

**THE EFFECT OF ALTERNATIVE DISCIPLINARY STRATEGIES ON BOYS AND  
GIRLS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN GITHUNGURI SUB-  
COUNTY, KENYA**

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## **DECLARATION**

This research project is my original work and has not been presented to any other university

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## **DEDICATION**

This research project is dedicated to my parents Mr. & Mrs. Ngunju, my late sister Afrina Ngunju, brother David Muhia and sister Priscilla Ngunju to whom I'm forever indebted to for their love, support, and encouragement throughout this journey. God bless you all.

## **ACKNOWLEDGEMENT**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ACRWC</b>	African Charter on the Rights and Welfare of the Child
<b>ATCP</b>	Alternative to Corporal Punishment
<b>HOD</b>	Heads of Department
<b>KSSSC</b>	Kenya Secondary School Student Council
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>NACOSTI</b>	National Council of Science, Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UNCRC</b>	United Nations Convention on the Rights and Welfare of the Child
<b>USA</b>	United States of America

## ABSTRACT

The study investigated the effectiveness of alternative discipline management strategies on secondary school students in Githunguri sub-county. The overarching objective was to examine how, and whether, guidance and counselling, peer counselling, and collaborative decision-making are better alternatives to the hitherto pervasive disciplinary strategies such as suspension and corporal punishment. The research adopted a descriptive survey design. Out of a population of 30 schools, 9 schools were purposively selected thus 9 school principals, 9 deputy principals, and 9 guidance and counseling teachers comprised the sample for teachers. The respondents also included 81 students. Data was gathered through questionnaires and interviews schedules. Both quantitative and qualitative techniques were used to analyze data. The study found that while majority of the schools preferred guidance and counseling as a discipline management strategy, very few schools had trained guidance and counseling teachers. Moreover, many teachers viewed guidance and counseling as lengthy and thus resorted to more instantaneous measures such as punishment. Peer counseling was found to be a strategy preferred by majority of students. However, schools did not have the requisite supports and frameworks for such and thus quantifying the success of peer counseling was problematic. It was found, too, that many schools have adopted collaborative decision making whereby students are encouraged to participate in decision-making. This is through class discussions and elected student councils. This, however, is inhibited by lack of time due to overloaded school schedules. The study recommended that teacher education programs should foreground alternative discipline management training for teacher education students. Schools, too, should be encouraged to mainstream dialogue with students instead of relying on punitive strategies such as corporal punishment and suspension. Moreover, there is need for greater oversight by the education ministry to ensure that schools commit seriously to the laid down policies on participative school management entailing greater participation by students.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Globally, managing student discipline has been a great challenge to teachers, parents, and society in general. Many schools continue to struggle with the challenge of disruptive and antisocial behaviour such as fighting, use of verbal abuse, bullying, sexual harassment, rule violation, and destruction of school property (Osher, Bear, Sprague & Doyle, 2010). In many parts of the world, school authorities have continued to rely on corporal punishment to manage student (Chianu, 2001; Maphosa & Shumba, 2010).

Research is divided on the effectiveness of corporal punishment as a strategy to manage student discipline. On the one hand, some studies suggest that corporal punishment, done carefully, is an actual strategy to deal with student misbehaviour. For instance, in Australia corporal punishment has worked especially in achieving immediate child compliance (Holzer & Lamoni, 2010). In Malaysia, too, corporal punishment has been a way of teaching the child a lesson (Kumaraswamy & Othman, 2011). On the other hand, there are those who suggest that corporal punishment is detrimental as a disciplinary measure. A study by Robinson, Funk, Beth and Bush (2005) found that the use of corporal punishment caused negative effects such as resentment of authority. Indeed, the use of corporal punishment to enable students display desired behavior has been found to bring more harm than benefit (Kilmci, 2009).

Overall, educational policy experts, practitioners, and researchers are in agreement that corporal punishment is more detrimental than beneficial. Such harms to the child include, among others, physical injuries, psychological trauma, and in some extreme cases death. Indeed, because of such adverse effects, the United Nations Convention on Child Rights, Article 19, protects children from all manner of violence even corporal punishment. Many countries have, in line with the Convention, effected legislation and policies banning the use of corporal punishment. Such countries include, among others, the USA (where 29 states have banned use of corporal punishment), South Africa, Spain, and Kenya (Dupper & Dingus, 2008).

The ban on corporal punishment, as highlighted above, led to adoption of alternative disciplinary strategies. In South Africa, for example, corporal punishment was substituted with strategy for discipline known as Alternative to Corporal Punishment[ATCP] (Tungata, 2006) entailing measures such as school suspension, more counselors, psychologists, support groups, and parental involvement. Despite the implementation of the ATCP, studies have shown a growing concern of increased cases of indiscipline in the schools (Maphosa & Shumba, 2010). In Australia, corporal punishment was replaced by suspension and expulsion (Brister, 1996). Suspension in the USA is a popular tool for administrators because it takes less time than other alternatives and school officials feel that it is effective. In Nigeria, the use of approaches like suspension from schools, expulsion, and exclusion have been employed to deal with student misbehavior. However, despite these disciplinary alternatives, student behavior problems in Nigeria have persisted and even been on the rise (Okiemute, 2011).

Kenya, being a signatory to the international protocols such as United Nations Convention on the Rights and Welfare of the Child (UNCRC) of 1979 and The African Charter on the Rights and Welfare of the Child (ACRWC) of 1990, banned the use of corporal punishment in schools under Legal Notice No.56 of 2001 (Republic of Kenya, 2001). Corporal punishment is also prohibited under the local laws on Children's Rights and the Basic Education Act (Republic of Kenya, 2013). The ban, as such, called for the adoption of alternative disciplinary methods in the management of student discipline in secondary schools. A popular practice has been the establishment and strengthening of the guidance and counseling departments whereby the Teachers Service Commission (TSC) has created a substantive position for head of department, guidance and counseling, with a qualified counselor deployed to head such a department. Other measures include good classroom management, suspension, use of peer counselors, and use of class meetings popularly known as 'barazas'.

The ban of corporal punishment in Kenya has apparently not improved the state of student discipline in secondary schools either. Indeed, cases of students' indiscipline in Kenya seem to have escalated since the ban of corporal punishment in 2001. Kindiki (2009) observed that the level of discipline in secondary schools in Kenya is very low. In the years 2000 and 2001, at least 250 schools had experienced cases of student unrest. In 2001, 68 students were burnt to death at Kyanguli secondary school, Machakos District (Republic of Kenya, 2001). In the months of June and July in 2008, violent strikes affected more than 300 secondary schools in the country (Opondo, 2008).

The intervention of the Kenyan government in 2001 through strategies to maintain discipline such as the establishment of the Kenya Secondary School Student Council (KSSSC), in 2009, to ensure more inclusive approach in secondary school governance, strengthening of guidance and counseling, and good classroom management among others have not improved the situation (MOEST, 2001). Anecdotal evidence has it that hardly does a term go by without media reports on school unrests. In July 2015, persistent student indiscipline in schools was reported to have been caused by radicalization, political interference, tribalism, religious politics, poor relations unrests. In July 2015, persistent student indiscipline in schools was reported to have been caused by radicalization, political interference, tribalism, religious politics, poor relations between students and teachers, demand for school buses by students, and fear of examinations. The wave of unrest witnessed led to the closure of about 50 schools in 11 counties. Some of the counties included Nyeri, Migori, Busia, Machakos, and Nakuru.

Kiambu County, where this study was located, has not been left behind in the wake of these students' unrest. In July 2015 schools such as Kijabe Boys Ngarariga Girls, St Joseph's High school Githunguri, and StephJoy Girls went on rampage. The most shocking incident was the burning of StephJoy Boys dormitory that resulted in the death of three students.

Data from the Ministry of Education, Science and Technology (MoEST) indicate that between the years 2001 and 2008, student unrest in Kiambu increased from 13 percent to 15percent. This was more so in Githunguri sub-county. Such student unrest entailed



burning of dormitories, destruction of school property, and even refusal to write examinations (MoEST, 2008). Ultimately, cases of student indiscipline in Kenya's secondary schools have been rampant despite the many measures taken to ameliorate the situation. It therefore remains an open question for researchers, policy makers, and practitioners as to whether banning of corporal punishment – and punishment in general - in favor of the so-called alternative measures such as guidance and counseling, and more democratic and inclusive school governance processes holds more promise for managing student behavior in the quest to make schools more safe spaces.

## **1.2 Statement of the problem**

It is observable from the foregoing discussion that student unrest in secondary schools in Kenya continues to be a persistent problem and a challenge to effective learning. Such unrest has led to damage of school property, students' property, injuries, and, in some extreme cases, death. Granted, the government of Kenya has responded to such student misbehavior by instituting legislation and policy guidelines in line with global best practices and international conventions. Such strategies have included, notably, the banning of corporal punishment and the introduction of the so-called alternative disciplinary measures including, among others, guidance and counseling and good classroom management.

Another popular strategy has been emphasis on more democratic and inclusive school governance entailing wider student involvement in decision making. In this regard, schools now have elected student councils, more student barazas/class meetings, use of peer counselors, and representation of students in the school management boards. Despite

these positively-oriented interventions, schools are still grappling with cases of student indiscipline. Therefore, whether it was premature for the country to ban caning and other practices of bodily retribution in schools and whether, indeed, the so-called alternative strategies hold any promise for making schools safe spaces. Such a dilemma is a valid one for practitioners, policy makers, and researchers.

### **1.3 Purpose of the study**

This study sought to establish the effectiveness of alternative discipline management strategies on boys and girls in public secondary schools in Githunguri sub-county.

### **1.4 Objectives of the study**

- i. To determine the effect of guidance and counseling on boys' and girls' discipline in public secondary schools in Githunguri Sub-county
- ii. To establish the effect of peer counseling on boys and girls discipline in public secondary schools in Githunguri Sub-county
- iii. To examine the effect of students' participation in collaborative decision making on boys and girls discipline in public secondary schools in Githunguri Sub-county

### **1.5 Research Questions**

The following research questions guided this study:

- i. How does guidance and counseling affect the behaviour of boys and girls in public secondary schools in Githunguri Sub-County?
- ii. What is the effect of peer counseling on boys and girls discipline in public secondary schools in Githunguri Sub-county?

- iii. What is the effect of student participation in collaborative decision making on boys and girls discipline in public secondary schools in Githunguri Sub-county?

### **1.6 Significance of the study**

Findings from the study may be of significance on the practical, policy, and theoretical implications and value of the concept of alternative disciplinary methods. At the practice level, school level actors, e.g. school principals, teachers, boards of management, and students may find the findings instructive to sound management of student discipline with or without resorting to negatively oriented strategies such as caning of students.

At the policy level, different policy actors such as school management officials, local education officers, and, ultimately, policy makers at the Ministry of Education, Science and Technology (MOEST) level may find this study informative on what measures work and those that do not work in managing student discipline. The findings, as such, will inform better policy choices.

Lastly, findings from this study will be of use to research. The findings will contribute to the pool of research literature on the use of alternative student discipline management practices. Moreover, researchers from different socio-cultural, educational, political, and philosophical contexts may find the findings of this study interesting for purposes of replicating or extending the study's parameters.

### **1.7 Limitations of the Study**

Limited time and financial constraints limited the researcher's desire to carry out extensive and in-depth interviews with a broad array of stakeholders. This, however, was

mitigated, to an extent, by careful sampling and elaborate note taking during the field study.

### **1.8 Delimitations of the study**

This study was delimited to public secondary schools in Githunguri Sub County in Kiambu County. This was because public schools within the area have been faced with student unrests over the years. The study was, furthermore, limited to public secondary schools because there is anecdotal evidence that private schools are never too willing to share information particularly touching on student discipline or governance issues due to the perceived risk of tarnishing their images.

Moreover, the study focused only on three alternative discipline management strategies, namely, guidance and counseling, peer counseling, and inclusive school governance practices, specifically expanded student participation.

### **1.9 Definition of operational terms**

**Alternative disciplinary strategy** refers to other discipline measures that are used on students' discipline in secondary schools apart from corporal punishment that was banned in 2001.

**Collaborative decision-making** refers to the situation whereby students and teachers collectively make a choice from the alternatives available to them to achieve discipline in school.

