of the research study. These were regarded as pre-and post-evaluation respectively.

The questions to the responses filled by the participating teachers were clustered according to themes.

➤ **Theme 1: Cooperation of students.**

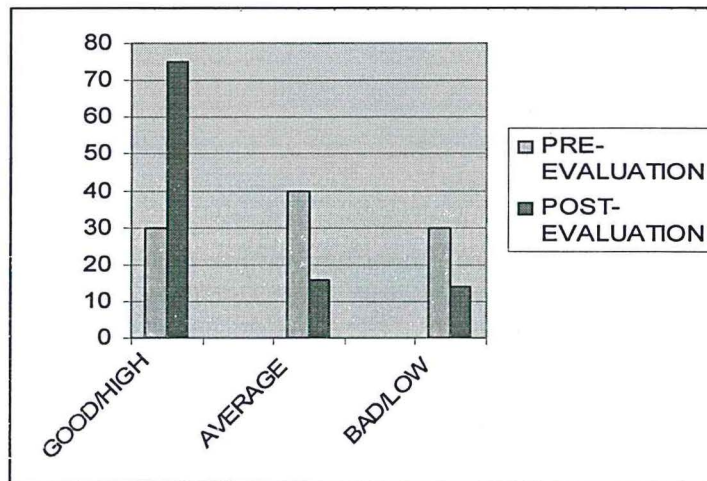
Based on responses to questions 1, 2, 3, 7, 9 and 12 the graphs below illustrate the outcome.



It is quite clear that students' cooperation had improved after the teachers introduced different teaching styles and employed the sensitization of rights and responsibilities campaign whenever students transgressed.

➤ **Theme 3: Listening skills of students**

Based on responses to questions 4, 5, 6, 7, 8, 10 and 11 the graphs below illustrate the results.



It is evident that the listening skills of the students improved. This could be attributed to the increased level of cooperation noted in theme 1.

▪ **Questionnaire 3 (Appendix C)**

This unstructured questionnaire was aimed at eliciting the participating teachers' perspective on the correlation between behaviour and discipline of the Form 4 & students and the different teaching strategies used by the teachers.

It is evident from the responses that the preferred teaching strategy is the direct one. All the teachers listed at least four different teaching strategies.

Teacher	Number of teaching strategies implemented by the teacher
# 1	4
# 2	3
#3	2
#4	2

The table shows that only one teacher implemented a range of 4 teaching strategies. All the teachers indicated they had used the direct approach as the commonest strategy.

All the teachers felt that teaching styles had an impact on the discipline of the students. Their responses showed that failure to use more than one style resulted in boredom among the students; this created an avenue for misbehaviour.

Two teaching strategies were regarded as impacting positively on the students' discipline. These were the direct teaching style and issuance of research assignments. The former style left the teacher with lots of class control while the latter strategy provided the students with the motivation to actively get engaged in the learning process.

On the whole all the participating teachers felt the discipline level in Form 4& had shown a marked improvement. This was attested by the conduct sheets in the Discipline File of members of the class at the end of the project (Appendix F).

#### 4.3 CONCLUSION

The third questionnaire showed that there is a definite correlation between classroom management and the behaviour of students. The responses from the questionnaire indicates that the teaching strategy implemented by the teacher plays a crucial role in the behaviour, and subsequent discipline, of students. This study also concludes that the creation of a culture of rights and responsibilities among students makes students' classroom behaviour more appropriate.



## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

This action research project investigated the existence of a correlation between teaching strategy and the discipline of students in Form 4&. The study also used the creation of a culture of rights and responsibilities as an intervention strategy to correct the students' behaviour whenever they transgressed.

#### 5.2 CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations were based on the objectives of the research study.

