

**A STUDY OF METHODS USED TO MANAGE
STUDENT DISCIPLINE IN PUBLIC SECONDARY
SCHOOLS IN MBEERE DISTRICT**

By

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**UNIVERSITY OF NAIROBI
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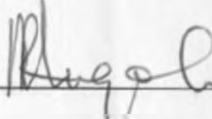
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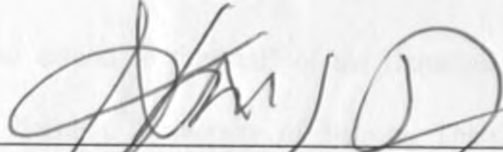
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.



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DEDICATION

To my parents, John and Mercy Mugo, with gratitude

ABSTRACT

'Misbehaviour' in secondary schools have increased significantly during the recent years. The incidence of student misbehaviour has escalated, partly because some disciplinary techniques and practices used in schools have various short-comings, and are therefore inadequate in curbing the menace. The reasons for student misbehaviour may have as much, if not more, to do with their experiences at school as those they encounter in the home, or with aspects of their personality. Thus, through the use of appropriate methods of discipline, schools can impact a lot in controlling student indiscipline. The basic purpose of this study was to examine the methods used to manage students' discipline in public secondary schools in Mbeere District, following several reported cases of student indiscipline there. In addition, the study sought to determine the disciplinary methods which could be suitable or unsuitable in controlling misbehaviour among secondary school students.

The survey involved 26 headteachers, 26 deputy headteachers, 192 teachers and 244 students. Multiple methods, namely, purposive sampling, random sampling and systematic random sampling were applied in identifying the respondents. Data pertinent to the study was gathered through the use of three questionnaires developed by the researcher, and an observation checklist. A common questionnaire was designed for headteachers and deputy headteachers. Other two instruments were developed for teachers and students respectively.

Basically the instruments sought to gather information ranging from the kinds of discipline problems experienced among students, the methods used to deal with the discipline problems, the perceived causes of student indiscipline, the constraints faced in enhancing discipline among students to the perceptions of the respondents toward the suitability or unsuitability of various disciplinary methods in managing students behaviour.

Validation of the research instruments was done through the use of pilot study's results. The reliability value of the instruments marked for headteachers and deputy headteachers was found to be 0.86, while that of the instruments designed for teachers and students was 0.69 and 0.63 respectively, using the Pearson Product Moment Correlation Coefficient formula.

It was that:

1. The discipline problem commonly experienced among secondary school students was insubordination or rudeness to those exercising authority in school.
2. Corporal Punishment was the most commonly applied disciplinary method in dealing with cases of student misbehaviour.
3. The most prevalent causes of discipline problems among secondary school students were in rank order social factors, inadequate communication system in schools, peer influence, and strict rules of conduct.
4. Rewarding of positive behaviour and the ridiculing of errant students were the behaviour modification methods commonly applied in the schools.

5. The disciplinary methods most frequently considered by teachers to be unsuitable as used in their schools were suspension of errant students from school and corporal punishment. On their part, students considered excessive punishment and inconsistency in administration of school rules, as well as the application of strict rules of conduct, to be inappropriate
6. The methods of discipline most frequently mentioned as being suitable in managing student discipline were guidance and counselling, offering of rewards for positive behaviour, and the involvement of students in decision making process in schools.
7. To prevent misbehaviour among students, the most preferred methods of discipline were effective communication of school rules to students and staff in school, guidance and counselling, and the rewarding of students for their positive behaviour.

It is recommended that:

1. Alternative methods to the use of corporal punishment, for instance, guidance and counselling, dialogue between students and school administration, as well as provision for participation of students in decision making processes should be used more often in managing student misbehaviour.
2. Schools should establish effective communication forums with students, for instance, student councils, *harazas* and suggestion boxes in order to avoid suspicion or unnecessary hostility.
3. Teachers should be encouraged to attend seminars, workshops, and in-service courses on effective methods of managing student misbehaviour.

4. It is recommended that provisions be made for the involvement of resource persons in offering relevant advice to members of school communities.

In quest to determining effective school leadership styles, it is suggested that a similar study be conducted in primary schools across Kenya. It would be significant to examine the disciplinary methods applied in these institutions in inculcating moral values among the young at his level.

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LIST OF ABBREVIATIONS

B A	-	Bachelor of Arts
B ED	-	Bachelor of Education
BOG	-	Board of Governors
B SC	-	Bachelor of Science
DEO	-	District Education Officer
EACE	-	East African Advanced Certificate of Education
HMI	-	Her Majesty's Inspectorate
M A	-	Master of Arts
M ED	-	Master of Education
PGDE	-	Post Graduate Diploma in Education
SDP	-	School Discipline Plan

CHAPTER ONE

INTRODUCTION

THE PROBLEM AND ITS CLARIFYING COMPONENTS

In any organization, discipline happens to be an important component of human behaviour which not only helps to regulate people's reactions to various situations, but also their relations with others. According to Docking (1989) sound discipline allows an organization to function as a harmonious and humane community. It is through the observance of sound standards of conduct that people in an organisation can work together successfully in an orderly and stable environment. In this respect, the effectiveness of an organization would appear to be largely affected by the level of discipline of its members.

The importance of discipline in a school context cannot be exaggerated. Teachers, students and their parents need to be assured that conditions in school guarantee physical safety and psychological security. Jones (1989) contends, the well-being of the general community depends upon its young people accepting consensual values and acting accordingly. In line with the aim of school, discipline is necessarily essential in developing an orderly system that creates the conditions in which serious learning could take place and that could allow the objectives of school to be achieved (Tatum, 1989).

Discipline is essentially based on conformity to norms. Norms prescribe the rules of conduct and the procedures that ought to govern the behaviour of members of a group. According to Cohen and Manson (1989), norms lay down the agreed forms of behaviour within a particular culture, society, or group, and this kind of prescription brings order to the social environment.

As an active processing agency, school takes the parental role of enabling students to gain self-discipline based on generally acceptable forms of behaviour. Such behaviour would normally be stipulated or guided by school rules which reflect the behaviour generally valued by the society (Chamberlin, 1989). However, total conformity to school rules by students may not be possible. Students, being humans, vary greatly in terms of talents and interests they bring to learning. According to Reid (1986), the misbehaviour among students can be attributed to students whose interests and values are anti-ethical to those of their schools. Such differences give rise to conflicts of interest. The term 'interest', in this sense, may refer to benefit, profit, advantage, concern, right or acclaim (Johnson, 1978). In the background of such conflicts, school administrators tend to encounter a great deal of challenge in maintaining discipline at satisfactory standards.