**Counseling** refers to having a dialogue between someone who has a problem and someone with specialized knowledge who helps in understanding of the problem.

**Guidance** refers to advice and information given to students to enable them make their decisions on life matters such as educational and vocational matters.

**Guidance and counseling** refers to the concept of helping an individual make decisions in life

**Peer counseling** refers to a student-student counseling, whereby students counsel each other.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature related to the objectives of the study. The literature was reviewed under the following themes: effect of guidance and counseling, peer counseling, and class meetings for collaborative decision-making. At the end of the chapter was a summary of the reviewed literature as well as the conceptual and theoretical framework that guided the study.

#### **2.1 Effects of guidance and counseling on students' behaviour**

Counseling is defined as the process of assisting one to develop self-knowledge, emotional acceptance and growth using skilled and principled strategies by a person who has been trained on counseling psychology, (Ndichu, 2005). Its purpose is to help one to cope and address problems, solve challenges and make appropriate decisions while faced with a problem or in a challenge. It also serves to assist an individual to deal with inner feelings and conflicts in order to relate well with others. It is a process which brings together the counselee – the person facing challenges or vulnerability and the counselor – a trained and educated professional who gives assistance to the counselee for him/her to learn on how to effectively deal him/herself and the reality around his environment.

According to Ajowi and Simatwa (2010), the importance of guidance and counseling in school is applied in the administration and management of the students' discipline which has been entrenched in the Report of the National Committee on Educational Objectives

and Policies of 1976 of Kenya. In this report, it is recommended subjects such as religious education and social education and ethics should teach guidance and counseling to enhance the development and preservation of self-discipline among the school going students (Republic of Kenya, 1976). However research has shown that guidance and counseling is still under-taught in schools and the cases of indiscipline among most of the students is still very high.

The findings from their study revealed that a lot of the cases of indiscipline among students was uniform for both boys and girls due to issues such as laziness, drug and substance abuse, lesbianism, homosexuality were supposed to undergo guidance and counseling sessions. They also said that the existence of such cases as sexual relationships between boys and girls, bullying, theft, running away from school most of the time, laziness, disrespect and fighting between students was a clearly indicated the students were not comprehensively taken through guidance and counseling the schools. This implied the way the student behavior was managed was not consistent with the teachings and programmes in the guidance and counseling curriculum for deterrence of such behavioral problems. The study also revealed that guidance and counseling was not effectively being used in handling the students' behaviors in the schools.

There has been a current obstacle of guidance and counseling in schools since the establishment of these departments in schools. They were established to address academic, career a behaviour issues but they have been faced with many challenges such as negative attitude by parents and students, incompetent staff to head the guidance and

counseling department who were just picked by TSC without the required training and skills on the subject (Ajowi & Simatwa, 2010)

A study conducted by Kiprop and Chepkilot (2011) revealed that after the ban of corporal punishment, the Government of Kenya came up with several strategies aimed at curbing behaviour problems in schools through application of guidance and counseling programmes in the secondary schools. However the schools preferred the use of corporal punishment and other forms of punishment instead of guidance and counseling.

Simatwa (2007) stated that if the students were well guided by teachers they would do the right things at the right time related to learning and will become well behaved. He also added that on the other hand, if students were not properly guided or were ignored, they would cause behaviour problems such as unrest, they become unruly. However, guidance and counseling as a disciplinary strategy was faced with challenges. For example, it was not properly equipped with adequate personnel and resource materials essential for guiding and counseling the students (Mutua, 2004). There was lack trained teachers in guidance and counseling skills therefore creating feelings of inadequacy and incompetence in guiding and counseling students in learning institutions (Nyaegah, 2008)

According to Kindiki (2009), guidance and counseling was an effective method of dealing with student misbehaviour because it addressed the problem and its root cause. He also added that, through effective guidance and counseling, students would be able to understand their wrongs and initiate behaviour modification aimed at being better



behaved. Therefore through guidance and counseling, there was peaceful coexistence and problem solving among the parties involved leading to progressive behavior among the students.

Time was another challenge. There was inadequate time to run guidance and counseling programmes which sometimes are dependent on availability of the teacher. In some institutions, the counseling was only possible after four due to the teacher responsible for guidance and counseling has same workload with other colleagues (Nyaegah, 2008; Wambura, 2010). The other challenge against guidance and counseling was inadequate or lack of resources and facilities, the students having a wrong notion of what guidance and counseling was all about.

A research conducted in Nakuru by Kaburu (2006) concluded that, the strategies used by guidance and counseling programmes were effective in dealing with behaviour problems in schools. The researcher also found that, students had favorable attitude towards the ability of guidance and counseling in dealing with misbehaviour in schools. The research revealed that, guidance and counseling programmes have also contributed to students' change of attitude towards guidance and counseling as well as leading to improved behaviour among students in schools. Therefore, based on the findings of the study, she recommended that, there was need to enhance and strengthen guidance and counseling programmes in order for it to be even more effective in dealing with student misbehaviour in secondary schools.

The studies noted that, although guidance and counseling was the most preferred disciplinary strategy, Wambura (2010) asserts that guidance and counseling was not being utilized often to tackle misbehaviour among students. A study conducted in Kisumu district by Simatwa and Ajowi (2010) concurred by giving an indication that guidance and counseling was not highly used in handling misbehaviour cases but it was rather used only after punishments options had been considered.

## **2.2 Effect of peer counseling on student discipline**

In many countries, the ban of corporal punishment led to stake holders seeking alternative disciplinary measures. In USA, Australia and New Zealand, peer counseling which emphasizes on personal responsibility and thinking carefully before dealing with conflict is used. In England and Wales, assertive discipline approach and permanent exclusion are only exercised by the head teachers. Farrel (2007) noted that in Korea, there was division between the North and the South.

Corporal punishment was still being practiced in the South Korea though there was a recommendation for a ban on all corporal punishment in secondary schools and be substituted with the Green Mileage – which is form of reward as well as punishment system begging from October 2010.

According to Gershoff (2008), California has come up with various methods discipline after the elimination of corporal punishment. These include restorative justice which is a community building process that aims at healing relationships between offenders, their

victims and their community. Peer counseling helps to teach students on how to solve calmly and constructively.

In Kenyan schools, the concept of peer education is a recent phenomenon is rapidly gaining momentum (Were, 2003). It was a recommendation by the Kenya development plan (1997-2000) to be enhanced in learning institutions. Thus, schools and colleges have enhanced the development peer education and counseling clubs (KIE, 2004). In a report on the role of discipline among students on school unrests in secondary schools in Kenya in the year 2001, recommended the establishment of peer counseling groups in every school and training of peer counselors to enable them acquire the necessary skills and knowledge that would empower them to perform their distinct roles of managing discipline issues in schools (Republic of Kenya, 2001).

Peer counseling is one of the alternative disciplinary methods recommended for managing student discipline in learning institutions in Kenya (Mbugua, 2006). According to Ndichu (2005) the modern society has undergone many changes such that the forms of security that were in existence during the traditional societies which ensured that the society was somehow stable for the growth of young children have all vanished as a result of modernization.

Students express many difficulties through unhappiness, pulling out, anger, irritation, and incapability to meet necessities, absence of information, anxiety and hyperactivity. The

implication is that such difficulties could easily be portrayed in form of indiscipline among students hence peer counseling could be used to manage such students' problems. Though peer counseling could be used, a lot needs to be worked on for example the attitude towards peer counseling such as in a study carried out by Mbugua (2006) that investigated the attitudes of teachers and students to student-peer counseling in Starehe Division Nairobi Province, revealed that students experienced a myriad of problems while in school. They were more comfortable opening up to peer counselors than to teacher counselors. Peer counselors existed in only 56% of the schools but were largely dormant. Schools that had peer counselors 51% of them were untrained. This could perhaps explain why the guidance and counseling departments in secondary schools is not effective in handling students' counseling needs, which if not addressed results into cases of indiscipline.

Wango (2006), in his study on guidance and counseling activities in schools, found that schools did not appear to have built on peer counseling. Slightly over a half of the students (52.7%) appeared to understand who is a peer counselor or even think it is simply a peer or age mate (29.2%). However most of the students had an idea of who a peer counselor was. The schools appeared not to have built on peer counseling foundation and this was evident in that majority of students did not seem to seek help from peer counselors. The study recommended that schools could build on this knowledge and ensure that peer counselors are trained to assist students. This implies that although peer counseling was among the guidance and counseling programmes in schools, it was not

used to manage or influence discipline of students which is the gap this study sought to fill.

### **2.3 Effect of collaborative decision making on student discipline**

The need for students' involvement in secondary school administration started in the USA in the 1960s. The students' involvement in administration is done through class meetings for collaborative decision making. This measure can be used as a different method of instilling discipline among the students' in the public secondary schools.

According to The Education Review office (2003) the government of New Zealand, allows students to put into practice some of the methods of decision making on the way they should learn with the limitations set by the Government and the specific schools. This allows students to participate in decision making and enhances ownership of decisions made and it also helps students in the development of decision making skills hence promoting critical thinking skills. With such critical skills students are able to make decisions concerning discipline and how to behave themselves.

A study on the efficiency of communication on students' discipline in secondary schools in Kenya showed that most schools used very poor channels of communication and most of the principles viewed the students' role as insignificant in the management of the schools (Kindiki, 2009). The study recommended the use of meetings and assemblies for communication most of the time as they are important for the improvement of interaction between all the stakeholders in the schools. The study, furthermore, suggested that

stepping up effective communication through class meetings to enhance collaboration between the stakeholders during the process of making decision could improve on the discipline among students in secondary schools for important ideas could be discussed effectively through communicating to the students. This study seeks to find out if there is use of collaborative decision making being used to improve on the level of discipline among students in the public secondary schools in Githunguri sub-county.

Republic of Kenya (2001) in a study on causes of indiscipline in secondary schools, observed a lack of clear channels of communication in schools, the freedom to express opinions was curtailed, mistrust between students and administration was created. Muchelle (1996) concurs in that the amount of participation allowed in the school was not sufficient to give students a chance to practice democratic skills. A negative attitude towards involvement of students by head teachers was noted. They lacked commitment towards participatory administration which was manifested through double standards they had suggestion boxes for they felt that criticism deemed harsh to the school administration should be punished. This is consistent with Muchiri (1998) who found that Students' involvement was only minimal and the most frequently suggested methods of enhancing discipline were guidance and counseling, dialogue, and parental involvement.

This concurs with Kindiki (2009) who found the schools used poor means of communication and the school meetings were not considered important channels of communication by the undemocratic school administrators. This concurs with Kiprop (2012) who noted that most principals a top-down leadership style where the students had

no opportunity to question their authorities and were expected to implement instructions as given from amount without even seeking clarification. The principles had no time to listened to the students and their needs/grievances because they viewed the students as people who had nothing to offer. This situation led so many students in bottling a lot of pain and tensions hence leading to frequent violence and strikes.

This is inconsistent with Kibet, Kindiki, Sang and Kitilit (2012) who found that there were frequent consultations between all the stakeholders in the schools i.e teachers, head teachers, parents and students in the running and operations of the schools. Even with this open form of communication, the head teachers still had the final say on the most of the matters in the schools. This study, thus, seeks to find out if principals are to incorporate students input whether it would have an effect on the discipline. Findings in a study done in Nyamira South District indicate that teachers used morning assemblies and notice boards as main channels of communication. These two channels facilitated one-way communication where students listened and complied with what they were told. They were given orders which they are expected to obey without questioning, negotiating and even seek explanation on issues addressed. Majority of the teachers used the morning assembly because it saved on time and discouraged arguments. This mode of communication, led to arguments, conflicts between teachers and students hence indiscipline. The study also indicated that over protective parents and labeling of students by teachers hinder communication in Nyamira South District.