**Objective 1: To determine whether there is a correlation between students' behaviour and a teacher's classroom practice.**

##### Conclusion

The practice in question was the teaching strategy employed by the participating teachers and its impact on the students' discipline. Through changing the strategy whenever a new lesson was presented to students there was a notable increase in the behaviour and discipline of the latter as captured in the class Discipline File of Form 4& summarized in the document in appendix F. It is evident that teaching strategy is a key alternative to traditional methods used to solve disciplinary problems in the classroom.

##### Recommendation

- The management at Strathmore School should engage more of the teachers in a drive towards adopting a variety of teaching strategies in a bid to improve classroom discipline. An in-house programme could be instituted to facilitate this as part of the school's staff professional development plan.

**Objective 2: To establish whether an observance of a culture of rights and responsibilities among students can lead to improved classroom behaviour.**

#### Conclusion

The rationale behind this objective was to gauge the impact of a “rights and responsibilities” awareness campaign among students as a means of improving discipline. Basically, students who are ignorant of the effect of their transgressions on others will not respect the rights of other students to get a good education; neither will they treat other people with fairness, justice and dignity. What emerged from the post-evaluation data was that the infusion of a culture of rights and responsibilities in the classroom led to more students behaving appropriately. The level of respect among the learners also increased considerably.

#### Recommendation

It would be immensely important for all the teachers at Strathmore School to enhance the culture of rights and responsibilities among the students. The tutors are creditably doing it already but there is need to have a more spirited and collaborative effort among the rest of the non-tutoring staff. Class Teachers could also fine-tune the campaign during assembly every morning. The ultimate effect of this would be the production of respectful persons who could contribute a lot to the development of a more just and humane society. All this would go a major distance in realizing a key objective of Strathmore School – creating responsible citizens.



## BIBLIOGRAPHY

Catey A., 2000, *Jacob Kounin*

[http://moodle.ed.uivc.edu/wiked/index.php/Kounin%2C\\_Jacob](http://moodle.ed.uivc.edu/wiked/index.php/Kounin%2C_Jacob)

Charles C.M., 1999, *Building Classroom Discipline*. New York: Addison Wesley Longman, Inc.

D.E.S., 1989, *Discipline In Schools*. A report of the committee of the enquiry chaired by Lord Elton, London.

Eggen P.D. and Kauchak D.P., 1988, *Strategies for Teachers, Teaching content and Thinking Skill*. New Jersey Prentice Hall, Englewood Cliffs.

Foster Maryann , 2000, *A Method for Teaching Values in the Classroom*.

Glickman C., 1991, *Pretending not to know what we know , Educational Leadership*.

International Baccalaureate Organization, 2007, *The Changing Face of IB, IB World Magazine*, September,p10.

Jackson D.,1991, *Discipline without anger or tears – A manual for teachers and school principals*. Capetown: Tafelburg Publishers.

Joyce B.R. and Weil M., 1986, *Models of Teaching* .5<sup>th</sup> Edition.

Kibera Mary , 2007, "Managing Emerging Issues". A Manual for Postgraduate Diploma in Educational Management, Strathmore University.

Kohn A., 1996, *Beyond Discipline From Compliance to Community*. USA: ACD Publications.

Kruger A. and van Schalkwyk O., 1997, *Classroom Management*. Pretoria: J.L. van Schaik .

Lemlech J.K., 1988, *Classroom Management:Methods and Techniques for Elementary Secondary Teachers*. New York and London: Longman.

McCoy, E. , 2008, Retaking the School with Classroom Discipline. *Abeng News Magazine*, 23<sup>rd</sup> March, p1.

Melissa Kelly, 2008 , *Your Guide to Secondary Education*

Mueni Joy, 2008 , Up to the Grade. *Daily Metro*, 29<sup>th</sup> April, p13.

Nyagoto, John , 2007 , "Managing The Students' Experience". A Manual for Postgraduate Diploma in Educational Management , Strathmore University.

Onyinkwa Everlyne , 2007, "Legal Provision in Educational Management" . A Manual for Postgraduate Diploma in Educational Management , Strathmore University.