There appears to be various methods of discipline that can be used by educational administrators. There are those who prefer to be authoritarian in controlling student misbehaviour. This disciplinary philosophy tends to regard student as a passive being, who needs to obey unquestioningly, orders from adults in school (Chamberlin, 1989). In this context, a student would be expected to trust that directives given by adults are right and meant for his or her well-being. Invariably, the duty of a student would be to listen, observe, and work as directed. Self-expression would not be encouraged.

The authoritarian approach to enforcement of discipline has however been discredited by scholars among them Chamberlin (1989), Tattum (1989), and Montgomery (1992). According to Chamberlin (1989), this approach, can

lead to forced submission, most likely infringing on students' rights. Tattum (1989) argues that an authoritarian approach to discipline is a poor method of preparing students for future life. He further claims that the method could likely produce timid conformers, with negative attitudes towards the issues they could be directed to observe.

Authoritarian approach tends to use punitive methods to enforce observance of orders among subjects and this places it more in an inhibitive than constructive position within the realm of behaviour management. It has been found that punishment often reduces only external signs of misbehaviour but does not necessarily improve attitudes (Barasa and Ngugi, 1990). It can most likely increase fear, bitterness, resentment and hostility, more so, if the method is used exclusively.

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Some school administrators, on the other hand, may be too permissive and in the process create confusion among students who may need sound guidance on the appropriate code of conduct to adhere to. As Weldy (1979) observes, young people need limits on their behaviour. They would want to know what acceptable or unacceptable behaviour is in different social contexts. Thus, the *laissez faire* approach which tends to advocate for 'do what you want' style of behaviour management, would likely render some students insecure, if not given appropriate guidance by adults. Tattum (1989) rightly observes that students who are unaware of school's behavioural expectations would either fall foul of them unwittingly or 'test out' limits to find out what behaviour is acceptable in school staff.

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Authors among them, Duke (1989) and Griffins ((1994) have persistently suggested that school administrators be more democratic in their efforts to create order and stability in educational institutions. According to Duke (1989), a democratic approach to discipline should focus on whole school establishment, allowing the participation of students in school administration. In Duke's view, school discipline plans should not be rigidly fixed and immutable, but open to interpretation, negotiation, and modification.

According to Tattum (1989), to ignore the opinions and needs of students would appear to be a sure way of creating disaffection which can be portrayed in form of riots, sit-ins, and protests, among other ways of rage-expression. On the other hand, to involve students in school administration would likely improve staff-students' relations; Consequently this would likely allow the school to function as a coherent whole, with generally accepted ways of doing things.

Apparently, some school administrators in Kenya have not borrowed the leaf of democratic school management, preferring the use of authoritarian and oppressive methods of discipline in controlling student misbehaviour. This form of administration has been met with protests in some schools. For instance, students of Sabunley Secondary school in Kenya's Wajir District were reported to have assaulted their headmaster and his deputy, causing some injuries on them (Sunday Nation, 2000). The rampaging students were reportedly protesting against rules 'imposed' on them by the administration. The Sabunley incident appears to indicate that students were protesting against

what they perceived to be dictatorial school leadership which, apparently, had alienated them.

The use of corporal punishment is reportedly prevalent in many schools. Research findings by Human Rights Watch, revealed that corporal punishment is widely practised in Kenyan schools (Galava, 1999). The findings were based on a survey carried out in 20 schools drawn from six provinces in Kenya. The survey report describes the school environment in Kenya as repressive and authoritarian, a situation which is blamed for the increasing violence in schools. Teachers, according to the survey findings, have resorted to physical violence in dealing with discipline problems among students.

The Human Rights Watch's study findings can be corroborated by those of another study conducted by Muchiri (1998) on participatory processes used by headteachers to enhance student discipline in public secondary schools in Kenya's Nairobi Province. The study by Muchiri had the findings that headteachers frequently applied corporal punishment in dealing with discipline problems among students.

The need for school administrators to change their styles of leadership cannot be emphasised. Headteachers need to be democratic and understand concepts of human rights (Amran, 1999). The prerequisite for democratic leadership style is that decisions are made by consensus. This stand is shared by Duke (1989), who observes that school discipline outcomes tend to be better when approaches to discipline are agreed upon and supported by the staff and students acting together. The use of force in enforcing orders would likely

serve to create fear, disaffection and resentment among students. Such situation would be potential to occurrence of student unrest in schools.

Like crime in society, indiscipline among students will never be completely eradicated. However, schools are conventionally expected to use appropriate methods of discipline, through which the youth can be moulded into becoming disciplined members of society.

Statement of the Problem

In the recent past, many secondary schools in Mbeere District have been affected by incidents which can be judged to be forms of indiscipline. Evidently, six public secondary schools in the district experienced student strikes in the first two months of the second term of 1998 (Probe Committee, 1998). The schools which were rocked by the unrests included Karaba Boys, Siakago Boys, and Kanyuambora Mixed Secondary School. Others are Wachoro Boys, Ngenge Mixed, and Nyangwa Boys Secondary School. In two schools, Wachoro Boys and Karaba Boys, the rampaging students beat up their respective deputy headteachers who, among other complaints, were accused of being authoritarian and using 'harsh' rules. The investigating team blamed the students violence mainly on poor leadership in schools.

The abuse of drugs among students has reportedly been rampant in Mbeere District. According to a survey carried out in the district, drug abuse, especially the use of Khat and bhang, is prevalent in many schools (Nduhi, 1999). This contention can be supported by an incident which occurred in one secondary school in the district. In this case, the Kenya Police personnel

recovered 36 rolls of bhang from rioting students of St. Philips Mixed Secondary School (Nthiga, 1999). Follow-up investigations revealed that the students had planned to burn their colleagues in their dormitories in protest against the refusal by the administration to allow them to go for half-term break as well as the high fees charged by the school.