In a study carried out by (Maphosa & Shumba, 2010), revealed that educators believed alternative disciplinary strategies were not as effective as corporal punishment. The educators cited measures such as suspension to be a long, tedious and boring process that requires hearing meetings and letters to be written. It sends wrong signals to the other would-be offenders because a learner may commit a very serious act of misconduct and remain in the school awaiting the hearing meetings and letters to be written. They argued that corporal punishment was preferred because it was quick and easy and as a deterrent measure, the learners were afraid of suffering the pain. Other measures such as guidance and counseling, talking to the students about their misbehaviour, were ineffective. For instance, guidance and counseling is a measure that required training, time, patience and skill. They therefore felt the need to re-introduce corporal punishment. Parents were not supportive of the teachers they sided with their children when called upon to discuss the misconduct of their children.

#### **2.4 Summary of Literature Review**

Guidance and counseling was the most preferred disciplinary strategy in schools but it was faced by a myriad of challenges such as time for counseling was inadequate since running of the guidance and counseling program was dependent on the availability of the teacher and it was rather used only after other punishment options had been considered. This study sought to investigate on whether the case was similar in Githunguri Sub County and the influence it has on student discipline.

Use of peer counselors as an alternative disciplinary strategy was faced by many challenges as lack of resources and training in guidance and counseling, peer underrating,



lack of faith by other students, résistance and discouragement from fellow students and shortage of time. Majority of students did not seek help from peer counselors and they were not trained this implied that although peer counseling was among the guidance and counseling programmes in schools, it was not used to manage or influence discipline of students which is the gap this study sought to fill.

Because the schools used class meeting to enhance the students' abilities in making decisions, it shows that there is lack of clear channels of communication in schools. Findings indicate that most principals rarely listened to students' complaints, because they believed that they could not get much from the students. This certainly generates a lot of stress, pressure and misunderstandings and this ultimately leads to frustrations and manifestation of violence in form of strikes (Kindiki, 2009; Kiprop 2012). Though some principals frequently involved other stake holders like students, teachers in management of school, they retain the final authority over most issues.

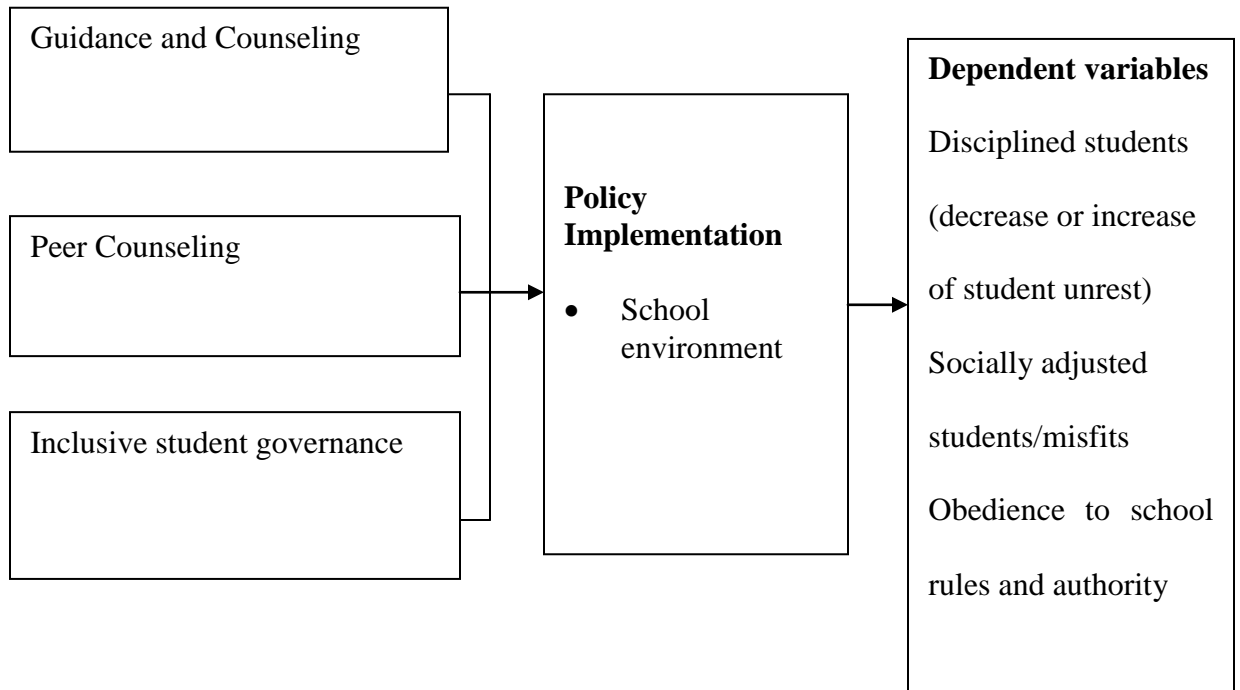
This study sought to find out if guidance and counseling, use of peer counselors and class meetings for collaborative decision making as alternative disciplinary strategies have an effect on boys and girls discipline in public secondary schools in Githunguri Sub County.

## 2.5 Conceptual Framework

**Figure 2.1 Alternative disciplinary measures and student discipline**

The conceptual framework below shows the interaction of variables

### Independent variables



The conceptual framework above shows the interaction of variables. The independent variables are guidance and counseling, peer counseling, and holding class meetings for collaborative decision making. The conceptual framework suggests that when the alternative disciplinary measures are implemented, the expected outcome is disciplined students; an improvement in students' discipline, decrease or increase of student unrest, socially adjusted students or social misfits and obedience to school rules and authority.

## **2.6 Theoretical Framework**

This study was anchored on the Systems Theory. This theory demonstrates an approach in which organizations are seen like an organism which has several parts but all are independent with specified function and interlinked responsibilities. Systems theory was first introduced by Von Bertalanffy (1968). There are open and closed systems. Closed systems do not interact with the environment. All parts connecting the system are interdependent and interconnected. If one part is affected they all are.

In this study, the school is an open system that interacts with the environment and there is continuous adaptation and improvement. The school as an open system is interactive with the environment in that it receives inputs from the environment, transforms these inputs into outputs and discharges the outputs into the environment and receives feedback from the environment. The open system is interrelated and interdependent. If one part is disturbed it affects the whole organization.

This theory is applicable in this study because the school is an open system that receives input from the environment (Okumbe, 2001). The inputs are the students who come from diverse environments. Students join the school with a host of their own beliefs, goals, and hopes but they change as a result of educational experiences in school which are acquired through interaction with the teachers, school administration and fellow students which also includes monitoring and correcting learner discipline issues.

Through this interaction, the teachers and other stakeholders correct any form of indiscipline or inappropriate behavior that may be noted among students. For the school

to be effective as an organization in the management of school discipline, it must therefore pay attention to changes in the external environment and take steps to adjust itself to accommodate the changes so as to remain relevant. Some of these changes may include change of policies, that may require the principals' implementation of external demands or influences which can affect the students discipline either positively or negatively for instance the ban of corporal punishment in Kenya in 2001.

The media as an external output has an influence since there is easy availability and accessibility of materials, the interaction of students with members of the community, technological advancement and students who are in school receiving information from those who have been suspended may also affect students' discipline. For a school to realize its goals, it has to transform students discipline through the use of alternative disciplinary strategies such as peer counseling, suspension, use of guidance and counseling and class meetings with students for collaborative decision making. This means that the organization being the school is influenced by the environment in which it operates. This in turn depends on the nature and quality of students' discipline produced as a result of application of alternative disciplinary methods in schools hence the suitability of this theory to this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the research methodology used in conducting the study. It specifically dealt with the research design, target population, sample size and sampling procedures, research instruments, instrument validity, data collection procedures, and data analysis techniques and presentation and ethical considerations.

#### **3.2 Research design**

This research adopted a descriptive survey design because it observes and reports things as they are. It attempts to describe such things as attitudes, values, and characteristics (Mugenda & Mugenda, 2003). The design moreover is appropriate in gathering data from a large population (McNabb, 2008). The research finds this the most appropriate design as the study sought to establish among others the opinion of the people with regards to the effects of guidance and counseling, peer counseling and inclusive student governance as alternatives disciplinary strategies in public schools in Githunguri Sub County.

#### **3.3 Target population**

A target population is a group of individual objects or items for which sample are taken for measurement (Kombo & Tromp, 2006). The target population comprised of principals, deputy principals, HOD guidance and counseling and students and boys' and girls' public secondary schools. Therefore, the total target population consisted of 30

principals, 30 deputy principals, 30 HOD guidance and counseling and 8763 students in Githunguri Sub-County.

### 3.4 Sample and sampling technique

A sample is a small proportion of a population selected for observation, analysis and properties studied to gain information of a whole (Kombo and Tromp, 2006). A sample of 30percent or more is to be considered a large sample and large enough to detect a significant effect (Kerlinger and Lee, 2000).

To get the sample of schools, purposive sampling technique was used because the goal of purposeful sampling in research is to obtain cases deemed information rich for the purpose of the study (Kerlinger & Lee, 2000). The total number of involved in the study was 9 schools out of a population of 30 schools in the sub-county which consisted of 4 girls' boarding schools, 5 boys' boarding schools. The respondents included 9 principals, 9 deputy principals, 9 guidance and counseling teachers, 9 peer counselors, and 9 students per school. The total number of students was 81.

**Table 3.1 sample size and its composition**

Category of Respondents	Population	Number of Respondents
Principal	30	9
Deputy principal	30	9
Guidance and counseling teachers	30	9
Peer educators	30	9
Students	8763	81
<b>Total</b>	<b>8883</b>	<b>117</b>

### **3.5 Data collection instruments**

The purpose of a data collection tool or instrument is to measure the variables of the study (Mugenda, 2003). This study used questionnaires and interview schedules for data collection. The questionnaires had both open and closed ended items. The closed ended questions were used because they deal with facts and were less time consuming. Open ended questions were used to give respondents space to describe in greater detail the various issues that the study interrogated.

Interview schedules were used to get in-depth information from the principals of the 9 schools which were selected for the study. Interview schedule contained all the objectives of the study and open ended questions to allow for probing of the respondents. The interview schedule was reliable, valid and provided theoretically satisfying results than a questionnaire as observed by Kothari (2011). He goes further to state that, through an interview there is better cooperation and more informative answers than a questionnaire.

### **3.6 Pilot study**

A pilot study was carried out to establish validity and reliability of research instruments. The pilot study included 2 guidance and counseling teachers, 5 students from 2 boys' school and 2 girls' school. The schools were chosen because they provide an environment and population like the intended population for the proposed study. The pilot study was necessary as it helped the researcher to discover any weakness or ambiguity in the instruments, check for clarity and modify the research instruments before the actual study.

### **3.7 Validity**

Validity is the degree to which results obtained and data analyzed represent the phenomenon under investigation (Orodho, 2009). Validity refers to whether an instrument provides adequate coverage of a topic. The researcher prepared the instruments in close consultation with the supervisors to ensure that the items in the questionnaires covered all the areas under investigation. Validity was established by pre-testing of data collection tools by a pilot study.

### **3.8 Instrument reliability**

Reliability is the extent to which research instruments are able to give related or consisted results after being repeated for several time i.e a pilot study and the main study, (Mugenda & Mugenda, 2003). A research instrument is said to be reliable if it is able to measure variables correctly and consistently yielding similar results under the same conditions. In this study, reliability test was carried out using the test-test method instruments in this study. This was done by issuing the same tools for data collection twice in at different times to the same population and the results compared.

### **3.9 Data collection procedure**

After preparation of all the processes of the study and research instruments were completed, the researcher obtained an authorization permit for the National Council of Science and Technology and Innovation (NACOSTI). The researcher then presented the permit letter to all the relevant authorities who included county director of education, Kiambu County. Principals of the sampled schools were given the introduction letter and



an appointment booked for data collection. The researcher visited the selected schools and the questionnaires administered to the respondents with the help of the school authority. The respondents were assured of confidentiality. The researcher then collected the questionnaires after they filled them as they were filled as the researcher waited.

### **3.9.1 Data analysis and presentation**

To analyze data is to systematically make use of statistical and /or logical methods to evaluate, condense, recap, illustrate and describe a study data in order to give feedback.