Sifuna Daniel, *Education for Democracy and Human Rights in African Schools: The Kenyan Experience*. African Development Vol. xxv, Nos 1 and 2, 2000.

Waithaka , Esther , 2008, When Defiance Knows No Bounds. *Daily Nation*, Living Supplement, 23<sup>rd</sup> April , p4.

## APPENDICES

### APPENDIX A

#### Questionnaire 1

This questionnaire has been designed to find out the teaching styles /strategies used by different teachers in Form 4&.

- Please be honest with your answers.
- The information will be treated with strict confidence.
- Do not write your name on the questionnaire.
- Tick where applicable.

Date: \_\_\_\_\_ Teacher's name: \_\_\_\_\_

Yes No

1. Does the teacher strictly enforce the rules and policy of the school?
2. Does the teacher give the students orders?
3. Does the teacher assist the students in making decisions?
4. Does the teacher clarify classroom procedures?
5. Does the teacher expect strict compliance from the students?
6. Does the teacher enforce discipline using punishment?
7. Does the teacher control students' behaviour?
8. Is the teacher a good example to the students?
9. Does the teacher explain to the students what constitutes good behaviour?
10. Does the teacher expect the students to tolerate their class-mates' behaviour?
11. Does the teacher portray a sense of passion for his job?
12. Does the teacher encourage cooperation among the students?
13. Does the teacher prevent problems from arising?
14. Does the teacher send out students who are behaving unacceptably?
15. Does the teacher support the efforts of the students?
16. Does the teacher provide opportunities for good behaviour?
17. Does the teacher encourage discussions in class?
18. Does the teacher respect students' rights?
19. Does the teacher ensure students respect the rights of others in class?

Yes	No

**THANK YOU FOR YOUR COOPERATION**

APPENDIX B

Questionnaire 2

This questionnaire has been designed to find out the behaviour of students in Form 4& in the classroom during lessons.

- Please be honest with your answers.
- The information will be treated with strict confidence.
- Please write your name on the questionnaire.
- Kindly rate your assessment of general student behaviour as you deem appropriate.

Date: \_\_\_\_\_ Name of teacher: \_\_\_\_\_

1. Entry into the classroom for first lesson or after any break.
2. Noise level of students.
3. Taking out of stationary and equipment.
4. Well disciplined during lesson.
5. Active participation during lesson.
6. Interruption of teacher during lesson.
7. Teacher has to repeat instructions.
8. Teacher has to shout to be heard.
9. Students are passive during the lesson
10. Lesson ends in an orderly manner.
11. Students' chat to each other during lesson.
12. Lesson ends on time.

- You can add any other suggestion. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Good/High	Average	Bad/Low

THANK YOU FOR YOUR COOPERATION

APPENDIX C

**Questionnaire 3**

This questionnaire has been designed to elicit information regarding the correlation between behaviour and discipline and the different teaching styles/strategies used by teachers in Form 4&.

- Please be honest with your answers.
- The information will be treated with strict confidence.
- Please write your name on the questionnaire.

Name of teacher: \_\_\_\_\_

1. What kind of teaching style do you use in the classroom? *Tick where applicable*

- a) Direct teaching (Chalk and Talk) \_\_\_\_\_ b) Discussions/Debate \_\_\_\_\_  
c) Small group \_\_\_\_\_ d) Others \_\_\_\_\_ *Briefly expound below.*

Others:

---

---

---

2. Did the specific teaching style have any direct effect on the discipline of the students? \_\_\_\_\_

Briefly explain.

---

---

---

3. Which aspect of the above teaching style promotes discipline in Form 4&?

---

---

---

4. Which aspect of the above teaching style leads to poor discipline in Form 4&?

---

---

---

5. Do you believe the level of discipline in Form 4& has improved? \_\_\_\_\_ If Yes, briefly explain.

---

---

---

**THANK YOU FOR YOUR COOPERATION**