The persistence of, and alarming cases of discipline problems among students gave a thrust for this study, with baseline question guiding it being, whether schools use appropriate methods of discipline. Following his research on secondary school strikes which took place throughout Kenya in 1974, Kinyanjui (1976) recommended that research be done on ways and means of minimising and handling conflicts in schools.

The recommendation by Kinyanjui (1976) came early in years. However, many studies done on discipline in Kenyan schools have laid much emphasis on discipline problems faced in these institutions. Examples of such studies include Wang'eri (1986) and Rwamba (1992). Another study by Kerosi (1987) dealt with the influence of discipline in school achievement. The aspect of deliberate practices used in schools to instil and maintain student discipline has not been substantially studied to provide a critical insight on how schools manage student misbehaviour.

A significant attempt was made by Muchiri (1998), who carried out a comprehensive research on participatory processes used by headteachers to enhance student discipline in public secondary schools in Nairobi Province. The study however failed to involve students, a group which constitutes the

majority part of school community, and whose point of view appears to be significant in considering.

Given the background of persistent discipline problems among students in some secondary schools in Mbeere District, this study was set to provide a critical survey of disciplinary methods used to manage discipline among students in the district's public secondary schools. In respect of their position as members of the school community with a stake in school discipline, students were involved in the study. This inclusion was in addition to teachers who were also involved in the study.

Purpose of the Study

The basic purpose of this study was to investigate the disciplinary methods used to manage discipline among students in public secondary schools in Mbeere District. In addition, the study sought to determine the disciplinary practices which could be suitable, and those considered unsuitable in enforcing discipline among students. The survey was further designed to find out the constraints faced by schools in improving student discipline, and which if overcome, could possibly lead to enhancement of discipline in these institutions.

Research Objectives

This study focussed on achieving the following objectives:

- a) To determine the kinds of discipline problems experienced among students in public secondary schools in Mbeere District.

- b) To investigate the possible causes of discipline problems among students in public secondary schools
- c) To determine the disciplinary practices which could be suitable in enforcing discipline among students.
- d) To find out the disciplinary methods considered to be inappropriate as used in secondary schools.
- e) To identify the possible factors which affect the control of discipline problems in secondary schools.

Research Questions

From the foregoing objectives, this study sought to answer the following questions

1. What are the forms of student indiscipline experienced in public secondary schools in Mbeere District?
2. What are the disciplinary methods used to deal with the cases of student misbehaviour?
3. What factors contribute to student indiscipline in public secondary schools?
4. To what extent are various punitive methods applied in enforcing discipline among students in secondary schools?
5. To what extent are various behaviour modification methods used in controlling student misbehaviour?
6. What disciplinary methods do teachers and students consider to be inappropriate as used in secondary schools?

7. To what extent are various disciplinary methods considered suitable in managing discipline among students?

Significance of the Study

The study was deemed to be significant in the following ways:

Firstly, the findings on disciplinary methods used in managing discipline among students in public secondary schools in Mbeere District may be useful to education administrators. They may find it necessary to critically assess the suitability of those methods given the background of the reported alarming cases of student indiscipline in the district.

The research findings may therefore be useful to teachers and education administrators in making informed decisions on appropriate and inappropriate methods of enforcing discipline among students. This may help them to cope with the problem of student misbehaviour, more so, because the study exposed possible methods which could be effective in managing student discipline in secondary schools. In addition, the study exposed the disciplinary methods considered to be inappropriate by the respondents.

The results of the study could provide teachers and education administrators with useful information on common constraints faced by school authorities in enhancing student discipline. In this regard, by working to overcome the obstacles, student discipline could be enhanced in secondary schools. Consequently, enhanced social stability may be reduced in educational institutions.

Furthermore the comments from the respondents in this study may be of interest to curriculum developers and other interest groups like Kenya Secondary School Heads' Association and teacher training colleges, which may benefit from the advice given on effective methods of enhancing student discipline. Such advice may be useful in enriching school management curriculum which teacher trainees undergo during their training.

Limitation of the Study

Some respondents, especially students, might not have been well versed with the disciplinary systems applied in their schools. Some schools tend to give limited communication about their disciplinary policies to their students. This limitation might have affected the exhaustiveness of research instruments in gathering all-inclusive information on sanctions and rule systems used in schools covered by the study. In addition, some teachers might have been hesitant in reporting about certain methods of discipline applied in their schools, especially, if such methods didn't conform to professional expectations. However, this limitation might have been countered by the guarantee the respondents received through the introductory letter that their responses were to be treated with confidentiality by the researcher. In addition, the provision that the respondents ought not to have given their names or names of their schools could have worked effectively in encouraging them to give genuine information for the study.

Delimitations of the Study

The delimitations of the study were as follows.

- 1 The study was conducted in 26 public secondary schools in Mbeere District only. Private schools were not covered in the study. Significantly, public secondary schools have common governing structures as stipulated in Kenya's Education Act. Before the execution of the study, alarming cases of student indiscipline had been reported mainly from public secondary schools in the district.
2. The target population for the study were Mbeere District public secondary schools' headteachers, deputy headteachers, teachers and students only. These groups of people were involved as the respondents for the study.

Basic Assumption of the Study

It was assumed that certain disciplinary sanctions and codes of behaviour were exercised in controlling student indiscipline in the schools covered by the study and therefore the information elicited from the respondents was a genuine indicator of the disciplinary systems applied in the said schools.

Definition Of Significant Terms

Crisis Management Approach: Refers to a method of enforcing student discipline, which in its reactive nature, seeks to punish the student for his or her misbehaviour.

Discipline: Refers to character organisation gained by a student, and which enables him or her to behave according to the standards of behaviour acceptable to, and valued by the school.

Indiscipline: Refers to character organisation gained by a student, and which makes him or her behave erratically, against the school values and acceptable standards of behaviour.

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Interventionist Approach: Refers to a method of modifying student behaviour according to acceptable standards through the use of negative and positive reinforcement.

Norm: Refers to standard of behaviour that is regarded as average or generally acceptable in a particular society.

Preventive Approach: Refers to a method of managing student discipline which is anticipatory in nature and seeks to develop structures and processes which are geared towards reducing occurrences of student misbehaviour.

School Discipline Plan: Refers to a general statement of school codes of conduct, their expectations and consequences.

Self-discipline: Refers to character organisation gained by a student and which enables him or her to behave favourably, even in absence of an order to do so.