After the data collection process, the data was checked thoroughly for completeness and examined to established the response rate. Each response was analyzed and their frequency tabulated quantitatively to present a more detailed interpretation. The data was then coded and checked for any errors and omissions. The data was analyzed using statistical tools like SPSS (Statistical Package for Social Sciences). Such quantitative data were presented using pie charts, bar charts and graphs, percentages and frequency tables. Data collected through interview schedule was analyzed and presented thematically

### **3.9.2 Ethical Considerations**

Ethics in research refers to focusing on application of ethical standards in the planning of the study, data analysis, dissemination and use of the results. This meant that the study addressed ethical, logistical and human relations issues to ensure successful completion of the research project (Orodho, 2009)

To ensure informed consent and voluntary participation of the respondents, permission was sought and obtained from the principals of the schools that took part in the study. The respondents were assured of their identities remaining confidential, anonymous and private by asking them not to write their names anywhere on the questionnaires.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter entails the study findings based on the specific objectives. It also provides the interpretation and discussion of the findings. The study was to investigate the effect of alternative disciplinary strategies on boys and girls discipline in public secondary schools in Githunguri Sub-County, Kenya. The findings were analyzed to answer the research questions of the study that included the extent to which use of guidance and counseling, peer counseling, and collaborative decision making as alternative disciplinary strategies enhance boys and girls discipline in public secondary schools.

#### 4.2 Instrument return rate

After collection of the research instruments, completeness and accuracy of the research tools was assessed and the return rate presented in Table 4.1.

**Table 4.1 Instrument response rate**

<b>Respondents' category</b>	<b>Target sample</b>	<b>Questionnaires returned</b>	<b>Percent (%)</b>
Principals	9	9	100.0
Deputy principals	9	8	88.9
HOD guidance and counseling	9	9	100.0
Peer counselors	9	8	88.9
Boys	45	43	95.6
Girls	36	35	97.2
<b>Total</b>	<b>117</b>	<b>112</b>	<b>95.7</b>

Table 4.1 showed that the study realized a total response rate at 95.7 percent. These findings indicated that response rate was sufficient and representative as it was well above the recommended threshold of 70 percent (Mugenda & Mugenda, 2008).

### 4.3 Demographic information

This study sought to establish the respondents' type of school, gender, age, level of education, students' class distribution and existence of indiscipline cases to establish an insight on the study respondents' characteristic. Table 4.2, below, shows the distribution of study respondents based on the school type.

**Table 4.2 Respondents distribution by type of school**

<b>Type of school</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Girls' school	4	44.4
Boys' school	5	55.6
<b>Total</b>	<b>9</b>	<b>100.0</b>

Information contained in Table 4.2 shows that the study purposively targeted the four pure girls' schools and the five boys' schools in the study area for comparative purposes. The girls' schools constituted of 44.4 percent of the study respondents while the boys' schools constituted of 55.6 percent of the study respondents. These findings showed that the study responses were adequate to give a comparative view on the effect of alternative disciplinary strategies on boys and girls in public secondary schools.

The study sought to establish the gender of the respondents to gain an insight on their gender distribution. This was also to show whether gender had any relation to the effects of alternative disciplinary strategies on boys and girls discipline in public secondary schools. The findings are shown in Table 4.3 below.

**Table 4.3 Respondents distribution by gender**

Gender	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)	(f)	(%)
Principals	5	55.6	4	44.4	<b>9</b>	<b>100.0</b>
Deputy principals	4	50.0	4	50.0	<b>8</b>	<b>100.0</b>
HODs guidance and counseling	3	33.3	6	66.7	<b>9</b>	<b>100.0</b>
Peer counselors	4	50.0	5	50.0	<b>8</b>	<b>100.0</b>
Students	43	55.1	35	44.9	<b>78</b>	<b>100.0</b>

From the study findings in Table 4.3, 55.6 percent of the secondary schools' principals were male while the deputy principals and the peer counselors constituted of equal gender representation. Majority of the guidance and counseling teachers who were female constituted 67.7 percent. However, students' gender distribution was 55.1 percent of the student respondents were boys while 44.9 percent were girls. This showed that respondents' gender representation was not biased to ensure that the study was able to examine the effects of alternative disciplinary strategies on boys and girls in public secondary schools.

In addition, the findings on the HODs guidance and counseling showed that there were more females than males in the secondary schools in the study area. These findings implied that despite the fact that men are perceived to be strict disciplinarians, the administration of alternative disciplinary strategies was more entrusted on female teachers in public secondary schools.

The deputy principals and the HODs guidance and counseling were asked to indicate their age bracket. The findings are presented in Table 4.4

**Table 4.4 Deputy Principals’ and HODs distribution by age bracket**

Age in years	Deputy principals		HODs	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
30 years and below	0	0.0	1	11.1
31 – 40 years	4	50.0	3	33.3
41 – 50 years	3	37.5	3	33.3
Over 50 years	1	12.5	2	22.2
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>

According to the study findings presented in Table 4.4, 50 percent of the deputy principals indicated that they were between 31 to 40 years old. On the other hand, most of the guidance and counseling HODs who constituted 66.6 percent were aged between 31 to 50 years old. This showed that the deputy principals and HODs were of different ages.

Further the study sought to establish the class distribution of the students who participated in the study. The study findings were as presented in Table 4.5.

**Table 4.5 Boys, girls and peer counselors' class distribution**

Response	Boys		Girls		Peer counselors	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)	(f)	(%)
Form three	24	55.8	24	68.6	3	37.5
Form four	19	44.2	11	31.4	5	62.5
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

Table 4.5 showed that 55.8 percent of the boys' and 68.6 percent of the girls were in form three, while 62.5 percent of the peer counselors were in form four. These findings were an indication that the study involved majority of the form three students due to the tight schedules of the form four students as they prepared for their final examinations. On the other hand, the findings were an implication that majority of the peer counselors were in form four due to the fact that they had been in the schools for the longest period thus other students had the confidence of seeking counseling support from them. They were also in a position to play as role models to other students, hence the effective administration of alternative disciplinary strategies to curb boys and girls discipline cases in public secondary schools.

The study also aimed at inquiring the level of education of the respondents. This would enhance in findings out the appropriateness of the respondents in answering the questions on the study variables. This information was also to show their capability to handle

matters regarding students' discipline using alternative disciplinary strategies in their respective schools. Table 4.6 presents the study findings.

**Table 4.6 Respondents' highest academic qualification**

Level of qualification	Principals		Deputy principals		HOD	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Diploma	9	25.0	1	12.5	2	22.2
Bachelor's degree	16	44.4	5	62.5	7	77.8
Master's degree	11	30.6	2	25.0	0	0.0
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>

From the study findings presented in Table 4.6 above, it showed that the principals, deputy principals and HODs guidance and counseling in secondary schools in Githunguri Sub-County had attained different levels of academic qualification from Diploma to post graduate degree. This meant that the respondents in the public secondary schools in the study area were adequately trained in their teaching career and therefore capable of fulfilling their teaching and educational management roles. This also illustrated that the respondents were in a position to give credible information on the effects of alternative disciplinary strategies on boys and girls discipline in secondary schools based on their level of education.

The boys, girls and peer counselors were asked to indicate whether there were cases on indiscipline in their schools. The findings are as shown in Table 4.7.



**Table 4.7 Students and peer counselors’ responses on the existence of indiscipline cases in secondary schools**

Response	Boys		Girls		Peer counselors	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)	(f)	(%)
Yes	42	97.7	33	94.3	8	100.0
No	1	2.3	2	5.7	0	0.0
<b>Total</b>	43	100.0	35	100.0	8	100.0

According to the study findings presented in Table 4.7 above, 97.7 percent of the boys, and 94.3 percent of the girls, indicated that there existed indiscipline cases in their schools. This was an indication that both boys’ and girls’ secondary schools were faced by students’ indiscipline from time to time thus, the need to implement alternative disciplinary strategies like guidance and counseling, peer counseling, and class meeting.

Also, 100 percent of the peer counselors agreed that there existed indiscipline cases in their schools. The findings were an implication that boys and girls were reported to have discipline issues in public secondary schools in Githunguri Sub-County. The findings further showed that the percentage of boys who reported existence of indiscipline cases was slightly higher than that of girls.

Also, the principals, deputy principals and HODs guidance and counseling were requested to indicate on the existence of indiscipline cases among boys and girls in the public secondary schools. Table 4.8 presents the study findings.

**Table 4.8 Principals, deputy principals’ and HODs guidance and counseling responses on the existence of indiscipline cases in secondary schools**

Response	Principals		Deputy principals		HOD	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)	(f)	(%)
Yes	1	11.1	7	87.5	9	100.0
No	8	88.9	1	12.5	0	0.0
<b>Total</b>	<b>9</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>

Information contained in Table 4.8 concurred with the students and peer counselors’ responses on the existence of indiscipline cases among boys and girls in secondary schools in the study area. This was shown by 87.5 percent and 100 percent agreement from the deputy principals and the HODs guidance and counseling respectively. However, the principals presented contrary information where 88.9 percent indicated that indiscipline cases do not exist in their schools. The difference in this findings showed that principals were protecting their schools’ reputation though, the deputy principals who acts as discipline masters with the aid of the guidance and counseling HODs in the implementation of alternative disciplinary strategies in public secondary schools.

Also the respondents were requested to indicate the type of indiscipline cases that existed among boys and girls in public secondary schools in Githunguri Sub-County. The boys, girls, and peer counselors responses were as shown in Table 4.9.

**Table 4.9 Types of indiscipline cases in secondary schools as perceived by students and peer counselors**

Response	Boys		Girls		Peer counselors	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Noise making	2	4.7	15	42.9	1	12.5
Disrespect for teachers	18	41.9	6	17.1	3	37.5
Theft	9	20.9	12	34.3	2	25.0
Drug abuse	11	25.6	1	2.9	2	25.0
Not applicable	3	7.0	1	2.9	0	0.0
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

Data presented in Table 4.9 showed that 41.9 percent of the boys were faced by indiscipline cases that included disrespecting teachers, theft was at 20.9 percent of the population, and drug abuse was 25.6 percent, while most girls indicated that noise making which was 42.9 percent was the most severe indiscipline cases in their schools. These findings were an indication that the indiscipline cases facing boys and girls in secondary schools vary with boys being affected more than their counterparts. These findings concurred with the peer counselors who also cited students' disrespect for teachers to be the foremost form of indiscipline in the schools.

To establish on the disciplinary measures used to deal with indiscipline cases in public secondary schools the students were asked to indicate the methods used to deal with discipline challenges. The responses are as presented in Table 4.10.

**Table 4.10 Ways of dealing with discipline challenges**

Responses	Boys		Girls		Peer counselors	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)	(f)	(%)
Suspension	16	37.2	10	28.6	1	12.5
Guidance and counseling	11	25.6	1	2.9	2	25.0
Repayment of stolen items	5	11.6	5	14.3	2	25.0
Shaving hair to label indiscipline students	2	4.7	6	17.1	0	0.0
Giving extra duties	9	20.9	13	37.1	3	37.5
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

The respondents indicated that there are different ways used to deal with discipline challenges in secondary schools that included suspension, guidance and counseling, repayment of stolen items, labeling of indiscipline students and punishment. 37.5 percent of the respondents indicated that giving extra duties as a form of punishment was the most common measure of dealing with discipline cases in schools. These findings were an implication that secondary schools adopt alternative disciplinary strategies rather than administering corporal punishment as a correction measure to deal with students' discipline.

#### **4.4 Effects of guidance and counseling on students' behaviour**

The first objective of the study was to determine the effect of guidance and counseling on students' discipline in public secondary schools in Githunguri Sub-County, Kenya. The results are presented in subsequent sub-sections that follow;

Foremost, the deputy principals and the peer counselors were requested to indicate the presence of guidance and counseling masters in their schools in order to confirm findings from the students. The responses were as shown in Table 4.11.

**Table 4.11 Presence of guidance and counseling masters in schools as perceived by deputy principals and peer counselors**

Responses	Deputy principals		Peer counselors	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	7	87.5	8	100.0
No	1	12.5	0	0.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

Table 4.11 showed that 87.5 percent and 100 percent of deputy principals and peer counselors respectively concurred with the boys and girls on the presence of guidance and counseling masters in their schools. The findings were an indication and guidance and counseling was used in secondary schools as an alternative disciplinary strategy. Also, the study sought to establish whether there were guidance and counselling teachers in public secondary schools. The study findings were as shown in Table 4.12.

**Table 4.12 Presence of guidance and counseling teachers in schools as perceived by students**

Responses	Boys		Girls	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	39	90.7	34	97.1
No	4	9.3	1	2.9
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

Data presented in Table 4.12 shows that 90.7 percent of the boys and 97.1 percent of the girls indicated that there were guidance and counseling masters in their schools. These

findings were an implication that secondary schools in Githunguri Sub-County used guidance and counseling as a measure to handle students' discipline.

The respondents were further requested to indicate the persons who conducted guidance and counseling. The responses from boys, girls and peer counselors are as presented in Table 4.13.

**Table 4.13 Persons conducting guidance and counseling duties in schools**

Responses	Boys		Girls		Peer counselors	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Counseling teachers	9	20.9	8	22.9	2	25.0
Principal	3	7.0	2	5.7	1	12.5
Any teacher	31	72.1	25	71.4	5	62.5
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

According to 72.1 percent of boys, 71.4 percent of girls and 62.5 percent of peer counselors guidance and counseling in their schools was conducted by any teachers. However, only 20.9 percent of boys, 22.9 percent of girls and 25 percent of peer counselors indicated that guidance and counseling was conducted by counseling teachers. These findings were an indication that in majority of both boys and girls secondary schools did not have specific teachers designated as guidance and counseling teachers. Thus, an implication that guidance and counseling was not treated with adequate seriousness as an effective alternative discipline strategy to deal with boys and girls discipline in secondary schools.

Also, the deputy principals were requested to indicate the person who conducted guidance and counseling to compare with the students' responses. Their responses were as shown in Table 4.14.

**Table 4.14 Persons conducting guidance and counseling in schools as perceived by deputy principals**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Counseling Teacher	6	66
Any teacher	3	34
Total	9	100

Information contained in Table 4.14 showed that majority of the deputy principals who constituted 62 percent differed with majority of the student respondents by indicating that guidance and counseling in their schools was conducted by guidance and counseling teachers. This was a notion that concurred with six out of the nine principals who participated in the study. These findings showed that the school administration differed with the students because they were protecting the schools' image on their facilitation of guidance and counseling as an alternative disciplinary strategy to deal with boys and girls discipline in secondary schools.

Further the respondents were requested to indicate whether the guidance and counseling teachers were trained to handle guidance and counseling as an alternative disciplinary strategy in secondary schools. The deputy principals and HODs responses were as presented in Table 4.15.

**Table 4.15 Respondents' responses on whether teachers are trained in guidance and counseling**

Responses	Deputy principals		HODs	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	1	12.5	3	33.3
No	7	87.5	6	66.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>

Data presented in Table 4.14 showed that 87.5 percent of the deputy principals and 66.7 percent of the Heads of Department guidance and counseling indicated that majority of the teachers were not trained on guidance and counseling. These findings were an implication that majority of the secondary schools in the study area lacked adequate trained guidance and counseling personnel to deal with boys and girls discipline.

Then, the study sought to establish the number of trained teachers in guidance and counseling in each secondary school. The findings were as shown in Table 4.16.

**Table 4.16 Number of trained guiding and counseling teachers per school**

No. of teachers	Frequency (f)	Percent (%)
Less than three	6	75.0
None	2	25.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

According to 75 percent of the deputy principals less than three teachers were trained on guidance and counseling per school, while, 25 percent of the deputy principals indicated that none of their teachers were trained on guidance and counseling. The study findings



showed that majority of the secondary teachers were not trained on guidance and counseling to handle boys and girls discipline in public secondary schools. The findings were an implication that lack of trained guidance and counseling personnel could adversely affect the use of guidance and counseling as an alternative disciplinary strategy to deal with boys and girls discipline in secondary schools.

The study further sought to establish the regularity of organizing guidance and counseling sessions in secondary schools. The respondents' responses were as presented in Table 4.17.

**Table 4.17 Regularity of organized guidance and counseling sessions**

<b>Responses</b>	Daily		Weekly		Fortnightly		Monthly		<b>Total</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
<b>Respondents</b>										
Deputy principals	0	0.0	5	62.5	2	25.0	1	12.5	<b>8</b>	<b>100.0</b>
HODs	1	11.1	5	55.6	1	11.1	2	22.2	<b>9</b>	<b>100.0</b>
Peer counselors	0	0.0	5	62.5	1	12.5	2	25.0	<b>8</b>	<b>100.0</b>
Boys	1	2.3	31	72.1	6	14.0	5	11.6	<b>43</b>	<b>100.0</b>
Girls	0	0.0	31	88.6	1	2.9	3	8.6	<b>35</b>	<b>100.0</b>

Table 4.17 showed that 62.5 percent of the deputy principals, 55.6 percent of the HODs guidance and counseling, 62.5 percent of the peer counselors, 72.1 percent of the boys and 88.6 percent of the girls indicated that schools had weekly guidance and counseling sessions. Also, the findings concurred with the responses of seven of the principals who stated that guidance and counseling sessions in their schools were allocated time in the school programme once per week in order to offer students the alternative disciplinary strategy within the busy school schedule. This shows that the schools saw value in guidance and counseling as an alternative measure towards managing student discipline.

The study sought to establish the number of students who underwent the guidance and counseling session within a week. The responses from the HODs guidance and counseling were as presented in Table 4.17.

**Table 4.18 Number of students counseled per week**

<b>No. of students</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
less than 10	5	55.6
11 to 20	2	22.2
more than 20	1	11.1
none	1	11.1
<b>Total</b>	<b>9</b>	<b>100.0</b>

According to 55.6 percent of the guidance and counseling teachers, less than 10 students attended formal guidance and counseling sessions per week. Consequently, all the principals who participated in the interview stated that due to limited time allocated to guidance and counseling and the logistics involved in administering guidance and counseling as an alternative disciplinary strategies secondary schools prefer using other disciplinary methods limiting the number of students undergoing the counseling sessions. The findings were an indication that guidance and counseling was not effectively used as an alternative disciplinary method in majority of the public secondary schools.

To establish the effect of guidance and counseling as an alternative disciplinary strategy, the study sought to establish whether it helps change students' behavior. Information from the study respondents was as presented in Table 4.19.

**Table 4.19 Responses on whether guidance and counseling help change students' behaviour as perceived by boys and girls**

<b>Responses</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
<b>Respondents</b>						
Deputy principals	6	75.0	2	25.0	<b>8</b>	<b>100.0</b>
HODs	7	77.8	2	22.2	<b>9</b>	<b>100.0</b>
Peer counselors	5	62.5	3	37.5	<b>8</b>	<b>100.0</b>
Boys	36	83.7	7	16.3	<b>43</b>	<b>100.0</b>
Girls	34	97.1	1	2.9	<b>35</b>	<b>100.0</b>

Data presented in Table 4.19 showed that 75 percent of the deputy principals, 77.8 percent of the HODs, 62.5 percent of the peer counseling, 83.7 percent of boys, and 97.1 percent of girls indicated that guidance and counseling was effective in changing students' behaviour. The information from the principals revealed that majority of the boys and girls who underwent guidance and counseling as an alternative disciplinary measure changed their behavior. These findings were an implication that guidance and counseling was effective in changing boys and girls discipline in public secondary schools.

Further, the study sought to establish the effectiveness of using guidance and counseling on boys and girls discipline in secondary schools. The study findings were as shown in Table 4.20

**Table 4.20 Effectiveness of using guidance and counseling on boys and girls in secondary schools**

Reasons	Deputy principals		HODs		Peer counselors		Boys		Girls	
	f	%	F	%	f	%	f	%	f	%
Reflective rehabilitation	3	37.5	5	55.6	1	12.5	6	14.0	3	8.6
Assists in behavior correction	0	0.0	2	22.2	0	0.0	7	16.3	21	60.0
Help change students behavior	5	62.5	1	11.1	5	62.5	8	18.6	9	25.7
Don't take guidance and counseling seriously	0	0.0	1	11.1	2	25.0	22	51.2	2	5.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

Table 4.20 showed that 55.6 percent of the HODs stated that use of guidance and counseling was effective as it ensures that boys and girls receive rehabilitative reflection. While 62.5 % of the deputy principals and peer counselors respectively indicated that use of guidance and counseling help change students' behavior. Consequently, 60 percent of the girls' guidance and counseling assist in behavior correction though 51.2 percent of the boys indicated that students do not take guidance and counseling seriously. The study findings showed that majority of the boys and girls perceive the effectiveness of guidance and counseling as an alternative disciplinary strategy differently with most of the girls perceiving it as a correction measure while majority of the boys do not take it seriously. Therefore, guidance and counseling was more effective on girls than boys in secondary schools.

The findings concurred with the responses from 5 out of 9 principals who indicated that majority of the girls took precaution on the issues addressed during guidance and

counseling though 7 of them stated that indiscipline boys undermined guidance and counseling. The findings showed that more girls than boys effectively responded to guidance and counseling as an alternative disciplinary measure than their counterparts in secondary schools.

The HODs guidance and counseling were requested to indicate the challenges faced during guidance and counseling in secondary schools. Table 4.20 presents the study findings.

**Table 4.21 Challenges faced during guidance and counseling**

<b>Challenges</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Lack of openness by the students	3	33.3
Limited time allocation	5	55.6
Lack of adequate resources	1	11.1
<b>Total</b>	<b>9</b>	<b>100.0</b>

According to 55.6 percent of the guidance and counseling heads of department, the main challenges they face hindering effective implementation of guidance and counseling as an alternative disciplinary strategy was the limited time allocation in the school schedules. Also 8 out of the 9 principals who participated in the study interview stated that guidance and counseling was not integrated in the mainstreamed classroom timetable therefore, it was offered during breaks and after learning hours. These findings were an indication that lack of ample time to administer guidance and counseling hindered its effectiveness in boys and girls discipline in public secondary schools.

#### 4.5 Effect of peer counseling on student discipline

The second objective of the study sought to determine the effect of peer counseling as an alternative disciplinary strategy on boys and girls discipline in public secondary schools in Githunguri Sub-County. Initially, the study sought to establish whether boys and girls seek peer counseling as an alternative disciplinary strategy. The findings are presented in Table 4.22 below.

**Table 4.22 Responses on whether boys and girls seek peer counseling**

Responses	Boys				Girls			
	Yes		No		Yes		No	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Deputy principals	2	25.0	6	75.0	5	62.5	3	37.5
HODs	3	33.3	6	66.7	7	77.8	2	22.2
Peer counselors	1	12.5	7	87.5	5	62.5	3	37.5
Students	11	25.6	32	74.4	24	68.6	11	31.4

According to 75 percent of the deputy principals, 66.7 percent of the HODs, 87.5 percent of the peer counselors, and 74.4 percent of the boys do not seek peer counseling in secondary schools. Alternatively, 62.5 percent of the deputy principals, 77.8 percent of the HODs, 62.5 percent of peer counselors and 68.6 percent of the students' indicated that girls seek peer counseling. The findings were an implication that majority of girls seek peer counseling as an alternative disciplinary strategy than boys in secondary schools. Hence it was observed that more girls than boys sought guidance and counseling offered in their schools.

The respondents were requested to indicate their agreement or disagreement with various statements on the use of peer counseling as an alternative disciplinary strategy. Their responses are summarized in Table 4.22 below.