Organisation of the Study

The study is organised in the following chapters: chapter one consists of the introduction which entails the problem and its clarifying components, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations of the study, basic assumptions, and definition of significant terms.

Chapter Two shows literature review which includes the concept of discipline, factors which affect the improvement and sustenance of student discipline, the methods of enforcing student discipline, a collective approach to student discipline, and the conceptual framework.

Chapter Three is the description of research methodology and covers research design; target population, sample and sampling procedure; research instruments, instruments' validity; instruments reliability; data collection procedure and data analysis techniques.

Chapter Four entails data analysis and discussion of the findings, whereas Chapter Five presents a summary of the findings, conclusions, recommendations and suggestions for further studies. Then the appendices and bibliography follow.

CHAPTER TWO

LITERATURE REVIEW

This chapter covers literature review which is organized under the following sub-headings: the concept of discipline; factors which affect the improvement and maintenance of student discipline; the methods of enforcing student discipline; a collective approach to student discipline; and the conceptual framework.

The Concept of Discipline

Discipline is an important issue in educational management. The well-being and safety of students and staff in school entails a commitment to sound and consistent disciplinary procedures being enforced (Bosag, 1989). Such

provision would not only prevent trouble but also establish an atmosphere of stability and security in school. Far from the school context, the well-being of the general community depends upon its young people accepting communal values and acting accordingly (Jones, 1989).

Discipline can be explained in many terms. It can be viewed as an orderly system that creates the conditions in which serious learning takes place, and that allows the objectives of the school to be achieved (Docking, 1989). According to Docking (1989), an orderly system would manifest itself in school when students choose to freely respect their teachers authority and not interfere with each others' learning opportunities. Docking's formulation implies that discipline plays an instrumental role in any school, it is something

which must be achieved as a condition for successful attainment of school objectives

Wheldall and Merret (1984) on their part view discipline in terms of conformity to socially acceptable behaviour. School like any other social organisation has norms to be observed by people identifying their membership with it, including students. To Wheldall and Merrett (1984), conformity to school norms by students and staff would most likely facilitate the development of a climate which allows the school to function as a harmonious and humane community. Tattum (1989) shares this notion when he contends that discipline is self-controlled behaviour which is gained when students have internalised the school rules and expectations. In this regard, students would behave 'well' even when authority figures are not around and check themselves when transgression is tempting.

Responsible behaviour is another manifestation of discipline (Wilson, 1971). In the contention of Wilson, responsible behaviour is a reflection of students' understanding of, and imaginative feel for the situation and their sense of commitment to school as a community. Thus, responsible behaviour would be demonstrated by a student who is sensitive to the needs of others and recognizes others' point of view, judging what needs to be done in a given situation and foreseeing the consequences of one's actions. Responsible students would show commitment to decisions made in school with the hope of realising mutual benefit.

In the follow up to the explanations given above, discipline should be best thought of as being positive, not negative, as helping the student succeed

rather than as punishment. Mbiti (1974), rightly recommends that the concept of discipline should not be associated with pain or fear, but rather it should be viewed as a system of guiding the student to make reasonable decisions both in the context of school and the society in general.

Factors Which Affect the Improvement and Sustenance of Student Discipline

Student discipline is affected by many factors. It can be influenced by constraints ranging from those related to immediate school socialisation to those attributable to out-of-school influence. In out-of-school context, factors such as home background, peer group pressure and societal influence in general are significant for consideration.

a) School Socialisation Factor

Research on school effectiveness (Rutter, *et al.*, 1979; Mortimore, *et al.*, 1988) consistently indicates that schools exert a profound influence over the way students behave. Rutter, *et al.*, (1979) conducted a major study of twelve inner London secondary schools. The study used a questionnaire supported by an interview to investigate effects of secondary schools on students. The researchers found that secondary schools varied markedly in respect to their students' behaviour. Rutter and his team found no consistent relationship between the characteristics of students on entering the twelve secondary schools they studied and their subsequent behaviour within each school.

Mortimore, *et al.*, (1988) conducted a large-scale study of London junior schools, as reported in Tattum (1989). The study showed that there was causal relationship between reading difficulty and behaviour problems among the students. According to the findings of the study, students who had difficulties in reading were most likely to be disruptive. In both studies (Rutter, *et al.*, 1979; Mortimore, *et al.*, 1988), disruptive behaviour was infrequent and a minor problem in some schools. At other schools, it appeared much more frequently and serious. The researchers argue that the differences could not necessarily be attributed to differences in students each school admitted but to the influence of school ethos.

Based on their inspection of 185 maintained and voluntary secondary schools in England during the years 1982-85, Her Majesty's Inspectorate (1988) found that the general ethos of a school was evident in the ways students behaved both in lessons and outside the classroom. Where a reasonably effective regime existed, a number of factors could be identified. These were: clarity of expectations; an atmosphere conducive to effective learning with students adhering to a sensible and fully understood code of behaviours; a successful combination of firmness and kindness, and a general demonstration of sensitivity.

Lack or inadequate facilities in schools has been noted to be a factor significant in influencing student indiscipline. Duke and Jones (1983) conducted a survey of 20 years of activity surrounding the quest for order in American schools. The researchers found that declining resources for schools and difficulties with the recruitment of skilled teachers threatened to exacerbate

behaviour problems among the students. Most often social conflicts arise among students as they compete for limited resources in school. This can threaten peaceful coexistence in schools.

Authors among them, Epstein (1981), Hargreaves (1982), Reid (1986) and Montgomery (1992) have noted lack of student participation in school decision-making processes as a factor contributory to discipline problems in schools. Hargreaves (1982) notes that when students feel that their school has dismissed their opinions, they are most likely to establish a group identity based on opposition to the school rules and values. Reid (1986) concurs with this argument when he observes that lack of student involvement in the determination of school policy destroys their dignity and renders them inferior and powerless, a status they are likely to resent. The work of Epstein (1981), as reported in Jones (1989), shows that provided it is not cosmetic, student involvement in decision-making improves staff-student relations and generates feelings of commitment and responsibility.