**Table 4.23 Effects of peer counseling on boys and girls discipline**

Statements	Deputy principals		HODs				Peer counselors				Boys				Girls					
	Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree					
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%				
The school has an operational guidance and counseling department	6	75.0	2	25.0	8	88.9	1	11.1	7	87.5	1	12.5	2	4.7	41	95.4	10	28.6	25	71.4
Peer counselors help students change their behaviour	5	62.5	3	37.5	7	77.8	2	22.2	5	62.5	3	37.5	35	81.4	8	18.6	31	88.5	4	11.4
Peer counseling programme has been fully implemented in my school	3	37.5	5	62.5	3	33.3	6	66.7	2	25.0	6	75.0	38	88.4	5	11.7	22	62.9	13	37.1
Peer counselors have been trained to carry out their responsibility	8	100.0	0	0.0	6	66.7	3	33.3	7	87.5	1	12.5	34	79.1	9	20.9	29	82.8	6	17.1
Students feel free to seek peer counseling services from their peers	2	25.0	6	75.0	4	44.4	5	55.6	3	37.5	5	62.5	15	34.9	28	65.1	17	48.6	18	51.4
Peer counseling should be embraced in management of school discipline	8	100.0	0	0.0	9	100.0	0	0.0	7	87.5	1	12.5	38	88.4	5	11.7	27	77.1	8	22.9



Table 4.23 showed that the respondents agreed or disagreed to the statements that depicted the effect of peer counseling on boys and girls discipline in secondary schools at different levels. For instance, 75 percent of deputy principals, 88.9 percent of the HODs and 87 percent of the peer counselors agreed that their schools had an operational guidance and counseling department, an aspect that was refuted by 95.4 percent of the boys and 71.4 percent of the girls. Consequently, 62.5 percent of the deputy principals, 66.7 percent of the HODs and 75 percent of the peer counselors disagreed to the statement that peer counseling programme was fully implemented in their respective schools. This notion received strong agreement from 88.4 percent of boys and 62.9 percent of girls. These findings were implied that the administrators of alternative disciplinary strategies held different perspectives from the recipients (boys and girls) of peer counseling as an alternative disciplinary strategy.

However, the respondents were in agreement with some statements. For instance, all the deputy principals, 66.7 percent of the HODs, 87.5 percent of peer counselors, 79.1 percent of boys and 82.8 percent of girls agreed that peer counselors have been trained to carry out their responsibility. The findings showed that majority of the respondents were in agreement on the competence of peer counseling as an alternative disciplinary strategy. Also 75 percent of the deputy principals, 55.6 percent of HODs, 62.5 percent of peer counselors, 65.1 percent of boys and 51.4 percent of girls disagreed that students feel free to seek peer counseling services from their peers. These findings showed that though secondary schools were committed to implement peer counseling as an alternative disciplinary strategy majority of the boys and girls were not ready to utilize the method.

The findings also showed that the effect of peer counseling as an alternative disciplinary strategy was significant.

Further the study sought to establish the challenges faced when boys and girls were consulting peer counseling in secondary schools. The study findings were presented in Table 4.24.

**Table 4.24 Challenges encountered by students while consulting peer counseling**

Challenges	Deputy principals		HODs		Peer counselors		Boys		Girls	
	F	%	F	%	F	%	F	%	F	%
Lack of students' confidence in peer counselors	2	25.0	5	55.6	5	52.5	13	30.2	5	14.3
Mistrust of peer counselors	1	12.5	2	22.2	2	25.0	21	48.8	2	5.7
Undermining of peer counselors by students	4	50.0	1	11.1	1	12.5	6	14.0	7	20.0
Lack of adequate experience of peer counselors to effectively handle students' discipline issues	1	12.5	1	11.1	0	0.0	3	7.0	21	60.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

Information contained in Table 4.24 indicated that different respondents perceived different circumstances that were encountered hindering effective peer counseling as an alternative disciplinary strategy in public secondary schools in Githunguri Sub-County. For instance, half (50%) of the deputy principals indicated that boys and girls undermined peer counselors, 55.6 percent of the HODs guidance and counseling and 52.5 percent of peer counselors indicated that lack of students' confidence in peer counselors hindered effective administrations of the discipline method. Also, 48.8 percent of the boys indicated that students mistrusted peer counselors while, 60 percent of the girls stated that

lack of adequate experience to effectively handle discipline issues by peer counselors were the major challenges.

This information implied that majority of the boys and girls in secondary schools lacked adequate courage, trust and confidence in peer counselor as they view them as fellow students hindering their effective utilization of peer counseling as an alternative disciplinary strategy. The data agreed with sentiments from all the principals who participated in the study interview that students had low esteem towards peer counselors as they perceived them as traitors and were also faced by discipline issues facing them. Therefore, incapacitating peer counselors' ability to solve boys' and girls' discipline issues. The findings were an indication that the challenges associated with peer counseling hindered effective use of peer counseling as an alternative disciplinary strategy in secondary schools.

Further, the deputy principals and heads of department guidance and counseling were requested to indicate the outcomes of effective peer counseling in managing boys and girls discipline in secondary schools. The responses were as presented in Table 4.24.

**Table 4.25 Outcomes of effective peer counseling**

<b>Responses</b>	<b>Deputy principals</b>		<b>HODs</b>	
	<b>Frequency (f)</b>	<b>Percent (%)</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Changed behavior	3	37.5	3	33.3
Positive attitude	3	37.5	4	44.4
Discipline management	2	25.0	2	22.2
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>

Table 4.25 showed that use of peer counseling as an alternative disciplinary strategy in public secondary schools helps boys and girls change their behavior, create a positive attitude towards peer counselors and discipline management in schools. The findings were an implication that when peer counseling was effectively used it gave positive results on boys and girls discipline in public secondary schools,

The study sought to establish suggestions from the boys' and girls' other measures other than peer counseling that can be used to solve students' discipline. Table 4.25 presents the study findings.

**Table 4.26 Other methods other than peer counseling to prevent students' indiscipline**

Methods	Boys		Girls		Peer counselors	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Strict school rules and regulations	8	18.6	5	14.3	5	62.5
Involve parents	13	30.2	8	22.9	2	25.0
Regular class meetings	6	14.0	4	11.4		
Acknowledge behavioral change through reward system	9	20.9	14	40.0	1	12.5
Disciplinary committee	7	16.3	4	11.4		
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

According to 30.2 percent of the boys stated that involving parents in managing students discipline would be an effective alternative disciplinary strategy other than peer counseling. Also, 40 percent of the girls indicated that acknowledgement of students' changed behavior through reward system would help change students' discipline. While 62.5 percent of the peer counselors stated that strict administration of schools rules and

regulations would help prevent students' indiscipline. These findings were an indication that other than peer counseling there were other alternative disciplinary strategies that could be adopted in secondary schools to effectively deal with boys and girls discipline in public secondary schools.

#### **4.6 Effects of collaborative decision making on student discipline**

The third study objective sought to determine the effects of collaborative decision making on boys and girls discipline in public secondary schools in Githunguri Sub-County. Table 4.27 showed respondents' responses on whether secondary schools allowed class meeting for collaborative decision making to deal with boys and girls discipline.

**Table 4.27 Schools allow class meeting for collaborative decision making**

<b>Responses</b>	<b>Boys</b>		<b>Girls</b>		<b>Peer counselors</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Yes	41	95.3	34	97.1	6	75.0
No	2	4.7	1	2.9	2	25.0
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

Data presented in Table 4.27 showed that 95.3 percent of the boys, 97.1 percent of girls and 75 percent of peer counselors indicated that secondary schools in Githunguri Sub-County allow class meeting for collaborative decision making as an alternative disciplinary strategy on boys and girls discipline. These findings were an indication that collaborative decision making was implemented in secondary schools to deal with boys and girls discipline.

Also, the study sought to establish the frequency of holding class meetings for collaborative decision making in secondary schools in the study area. The responses were as shown in Table 4.28.

**Table 4.28 Frequency of holding class meetings for collaborative decision makings in schools**

Responses	Deputy principals		HODs		Peer counselors		Boys		Girls	
	F	%	F	%	F	%	F	%	F	%
Daily	1	12.5	1	11.1	0	0.0	3	7.0	0	0.0
Weekly	2	25.0	1	11.1	2	25.0	11	25.6	1	2.9
Monthly	5	62.5	6	66.7	1	12.5	7	16.3	1	2.9
Termly	0	0.0	1	11.1	5	62.5	22	51.2	33	94.3
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

According to 62.5 percent of the deputy principals and 66.7 percent of the HODs guidance and counseling class meetings for collaborative decision making were held in their schools on monthly basis. However, the 62.5 percent of peer counselors, 51.2 percent of boys and 94.3 percent of girls indicated that class meetings for collaborative were held termly. These findings implied that collaborative decision making through class meetings was not conducted oftenly in secondary schools.

The findings were in line with the responses from 7 out of 9 principals who stated during an interview that majority of the secondary schools rarely use class meetings for collaborative decision making on boys and girls discipline due to time consumption and other logical constraints. The findings implied that rare use of class meeting for

collaborative decision makings hindered effective implementation of this alternative disciplinary strategy.

Further the study sought to establish participants of class meetings for collaborative decision makings. The study findings were as presented in Table 4.28.

**Table 4.29 Participants of class meetings for collaborative decision making**

<b>Responses</b>	<b>Boys</b>		<b>Girls</b>		<b>Peer counselors</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Guidance and counseling patron	7	16.3	2	5.7	1	12.5
Class teacher	31	72.1	30	85.7	6	75.0
Students' council	3	7.0	3	8.6	1	12.5
Administration	2	4.7				
<b>Total</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

Information contained in Table 4.29 showed that 72.1 percent of the boys, 85.7 percent of the girls and 75percent of peer counselors indicated that class teachers were the major participants of class meetings for collaborative decision making. The findings were also backed by responses from all the principals who participate in the interview during the study that class teachers were given the responsibilities of ensuring that through class meetings they were able to solve discipline issues affecting boys and girls in their respective classes.

The findings were an indication that use of class meetings for collaborative decision making were held at class levels to deal with students' discipline.

The respondents were further issued with statements to indicate the effects of collaborative decision making as an alternative disciplinary strategy to deal with boys and girls discipline in public secondary schools in Githunguri Sub-County. They were requested to show the level at which they agree or disagree with the statements. Table 4.30 presented the study findings.



**Table 4.30 Effects of collaborative decision making as an alternative disciplinary strategy on boys and girls discipline**

Statements	Deputy principals				HODs				Peer counselors				Boys				Girls			
	Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
My school usually holds class meetings with students as a preventive discipline measure	5	62.5	3	37.5	5	55.6	4	44.4	6	75.0	2	25.0	25	58.1	18	41.9	26	74.3	9	25.7
Class meetings with students enhances dialogue with students	7	87.5	1	12.5	9	100.0	0	0.0	4	50.0	4	50.0	37	86.0	6	14.0	32	91.4	3	8.6
Class meetings enhances students' participation in decision making	7	87.5	1	12.5	8	88.9	1	11.1	5	62.5	3	37.5	31	72.1	12	23.3	24	68.6	11	31.4
School discipline policies are communicated during class meetings	6	75.0	2	25.0	7	77.8	2	22.2	7	87.5	1	12.5	24	55.8	19	44.2	19	54.3	16	45.7
Learners' concerns are communicated during class meetings	8	100.0	0	0.0	7	77.8	2	22.2	5	62.5	3	37.5	38	88.7	5	11.7	28	80.0	7	20.0

Table 4.30 showed that the majority of the respondents indicated there was significant effect of collaborative decision making on boys and girls discipline in public secondary schools in Githunguri sub-County. For instance, 62.5 percent of deputy, 55.6 percent of HODs guidance and counseling, 75 percent of peer counselors, 58.1 percent of boys and 74.3 percent of girls agreed that their schools usually held class meetings with students as a preventive discipline measure. These findings were an indication that collaborative decision making as an alternative disciplinary strategy. Also, 87.5 percent of the deputy principals, all HODs who constituted of 100 percent, half of the peer counselors, 86 percent of the boys and 91.4 percent of the girls agreed that class meetings with students enhance dialogue with students. From the findings, class meetings enhance students' participation in decision making. Therefore, the study findings showed that class meeting created platforms for the collaborative decision making as an alternative disciplinary strategy.

Consequently, 75percent of deputy principals, 77.8 percent of HODs, 87.5 percent of peer counselors, 55.8 percent of boys and 54.3 percent of girls agreed that school discipline policies are communicated during class meetings. Also, all the deputy principals, 77.8 percent of the HODs 62.5 percent of peer counselors, 88.7 percent of boys and 80 percent of girls confirmed that learners' concerns are communicated during class meetings. These findings were an indication that class meetings for collaborative decision making as an alternative disciplinary strategy gave boys and girls a better opportunity to deal with discipline issues. Therefore, the statements showed that there

was a significant effect of collaborative decision making in secondary school to deal with boys' and girls' discipline.

The study sought to establish the effectiveness of holding class meetings for collaborative decision makings on boys and girls discipline in secondary schools. Therefore, the respondents were asked to indicate the outcomes of using their alternative disciplinary strategy. The findings were as presented in Table 4.30.

**Table 4.31 Outcomes of holding class meetings for collaborative decision making on students' discipline**

Responses	Deputy principals		HODs		Peer counselors		Boys		Girls	
	F	%	F	%	F	%	F	%	F	%
Active participation of students on discipline management	1	12.5	1	11.1	1	12.5	8	18.6	6	17.1
Enhance behavioral reformation of students	5	62.5	6	66.7	2	25.0	13	30.2	6	17.1
Students' negative attitude towards meeting	2	25.0	1	11.1	3	37.5	9	20.9	11	31.4
Building teamwork among students and teachers	0	0.0	1	11.1	2	25.0	13	30.2	12	34.3
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

Information contained in Table 4.31 showed that 62.5 percent of the deputy principals and 66.7 percent of the HODs indicated that active participation of students on discipline

is achieved when class meeting is held for collaborative decision making. Also, 30.2 percent of boys and 34.3 percent of girls indicated that class meeting helps build teamwork among students and teachers. These study findings showed that collaborative decision making was a very significant effect on boys and girls discipline in public secondary schools.

Finally, the study sought to establish other types of meeting other than class meeting to manage students' discipline. The respondents' responses were as presented in Table 4.31.

**Table 4.32 Other types of meetings rather than class meeting for collaborative decision making to manage students' discipline in schools**

Responses	Deputy principals		HODs		Peer counselors		Boys		Girls	
	F	%	F	%	F	%	F	%	F	%
Motivational speakers meetings	5	62.5	7	77.8	1	12.5	14	32.6	2	5.7
Club meeting	1	12.5	0	0.0	1	12.5	8	18.6	9	25.7
Administration meetings	1	12.5	1	11.1	5	62.5	9	20.9	21	60.0
Family meetings	1	12.5	1	11.1	1	12.5	12	27.9	3	8.6
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

Data presented in Table 4.32 showed that 62.5 percent of the deputy principals, 77.8 percent of HODs and 32.6 percent of boys indicated that motivational speaker meetings were used in their schools for collaborative decision making as an alternative disciplinary strategy. Also 62.5 percent of peer counselors and 60 percent of girls cited administrative

meetings as a platform for collaborative decision making. These findings were an indication that other than class meetings there were other types of meeting that were adopted in public secondary schools for collaborative decision making as alternative disciplinary strategy. The findings were an indication that there was a significance relationship between collaborative decision making and boys and girls discipline in public secondary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the study summary of the findings, makes a conclusion and recommendations of the study in line with the study objectives on the effects of guidance and counseling, peer counseling and collaborative decision making as alternative disciplinary strategies on boys and girls discipline in public secondary schools in Githunguri Sub-County.

#### **5.2 Summary of the study**

The study was to investigate effectiveness of alternative discipline management strategies on boys and girls in public secondary schools in Githunguri sub-county. The study objectives sought to determine the effect of guidance and counseling, peer counseling and collaborative decision making as alternative disciplinary strategies on boys' and girls' discipline in public secondary schools in Githunguri Sub-County. Relevant literature was reviewed to contextualize the study and to identify the research gaps that this study sought to address. This study was based on the Systems Theory. The research adopted a descriptive survey design.

The target population comprised of 30 principals, 30 deputy principals, 30 HOD guidance and counseling and 8763 students in Githunguri Sub-County. To get the sample of schools, purposive sampling technique was used because the goal of purposeful sampling in research is to obtain cases deemed information rich for the purpose of the study. The total number of schools involved in the study was 9 schools out of a population of 30 schools in the sub-county which consisted of 4 girls' boarding schools, 5 boys' boarding

schools. The respondents included 9 principals, 9 deputy principals, 9 guidance and counseling teachers, 9 peer counselors, and 9 students per school. The total number of students was 81. The study used questionnaires and interview schedules for data collection. The researcher visited the selected schools and the questionnaires administered to the respondents with the help of the school authority. The respondents were assured of confidentiality. The researcher then collected the questionnaires after they filled them as they were filled as the researcher waited. The collected data was thoroughly examined and checked for completeness and comprehensibility. The data was analyzed quantitatively and qualitatively.

### **5.3 Major findings of the study**

The first objective of the study was to determine the effect of guidance and counseling on students discipline in public secondary schools in Githunguri Sub-County, Kenya. Data from the study findings showed that majority of the secondary schools had guidance and counseling teachers implying that secondary schools in Githunguri Sub-County used guidance and counseling as a measure to handle students' discipline. However, it was found that guidance and counseling was not strictly confined to the counseling teachers. The study further revealed that majority of the teachers were not trained on guidance and counseling which is a challenge in dealing with indiscipline students. These findings agree with the findings of (Nyaegah, 2008) who found out that there was lack trained teachers in guidance and counseling skills therefore creating feelings of inadequacy and incompetence in guiding and counseling students in learning institutions to change their behavior.

The study findings showed that majority of the secondary teachers were not trained on guidance and counseling to handle boys and girls discipline in public secondary schools. Thus the schools lack of trained guidance and counseling personnel had a significant effect on the use of guidance and counseling as an alternative disciplinary strategy to deal with boys and girls discipline in secondary schools. Consequently, principals stated that due to limited time allocated to guidance and counseling and the logistics involved in administering guidance and counseling as an alternative disciplinary strategies secondary schools prefer using other disciplinary methods limiting the number of students undergoing the counseling sessions. Moreover, the study findings showed that majority of the boys and girls perceive the effectiveness of guidance and counseling as an alternative disciplinary strategy differently with most of the girls perceiving is as a correction measure while majority of the boys do not take it seriously. Therefore, guidance and counseling was more effective on girls than boys in secondary schools.

The second study objective sought to determine the effect of peer counseling as an alternative disciplinary strategy on boys and girls discipline in public secondary schools in Githunguri Sub-County. The study findings revealed that different respondents perceived different circumstances that were encountered hindering effective peer counseling as an alternative disciplinary strategy in public secondary schools in Githunguri Sub-County. The study showed that use of peer counseling as an alternative disciplinary strategy in public secondary schools helps boys and girls change their behavior, create a positive attitude towards peer counselors and discipline management in schools. These findings agree with Mulwa (2014), who found that peer counseling had a



positive impact on student discipline especially in institutions that practised the use of peer counselors.

The third study objective sought to determine the effects of collaborative decision making on boys and girls discipline in public secondary schools in Githunguri Sub-County. The study findings showed that secondary schools in Githunguri Sub-County allow class meeting for collaborative decision making as an alternative disciplinary strategy on boys and girls discipline. Majority of the secondary schools rarely use class meetings for collaborative decision making on boys and girls discipline due to time consumption and other logical constraints. These study findings showed that collaborative decision making had a very significant effect on boys and girls discipline in public secondary schools. These findings were an indication that other than class meetings there were other types of meetings that were adopted such as motivational speaker meetings in public secondary schools for collaborative decision making as alternative disciplinary strategy. Thus, there was a significance relationship between collaborative decision making and boys and girls discipline in public secondary schools. These findings concur with (Mulwa, 2014), who found that class meetings helped students open up on issues that were of concern to them, and this enabled student take responsibility of their actions.

#### **5.4 Conclusions of the study**

The following conclusions were drawn from the research findings of the study; schools have come up with alternative discipline strategies which include guidance and counseling, peer counseling, and collaborative decision making. Guidance and counseling is the most popularly used form of strategy while peer counseling was the least adopted

alternative disciplinary strategy. The effectiveness of these strategies, the research revealed that they have not been very effective because we still have cases of both major and minor indiscipline cases taking place in most institutions. However, some students changed their behavior as a result of punishment given while others developed resentment towards school. Majority of teachers and deputy principals raised various challenges that they faced while using alternative strategies of discipline.

### **5.5 Recommendations of the study**

From the research findings the study came up with recommendations that included:

- i. The research recommends that teachers training colleges, school administration and MOE should develop pre-service and in-service staff training programs on alternative disciplinary strategies that are tailored to the school environment to keep teachers up dated with new skills of dealing with student discipline issues.
- ii. The school administration and teachers should familiarize themselves with the ministry's policies and guidelines on discipline after the ban on corporal punishment so as to adopt appropriate alternative disciplinary strategies.
- iii. The government should strengthen the use of alternative disciplinary methods through sensitization of all stakeholders on the significance of each alternative disciplinary method in order to enhance ownership of decisions made at institutional levels by all stakeholders.

## **5.6 Suggestion for further research**

Having explored on the effects of guidance and counseling, peer counseling and collaborative decision making as alternative disciplinary strategies on boys and girls discipline in public secondary schools in Githunguri Sub-County, the study proposed the following areas for future research;

- i. A similar study to be done in other sub-counties in the country so as to assess and compare the findings for generalization of the study findings.
- ii. A study should be done on to compare the use of alternative disciplinary strategies and corporal punishment.
- iii. A similar study should be conducted in private secondary schools since the current study focused on public secondary schools to compare the findings.

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**APPENDICES**

**Appendix 1: Interview Guide for School Principals**

1. What is your highest academic qualification?
2. What is the type of your secondary school?
3. How many students do you have in your school?
4. Where are the students originally from?
5. A. Does your school experience any indiscipline problem?  
b. If yes, what kind of indiscipline is it?  
.....
6. Kindly explain how the school deals with the indiscipline challenges indicated  
In question 5 (b) above .....
7. How many teachers in your school are trained in guidance and counseling?
8. Does your school have a guidance and counseling master
9. Is the teacher trained in that area?
10. How often does your school organize for guidance and counseling sessions?  
.....
11. In your experience s guidance and counseling effective in developing acceptable student behaviour?
12. Have you implemented peer counseling in your school?
13. What effect does peer counseling have on students' discipline in your school?
14. What challenges does your school encounter in use of peer counselors on students' discipline?



15. Apart from peer counseling, what other methods of preventing students' indiscipline does your school use?
16. Do you hold class meetings with students for collaborative decision making in your school
17. If your answer is yes, how often do you hold class meetings in your school?
  - b) If no why?
18. What effect does holding class meetings with students for collaborative decision making have on students' discipline in your school?
19. Apart from holding class meetings with students, what other types of meetings does your school hold with students in order to manage students' discipline?

**Thank you for your participation**

## Appendix 2: Questionnaire for Deputy Principals

### INSTRUCTIONS

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer by word of explanation. For confidentiality purposes, do not write your name on the questionnaires. Your cooperation and assistance will be highly appreciated.

### SECTION A

#### Demographic information

1. What is your gender? a) Male ( ) b) Female ( )
2. Please indicate your age in the brackets provided
  - a) Under 25years ( ) (b) 26-30 years ( ) (c)31-35years( ) (d)36-40 years( )
  - e) 41-45 years ( ) (f) 46-50years ( ) (g) Over 50 years ( )
3. What is your highest academic qualification?
  - a) Diploma ( ) b) B.Ed. Degree ( ) c) Master Degree ( )
  - d) Any other please specify.....
4. What is the type of your secondary school?
  - a) Mix day school ( ) b) Mix boarding school ( )
  - c) Girl boarding ( ) d) Boys boarding ( ) e) Mix day and boarding ( )
5. A. Does your school experience any indiscipline problem? Yes ( ) No ( )
  - b. If yes, what kind of indiscipline is it?  
.....

6. How many teachers in your school are trained in guidance and counseling?

**SECTION B Guidance and counseling and student indiscipline**

7. Does your school have guidance and counseling master? Yes ( ) No ( )

8. If yes, who does guidance and counseling in your school?

a) Counseling teacher ( ) b) Principal ( ) c) Deputy Principal ( )

d) Any teacher

e) Others. Please specify -----

9. Is the teacher trained in that area? Yes ( ) No ( )

10. How often does your school organize for guidance and counseling sessions?

.....

11. Is guidance and counseling effective in developing acceptable student behaviour?

Explain .....