Other authors Jones (1989) and Montgomery (1992) have claimed that the nature of school rules, the manner in which they are enforced, and the extent to which they are perceived as legitimate by most students may affect the level of discipline among the students. Jones (1989) contends that it is not just a matter of ensuring the rules and expectations are clear and communicated effectively, but also that most students perceive them as reasonable, fair and not needlessly infringing on their freedom. Tattum (1982) argues that students resent and are likely to 'act-up' against inconsistency in rule administration by teachers. To Tattum, inconsistency occurs when a teacher reacts differently

towards different students for the same misbehaviour. Students are likely to react against such unfair treatment.

School socialisation can affect student discipline in regard to the nature of school curriculum. Unsuitable and unfavourable curriculum has been noted as a factor, which can adversely affect the behaviour of some students (Bird, *et al.*, 1980; Hargreaves, 1984; Reid, 1986). According to Bird, *et al.*, (1980), falling behind class work can be one of the initial reasons why some students first prefer to miss school or show disruptive symptoms. Hargreaves (1984) argues that there are four ways in which students' experiences of the curriculum adversely affects them. These are: when they find it irrelevant, too academic, too demanding and importantly when it leaves them with a sense of failure. Repeated failures in assignments set by teachers in school reduce many students' academic self-concepts and tend to lower their general levels of self-esteem as well as raising their degrees of alienation from school. Sharing this view, Pringle (1973) notes that disruption and other behaviour problems among students increase in some schools associated with a curriculum which emphasises academic competition, and places little value on non-academic pursuits or individual needs and aspirations.

Research has shown that disaffection and indiscipline in schools sometimes increase with the age of students. According to Reid (1986) this situation arises when schools are unable to adjust sufficiently to the fact that many students are young adults once they reach adolescence. Concurring with the same view, Tattum (1982) contends that many students greatly resent being treated like 'kids'. Thus, the fundamental nature of the school, with demand for

compliance and the lack of student power, may cause some older students to rebel. Pallard (1980) claims that this disaffection among the older students can be exacerbated by the fact that some students exercise considerable power and freedom in their daily lives outside school. Pallard further argues that for such students to lead a double life by suspending their acclaimed 'adult' status, power and privileges while at school, can be a difficult experience. This contention is also supported by Jones (1989) who observes that challenges to school rules appear to increase with age, often as students mature and begin to feel that some rules are an unfair imposition upon their maturity. It is noteworthy that in most cases of students' unrest in secondary schools in Kenya, one common complaint by students has been that of 'harsh' school rules (Odalo, 1998).

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b) Home Background Factor

Studies have shown that a student's home background may have significant influence upon his or her behaviour in school (Mortimore, *et al.*, 1983; Sammons, *et al.*, 1983; Rwamba, 1992). Mortimore, *et al.*, (1983) conducted a study in London secondary schools. The study had the purpose of investigating behaviour problems among the students, and used a questionnaire as an instrument for investigation. Mortimore and his colleagues found that where a student's home life was in any way unsettled, for example parents divorced, unemployed, poor and lived in poor housing environment, the student's activities in school were likely to be difficult and could have negative consequences on his or her behaviour. The researchers point out this:

“parental stress picked up by the children may make concentration difficult in school thus affecting their behaviour there as well”(p.34).

A study by Sammons, *et al.*, (1983) involving over 22,000 secondary school students, as reported in Jones (1989), found that students from highly stressful families with frequent tensions in relationships between members, tended to show behaviour problems in school. The study showed that there was an increased chance of student disturbance as other factors of disadvantage increased. The factors included that of divorce involving parents, as well as poverty in the household.

Rutter, *et al.*, (1975) conducted a research in which they compared some families in two contrasting geographical locations – the Isle of Wight and inner London borough, as reported in Reid (1986). The researchers found that parents in the inner London borough suffered from social disadvantages including worse housing conditions, greater family discord and increased incidence of criminality. The study showed that their offspring were twice as likely to have emotional and behavioural problems.

Rwamba (1992) conducted a study on pupils' indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used a questionnaire to solicit information from headteachers and teachers. It revealed that all the teachers felt that home-background influence contributed significantly towards the pupil's behaviour in school.

Authors among them Pezzey (1974), have also considered discipline practices used at home as being contributory to indiscipline sometimes shown by some students. According to Pezzey (1974) an over-punitive, authoritarian,

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rather than authoritarian style of family discipline could result in the student becoming hostile and aggressive. Children growing up in a coercive environment commonly develop into coercive young people, who in turn rear children likely to repeat the pattern (Pezzey, 1974; Straus, 1980).

The reverse is also possible, in that a hostile and punitive parent could sap the child's confidence so that he/she becomes anxious and fearful. Such children sometimes develop nervous habits, self-punitive actions, or disturbed bodily functions. And, as Bandura (1969) observes, parents using harsh physical discipline risk to give a modelling process by displaying to the student that violence is an effective way of controlling others and getting one's own way. Students who have appreciated such kind of notion may use violence to settle scores with other people.

c) Peer-group Pressure Factor

The effect of peer-group pressure on an individual student's behaviour has been the subject of much speculation. Students in school are necessarily members of groups and sub-groups whether in an active or passive role, and in so being, encounter both positive or negative experiences. It is through socialization that an individual acquires the standards, values and behaviour which marks him or her out as belonging to a particular group (Harmblin, 1974). In some schools anti-social counter-cultures exist, which operate their own group mores (Cohen and Manion, 1981; Reid, 1986). Reid (1986) observes that various focal concerns (interests) and strong feelings among

students can bind them into identity peer groups with each form tending to have it's own 'heroes', 'wags' or 'loners'.

According to Cohen and Manion (1981) peer-groups in schools are motivated by their respective focal concerns and are usually in search of status in their surrounding neighbourhood. Such groups have particular norms which guide their respective members. Willis (1977) notes that these friendship or common-culture groups can develop into strong anti-social feelings within classrooms and schools, and have profound consequences upon teacher-student relationships. The groups may reject the norms and regulations sought by traditional academic schooling and engage in aggravation, testing teachers' patience to limits. According to Willis (1977), this behaviour would occur especially when the group members perceive that their particular interests are threatened by the school authorities. In such circumstances, some students may become overwhelmed by peer pressures and would rather please their peers even if it means acting irrationally.

Rutter (1975) argues that students who are socially isolated or rejected by others are considerably more likely than other students to have psychiatric problems. This view is confirmed by the findings of the study conducted by Lane (1983), as reported in Jones (1989). Lane found that students who were unable to cope with peer-group sanctions tended to withdraw from others. Lane notes that peer group sanctions based on group norms can detract a student's self-esteem, and such a student would likely develop stress and anxiety conditions, which can affect his or her character development.

d) Societal Influence as a Factor

Part of what students experience or observe in the wider society end up affecting their character development (Reid, 1986). As active members of the society, students receive varying messages from events which take place in their environment, some which may impact negatively upon their behaviour. Tattum (1982) contends that the adverse influence of mass media – especially large doses of violence on television, freely available pornographic literature, video nasties and sensational reporting of unsavoury crimes, and factual materials are to blame for the perceived decline in moral standards of students. In one survey done in American schools (Tattum 1989), it was found that more than 80 per cent of school children viewed video nasties including many who were in their early teens and younger.

The breakdown in the traditional parenting patterns has made many students become dependent on media for advice (Wafula, 1998). The grandparents upon who children depended for advice on moral behaviour may not be available especially in urban areas because of distances and linguistic barriers. Many parents have little time to spend with their children, as some leave home for work early in the morning and report back home late in the evening. It is in this light, that work commitments of modern parents deny some students opportunities to get right information from adults about what they experience or observe in their daily lives.

The apparent evidence of societal factors having an impact on students behaviour can be deduced from a survey on Nairobi Youth, conducted by Chandran (1998). From the study findings, Chandran noted that there is a high

degree of sexual activity among the youth such that over 30 per cent of those studied stated that Aids had not deterred them from having premarital sex. Chandran attributed this apparent sexual liberty to media influence. Chandran further observes that drug abuse has infiltrated many Kenyan schools, and that some students and school workers, especially support staff, and the suppliers of goods to schools are the links in drug cartel. It's not surprising that drug abuse has been blamed on many student strikes which have rocked many parts of Kenya in recent years (Odalo, 1998).

Methods of Enforcing Student Discipline

Three main methods for enforcing student discipline appear to be available to school authorities. These are punitive methods, behaviour modification methods and preventive methods (Tattum, 1989). The methods may be invaluable if used sensitively.

a) Punitive Methods

Punitive methods are basically associated with the crisis-management approach which is reactive in its policy and locates the problems in the student (Tattum, 1989). Punitive methods rely largely on the infliction of punishment with the aim of deterring the student from committing the crime. Caning, out of school suspension, withdrawal of privileges, and expulsion are examples of punitive methods. The principle underlying punitive methods is that when a response is followed by an annoying state of affairs, the connection between

this response and stimulus which proceeded it tends to be weakened (Bandura, 1969).

Jones (1989) recommends that the purpose of punishment should be explained, understood and accepted if it is to be effective in enforcing student discipline. According to Jones, students instinctively expect the punishment for breaking rules will be applied fairly and consistently, otherwise punitive methods may reinforce the occurrence of misbehaviour among students. Docking (1987) concurs with this contention when he notes that although punishment has propensity to deter, to reinforce the importance of school rules and teacher expectations, and to prompt culprits to see the error of their ways, unless it is administered sensitively it can alienate, reinforce attention-seeking behaviour, encourage avoidance tactics, and induce feelings of rejection among the victim students.

According to a Belgian research which used a questionnaire to question 2,000 secondary school students in the province of Luxembourg in 1984, as reported in Montgomery (1992), it was found that punishment only aggravated bad behaviour at school and led to greater alienation of victim students from authority. The study showed that the students who were most at risk were found to have gained little prestige at school. The students made poor relationships with teachers, and developed a negative academic self-image.

Montgomery (1992) is of the opinion that punishments and tellings-off are sometimes the only attention some students ever receive, and those deprived of attention, any form of it is better than none at all, and so they 'act up' to be noticed and become a nuisance. Montgomery argues that for

something to be truly punishing it has to be aversive and philosophically to be accepted by the student as such. The author suggests that punishments should be used sparingly so that their effect can be maximised.

b) Behaviour Modification Methods

Behaviour modification methods are basically associated with the interventionist approach which though reactive in that it responds to problems of misbehaviour as they arise, it also looks beyond the student for understanding and aims to construct more beneficial relationships helpful to the victim student in observing acceptable codes of conduct (Tattum, 1989). Behaviour modification approach is basically concerned with the change of behaviour through positive or negative reinforcement (West, *et al.*, 1989). Behaviours do not occur in a vacuum. Within the school or any other situation, there is a nexus of rewards and punishments. Experiences which have been rewarding in the past are more likely to be repeated; unpleasant experiences lead to the behaviour being extinguished (Wheldall, *et al.*, 1983). Behaviourists advocate for the rewarding of good behaviour and ignoring of the one considered inappropriate.

Studies have shown that rewards are more effective in producing desirable behaviour than sanctions (Becker, *et al.*, 1967; Sharp, *et al.*, 1987; HMI, 1988; Rwamba, 1992). Sharp, *et al.*, (1987) conducted a study through which they sought to find out the attitudes of secondary school students toward the use of rewards, as reported in Montgomery (1992). A questionnaire was used to gather information from a sample of 396 secondary school students.

The researchers found that students generally perceive praise and rewards as appropriate and desirable.

In United States, Becker, *et al.*, (1967) conducted a study involving seven teachers of an elementary school in Urbana, Illinois, as reported in Montgomery (1992). The purpose of the study was to explore ways of training teachers to be more effective in managing behaviour problems in schools. Observation method supported by an oral interview were used as tools for the study. The study showed that attention, praise, and nearness produced by teachers maintained the pro-social behaviours among the students.

Her Majesty's Inspectorate (1988) did a survey in England, covering secondary schools during the years 1982-86. The findings of the study showed some evidence of an increasing awareness in schools of the need to offer rewards. The survey had a conclusion that students appear to achieve more, to be better motivated, and to behave well when teachers commend and reward their successes, and emphasise their potential rather than focusing on failures and shortcomings. From their review, the inspectors found that the most successful and reinforcing practice involves: a good balance between rewards and punishments; staff treating students as individuals; teachers praising the day to day work and behaviour of students, and above all, the creation of a climate of mutual respect between students and teachers.