**SECTION C Peer counseling and student discipline**

Please tick the number that best describes your opinion about peer counseling in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	STATEMENT	1	2	3	4	5
12	Peer counseling programme has been fully implemented in my school					
13	Peer counselors have been trained to carry out their responsibility					
14	Students feel free to seek peer counseling services from their peers					
15	Peer counseling should be embraced in management of school discipline					

16. Do students seek peer counseling services in your school? Yes [ ] No [ ]

17. If your answer is Yes under what circumstances do students seek peer counseling services in your school?.....

18. What effect does peer counseling have on students' discipline in your school?

19. What challenges does your school encounter in use of peer counselors on students' discipline?

20. Apart from peer counseling, what other methods of preventing students' indiscipline does your school use?

**SECTION D Class meetings and students discipline**

In a rating scale, please tick the number that best describes your opinion about class meetings in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
21	My school usually holds class meetings with students as a preventive discipline measure					
22	Class meetings with students enhances dialogue with students					

23	Class meetings enhances students' participation in decision making					
24	School discipline policies are communicated during class meetings					
25	Learners' concerns are communicated during class meetings					

26. Do you hold class meetings with students for collaborative decision making in your school? Yes [ ] No [ ]

27. If your answer is yes, how often do you hold class meetings in your school?

.....

28. Who usually attends the class meetings?

.....

29. What effect does holding class meetings with students for collaborative decision making have on students' discipline in your school?

.....

30. Apart from holding class meetings with students, what other types of meetings does your school hold with students in order to manage students' discipline?

.....

**Thank you for your participation**

**Appendix 3: Questionnaire for HOD Guidance and Counseling**

**INSTRUCTIONS**

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer by word of explanation. For confidentiality purposes, do not write your name on the questionnaires. Your cooperation and assistance will be highly appreciated.

**SECTION A**

1. Please indicate your gender: Female  Male

2. Please tick the age category that applies to you:

Below 30 years  31-39 years  40- 49years  50-59years  60 years and above

3. Please indicate your highest professional qualifications.

B. A  B. A with PGDE  B.Ed.  M. A  M.SC

M.Ed.  Diploma in Education  B.SC with PGDE

4. What is the type of your secondary school?

a) Mix day school ( ) b) Mix boarding school ( )

c) Girl boarding ( ) d) Boys boarding ( ) e) Mix day and boarding ( )

**SECTION B Guidance and counseling and student discipline**

5. Are you trained in guidance and counseling? Yes ( ) No ( )

6. How often do you organize for guidance and counseling sessions?

.....

7. How many students do you counsel per week? .....

8. Are the students aware of the guidance and counseling depart in the school? Yes ( )  
No ( )

9. What challenges do you face as a counselor?  
.....

10. Is guidance and counseling effective in managing students' discipline? Explain  
.....

**SECTION C Peer counseling and student discipline**

Please tick the number that best describes your opinion about peer counseling in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	STATEMENT	1	2	3	4	5
11	The school has an operational guidance and counseling department					
12	As a guidance and counseling teacher I have been trained to carry out the responsibility					
13	As a guidance and counseling teacher, I am not conversant with peer counseling					
14	Peer counseling programme has been fully implemented in my school					
15	Peer counselors have been trained to carry out their responsibility					
16	Students feel free to seek peer counseling services from their peers					
17	Peer counseling should be embraced in management of school discipline					

18 Do students seek peer counseling services in your school? Yes [ ] No [ ]

19. If your answer is Yes, under what circumstances do students seek peer

Counseling services in your school?

.....

20. What effect does peer counseling have on students' discipline in your school?

.....

21. What challenges does your school encounter in use of peer counselors on students' discipline?

.....

22. Apart from peer counseling, what other programmes does your school use under guidance and counseling department to manage students' discipline in your school?

.....

**SECTION D Class meetings and students discipline**

In a rating scale, please tick the number that best describes your opinion about class meetings in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
23	My school usually holds class meetings with students as a preventive discipline measure					
24	Class meetings with students enhances dialogue with students					
25	Class meetings enhances students' participation in decision making					
26	School discipline policies are communicated during class meetings					
27	Learners' concerns are communicated during class meetings					



28. Do you hold class meetings with students for collaborative decision making in your school? Yes [ ] No [ ]

29. If your answer is yes, how often do you hold class meetings in your school?

.....

30. Who usually attends the class meetings?

.....

31. What effect does holding class meetings with students for collaborative decision making have on students' discipline in your school?

.....

32. Apart from holding class meetings with students, what other types of meetings does your school hold with students in order to manage students' discipline?

.....

.....

**Thank you for your participation**

## Appendix 4: Questionnaire for Students

### INSTRUCTIONS

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer by word of explanation. For confidentiality purposes, do not write your name on the questionnaires. Your cooperation and assistance will be highly appreciated.

### SECTION A

#### Demographic information

1. What is your gender? a) Male ( ) b) Female ( )
2. Please indicate your age in the brackets provided  
a) Under 15years ( ) (b) 16-18 years ( ) (c)Above 18 years( )
3. Which form are you in?  
a) Form 1( ) b) Form 2( ) c) Form3 ( ) d) Form4 ( )
4. What is the type of your secondary school?  
a) Mix day school ( ) b) Mix boarding school ( )  
c) Girl boarding ( ) d) Boys boarding ( ) e) Mix day and boarding ( )
5. Does your school experience any indiscipline problem? Yes ( ) No ( )  
b. If yes, what kind of indiscipline is it?  
.....
6. Kindly explain how the school deal with the indiscipline challenges indicated  
In question 5 (b) above.....

**SECTION B Guidance and counseling and student indiscipline**

7. Does your school have a guidance and counseling master? Yes ( ) No ( )

8. If yes, who does guidance and counseling in your school?

a) Counseling teacher ( ) b) Principal ( ) c) Deputy Principal ( )

d) Any teacher ( )

e) Others. Please specify .....

9. How often does your school organize for guidance and counseling sessions?

a) Daily ( ) b) Weekly ( ) c) Fortnightly ( ) d) Monthly ( )

10. In your own opinion does guidance and counseling help students change their behaviour? Yes ( ) No ( )

Explain your answer

.....  
 .....

**SECTION C Peer counseling and student discipline**

Please tick the number that best describes your opinion about peer counseling in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	STATEMENT	1	2	3	4	5
11	The school has an operational guidance and counseling department					
12	Peer counselors help students change their behaviour					
13	Peer counseling programme has been fully					

	implemented in my school					
14	Peer counselors have been trained to carry out their responsibility					
15	Students feel free to seek peer counseling services from their peers					
16	Peer counseling should be embraced in management of school discipline					

17. What challenges does your school encounter in use of peer counselors on students' discipline?

.....

18. Apart from peer counseling, what other methods of preventing students' indiscipline does your school use?

.....

.....

**SECTION D Class meetings and students discipline**

In a rating scale, please tick the number that best describes your opinion about class meetings in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1) Never

	STATEMENT	1	2	3	4	5
19	My school usually holds class meetings with students as a preventive discipline measure					
20	Class meetings with students enhances dialogue with students					

21	Class meetings enhances students' participation in decision making					
22	School discipline policies are communicated during class meetings					
23	Learners' concerns are communicated during class meetings					

24. a) Does your school allow class meetings to be held for collaborative decision making?

Yes [ ] No [ ]

b) If your answer is yes, how often do you hold class meetings in your school?

a) Weekly ( )      b) Fortnightly ( )      c) Monthly

25. Who usually attends the class meetings?

.....

26. What effect does holding class meetings with students for collaborative decision making have on students' discipline in your school?

.....

.....

27. Apart from holding class meetings with students, what other types of meetings does your school hold with students in order to manage students' discipline?

.....

.....

**Thank you for your participation**

## Appendix 5: Questionnaires for Peer Counselors

### INSTRUCTIONS

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer by word of explanation. For confidentiality purposes, do not write your name on the questionnaires. Your cooperation and assistance will be highly appreciated.

### SECTION A

#### Demographic information

1. What is your gender? a) Male ( ) b) Female ( )
2. Please indicate your age in the brackets provided  
a) Under 15years ( ) (b) 16-18 years ( ) (c)Above 18 years( )
3. Which form are you in?  
a) Form 1( ) b) Form 2( ) c) Form3 ( ) d) Form4 ( )
4. What is the type of your secondary school?  
a) Mix day school ( ) b) Mix boarding school ( )  
c) Girl boarding ( ) d) Boys boarding ( ) e) Mix day and boarding ( )
5. Does your school experience any indiscipline problem? Yes ( ) No ( )  
b. If yes, what kind of indiscipline is it?  
.....
6. Kindly explain how the school deal with the indiscipline challenges indicated  
In question 5 (b) above\_\_\_\_\_

**SECTION B Guidance and counseling and student indiscipline**

7. Does your school have a guidance and counseling master? Yes ( ) No ( )

8. If yes, who does guidance and counseling in your school?

a) Counseling teacher ( ) b) Principal ( ) c) Deputy Principal ( )

d) Any teacher

e) Others. Please specify -----

9. How often does your school organize for guidance and counseling sessions?

a) Daily ( ) b) Weekly ( ) c) Fortnightly ( ) d) Monthly ( )

10. In your own opinion does guidance and counseling help students change their behaviour? Yes ( ) No ( )

Explain your answer.....

**SECTION C Peer counseling and student discipline**

Please tick the number that best describes your opinion about peer counseling in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	STATEMENT	1	2	3	4	5
11	The school has an operational guidance and counseling department					
12	Peer counselors help students change their behaviour					
13	Peer counseling programme has been fully implemented in my school					
14	I have been trained to carry out my responsibility as					

	a peer counselor					
15	Students feel free to seek peer counseling services from their peers					
16	Peer counseling should be embraced in management of school discipline					

17. What challenges does your school encounter in use of peer counselors on students' discipline?

.....

18. Apart from peer counseling, what other methods of preventing students' indiscipline does your school use?

.....

.....

**SECTION D Class meetings and students discipline**

In a rating scale, please tick the number that best describes your opinion about class meetings in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	STATEMENT	1	2	3	4	5
19	My school usually holds class meetings with students as a preventive discipline measure					
20	Class meetings with students enhances dialogue with students					
21	Class meetings enhances students' participation in decision making					



22	School discipline policies are communicated during class meetings					
23	Learners' concerns are communicated during class meetings					

24. A) Does your school allows class meetings to be held for collaborative decision making?

Yes [ ] No [ ]

b) If your answer is yes, how often do you hold class meetings in your school?

a) Weekly ( )      b) Fortnightly ( )      c) Monthly

25. Who usually attends the class meetings?

.....

26. What effect does holding class meetings with students for collaborative decision making have on students' discipline in your school?

.....

.....

.....

27. Apart from holding class meetings with students, what other types of meetings does your school hold with students in order to manage students' discipline?

.....

.....

**Thank you for your participation**

## Appendix 6: Authorization letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. NACOSTI/P/17/58698/16121

Date 28<sup>th</sup> April, 2017

Eunice Wanjira Ngunju  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“The effect of guidance and counseling, peer counseling and inclusive student governance as alternative disciplinary strategies in public secondary schools in Githunguri Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **28<sup>th</sup> April, 2018**.

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

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

A handwritten signature in blue ink, appearing to read 'G. Kalerwa'.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kiambu County.

The County Director of Education  
Kiambu County.

## Appendix 7: Research permit

<b>THIS IS TO CERTIFY THAT:</b>		<b>Permit No. : NACOSTI/P/17/58698/16121</b>
<b>MISS. EUNICE WANJIRA NGUNJU</b>		<b>Date Of Issue : 28th April, 2017</b>
<b>of UNIVERSITY OF NAIROBI, 1704-902</b>		<b>Fee Received :Ksh 1000</b>
<b>Kikuyu, has been permitted to conduct</b>		
<b>research in Kiambu County</b>		
<b>on the topic: THE EFFECT OF GUIDANCE</b>		
<b>AND COUNSELING, PEER COUNSELING</b>		
<b>AND INCLUSIVE STUDENT GOVERNANCE</b>		
<b>AS ALTERNATIVE DISCIPLINARY</b>		
<b>STRATEGIES IN PUBLIC SECONDARY</b>		
<b>SCHOOLS IN GITHUNGURI</b>		
<b>SUB-COUNTY, KENYA</b>		
<b>for the period ending:</b>		
<b>28th April, 2018</b>		
 <b>Applicant's</b> <b>Signature</b>		 <b>Director General</b> <b>National Commission for Science,</b> <b>Technology &amp; Innovation</b>