Rwamba (1992) conducted a study on pupils' indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used a questionnaire to gather information from teachers and head teachers. Rwamba found that teachers considered rewards as important in enforcing good

behaviour among the pupils. Jones (1989) argues that reward system fulfils a number of functions for a school. It may promote the institutional aims of a school and provide a mechanism for competition, offer an incentive and reinforcement for the approved behaviour.

c) Preventive Methods

Preventive methods aim at developing structures and processes which are geared towards reducing problems and anticipating crisis within the school itself (Duke, 1989). According to Kounin (1970) schools can prevent misbehaviour by initiating practices which are anticipatory and thus reduce the incidences of indiscipline throughout the student body. This view is shared by Duke (1989) when he points out that a key to preventing discipline problems among students is the improving of conditions that lead to their occurrence rather than stressing on rules and punishment. Duke(1989) further contends that in improving discipline among students the emphasis should not be on reactive measures but on policies and strategies which minimize the risk of disaffection in the first place, and make it more likely that students will want to behave well.

Various authors among them Jones (1989), Duke (1989) and Montgomery (1992) have suggested various disciplinary methods essential in preventing instability in schools, and improving institutional efficiency. In this breath, democratisation of educational institutions has been considered to be a key factor in creating united and cooperative team in which members of school community would enjoy for mutual interests. It's within the parameters of a

democratic school, that flexibility in school disciplinary systems would be significant, accommodating the participation of students in decision making process

In the recommendation of Duke(1989), school discipline plans should not be rigidly fixed and immutable, but open to negotiation, and modification. Subjecting the discipline plans to circumstantial modification would go along to moulding schools into becoming democratic social organizations which would likely be sensitive to the interests of their stakeholders, including students,

The involvement of students into school's corporate decision making process would most likely reinforce their commitment to those decisions. This contention is supported by Jones (1989) who notes that when students are involved in decision making and execution of the school policy they are more likely to want to behave in a socially acceptable way. Students are people with current feelings and wants. And, as Chamberlin (1989) claims, they would feel oppressed or under-valued if their own views are silenced or ignored, or their own wants dismissed as unimportant or irrelevant. According to Galloway (1990) a school collective approach to discipline should allow the participation of students in decision – making processes, thus enabling them to control the extent to which other school members have power over them. It should allow students to express their opinions and represent their interests.

Apart from providing a forum through which they can present their views on various issues, participation of students in making decisions in school would likely develop mutual trust between them and the staff in school. According to

Montgomery (1992) students respond to trust and try not to abuse it. However, as Griffins (1994) asserts, students would likely resent “unrealistic” restrictions and impositions, actively struggling against them.

The weight of school policy on discipline need to focus on the whole school establishment as a way of preventing student misbehaviour. According to Besag (1989), schools need to draw such a policy document which should then be availed to all school members; students, parents, staff and even school Board of Governors. Such document should make it clear the school rules as well as the action to be taken when the rules are contravened. This may include notifying parents, school Board of Governors and other responsible bodies if deemed appropriate. In the view of Besag (1989), disciplinary methods which have the support of majority among the school community members are likely to serve their purpose, whereas the same would fail if the members are disgruntled, fragmented and out to sabotage.

Tattum (1989) recommends that any school needs to be characterized by an atmosphere whereby it functions as coherent whole, with agreed ways of doing things which are consistent throughout a school, and have general support of all its members. Tattum suggests the following conditions as being necessary in minimizing misbehaviour in schools:

- a) Teachers and students should be closely involved in the creation and review of school rules. A more open discussion will bring about a better understanding of their purpose and the problems they create for the parties involved.

- b) The set rules should be communicated to teachers, parents, students and other involved adults. Students should be made to understand the reasons for implementing the rules. When students are unaware of school rules, they will either fall foul of them unwittingly or 'test out' limits to find out what behaviour is acceptable.
- c) There should be a clarity of expectations, that students and other members of school community understand, and are aware of what is expected of them.
- d) In school there should be a general demonstration of sensitivity and consistency in the administration of school rules. Students need to observe, feel and believe for themselves that their teachers care about them and know something about them as individuals (p. 35).

Reid (1986) claims that one of the reasons for disaffection in secondary schools is the abject failure of pastoral care in many of them. To Reid, teachers need to be diagnostic of students' needs, problems and aspirations. Through the use of pastoral care, Reid (1986) observes, students' needs are likely to be met in time, thus reducing disaffection which can lead to misbehaviour among them.

It is within the context of the need for identification and consequent addressing of students' needs that guidance and counselling has been considered to be of prime importance in preventing discipline problems among students. According to the findings of the study conducted by Muchiri (1998) on participatory processes used by headteachers in enhancing student discipline in public secondary schools of Nairobi province, 55 per cent of the 329

headteachers and teachers involved in the study suggested guidance and counselling as being crucial in improving discipline among students. The provision for dialogue between students and the staff in school was suggested by 34 per cent of the same respondents. Its through such disciplinary practices that the needs and interests of students can be identified and addressed in time, thus avoiding situations where disaffection among them could develop. It's worth noting that many forms of student misbehaviour result from cumulative disaffection they experience in schools (Reid, 1986).

Unsuitable curriculum has also been noted as a factor which can adversely affect the behaviour of some students (Rutter, *et al.*, 1979; Hargreaves, 1984, Reid, 1986). Research by Rutter, *et al.*, (1979) has shown a correlation between those students who feel that they have failed academically and the emergence of behaviour problems. If the curriculum is not able to offer students opportunities for self – development, a sense of personal worth and access to goals society promotes, they could use any of several forms of deviant behaviour to express their rejection of the aims of school.

As a way of building up self-esteem and confidence of students, one of the most effective strategies is through the design and presentation of curriculum. According to Hargreaves (1984) confidence of students may be eroded by a poorly designed curriculum. It may happen that the major part of the school curriculum in many schools is focused on the large percentage of students following a public examination syllabus. Those who are not talented academically may question the time and effort allocated to what suits their interests and potential.

The identification of areas of curriculum which suits the interests and ability of particular students, and the subsequent support they are given to realize their potentials, would go a long way to reducing disaffection arising from the curriculum perceived to be distasteful. And, as Besag (1989) contends, a highly competitive and, or too academic curriculum, so that only a few students are winners, could result in feelings of isolation, frustration and humiliation for those unable to succeed. In this regard, the mismatch between curriculum and students ability could contribute to some considering themselves to be failures, a status they are likely to resent through various forms of misbehaviour e.g. riots. It would be necessary to make curriculum supportive and compensatory in areas of social development and physical agility, in addition to academic remediation.

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A Collective Approach to Enhancing Student Discipline

A collective approach to enhancement of student discipline is based on the notion that the shaping of student behaviour is not the responsibility of the school headteacher alone but of all the members of school community. This approach is therefore predicated on the belief that good order and a positive learning environment are created when all members of the school community accept responsibility for positive behaviour (Jones, 1989). In a secondary school context, a collective approach pertinent to student discipline would seek the participation of the following actors:

a) The School Headteacher

The headteacher bears the ultimate responsibility for school discipline (Ministry of Education, 1979, p 35). He or she is directly involved in establishing the rules of behaviour, the expectations to be met and the consequences to be applied for non-compliant behaviour. According to the Kenya's Education Act (1980) Chapter 211, the school headteacher is empowered to ensure that any student's behaviour is not habitually or continually endangering the maintenance of a proper standard of moral and social conduct in the school.

Based on their inspection of 185 maintained and voluntary secondary schools in England during the years 1982-85, Her Majesty's Inspectorate (1985) concluded that the one most significant variable contributing to a good school was the quality of leadership of the headteacher. The Inspectorate notes that the headteacher appears to set the tone and style of a school.

Duncan (1991) carried out a study on perceptions of South Carolina Public secondary school administrators toward most effective solutions to remediate, eradicate or diminish major student discipline problems. Questionnaires were sent to public secondary school headteachers requesting that they give their perception in rank order, of what they perceived as most effective solutions to major discipline problems in schools.

Data was analysed by demographic variables: race, sex, and years of experience. Each variable produced two sub-groups, (headteacher, assistant headteacher), (male, female), (white, black), and (two years or less experience in administration, more than two year experience in administration). Chi-square tests were applied to the data to determine whether proportions of the

two demographic sub-group choosing a particular major solution to student discipline problems differed significantly at the 0.05 level. Frequencies of responses and rank order were used to denote perceptions of successful solutions perceived to remediate, eradicate or diminish the incidences of these problems.

The findings indicate that there were small number of significant differences at 0.05 level in a number of comparisons. This indicated more similarities than differences in responses from South Carolina Public Secondary School Administrators. The five most successful solutions perceived by South Carolina Public Secondary School Administrators to remediate, eradicate or diminish the incidences of behaviour problems were in rank order; detention in school, suspension, out-of-school suspension, parent conferences and student conferences with school administrators.

The headteacher bears the ultimate responsibility for school discipline. He or she is in an extremely influential position in which to help students with behaviour problems. Besag (1989) is of the opinion that headteachers need to establish whole school policies on discipline with their focus laid behind the school rules. In this regard, a school would need to draw a disciplinary plan which should then be made available and familiar to all; students, parents, staff and governors. Such a plan should make clear the school rules as well as the action to be taken when the rules are contravened. Inconsistency in the administration of school rules could be checked through such clear policy document, as it could be used as a reference statement during the execution and regulation of the rules.

b) Teachers

Authors, among them, Jones (1989), Tattum (1989) and Reeves, *et al.*, (1997) have advocated for sharing of administrative responsibility, encouragement of collegiality, co-operation and team building in schools. Tattum (1989) recommends that teachers should be closely involved in the creation of school disciplinary codes that list what school considers to be misbehaviour and what punishment teachers and headteachers can administer. Tattum's formulation implies that headteachers need to seek the support of teachers in handling cases of student discipline.

Duke (1989) contends that consistency in the administration of school disciplinary policy emerges as all teachers accept the responsibility for all students, all the time, and everywhere in the school. Rutter, *et al.*, (1979) conducted a major study of twelve inner London secondary schools seeking to investigate the effects of the schools on students. The study used a questionnaire supported by an interview as tools for data collection. The researchers found that schools' outcomes tended to be better when both the curriculum and approaches to school discipline were agreed upon and supported by the staff acting together.

Magara (1986) carried out a survey on the role of parents in instilling discipline in primary schools in Mavuria Location of Embu District. The study was conducted in 10 primary schools selected randomly in Mavuria Location. It involved 12 teachers and 15 parents. The study used two questionnaires; one for teachers and another for parents. The researcher found that parents support the idea of teachers disciplining their children.

In Kiambu District of Kenya, Maina (1986) conducted a research on the role of head teachers, teachers and parents in school discipline in Kikuyu Division. Forty teachers chosen at random from five different schools, and 20 parents were involved in the study which used questionnaires as a tool for data collection. The findings of the study showed that 50 per cent of the teachers played a practical role in school discipline. Forty per cent of the teachers felt they played an adequate role. A lowly 10 percent of the teachers indicated that they played a minimum role in school disciplinary matters, a case which signifies that some teachers are not involved, or are reluctant, in participating in school disciplinary policies. This tendency is not consistent with their role as moulders of students' character.

Teachers need to be viewed even as surrogate parents. Paland (1988) suggests that a teacher should develop a special relationship with each student in the class, if at all possible. This should be built on something that they alone share, such as an interest or a skill. A topic of mutual and genuine interest shared with a teacher offers the student an individual identity which counteracts the feeling of being just a face in an anonymous group. Indeed each student, no matter how large the school, can have an empathetic and rewarding relationship with a teacher.

Teachers are models for the young in their care, who note details of their attitude and behaviour. There is a hidden curriculum at work in schools as young people are highly sensitive to picking up and assimilating cues on how to conduct themselves. Students may look upon teachers in school for guidance and a code of conduct which could influence the way they themselves behave.

In this regard, their misbehaviour could adversely affect the character of some students.

c) Students

The involvement of students in the formulation of school disciplinary policy has been viewed as an approach which, most likely can influence them into accepting and showing commitment towards it (Hargreaves, 1982; Goodland, 1984; Jones, 1989). Hargreaves (1982) argues that lack of student involvement in the determination of school disciplinary policy destroys their dignity and renders them inferior and powerless. Goodland (1989) concurs with this contention when he claims that when students feel involved in decision making and the execution of school policy, they are more likely to want to behave in a socially acceptable way. Tattum (1989) recommends that students should be closely involved in the creation and review of school rules. He is of the opinion that a more open discussion will bring about a better understanding of the rules' purpose and the problems they create for them.

Muchelle (1996) conducted a study among secondary school headteachers in Vihiga District of Kenya, in which he sought to determine the headteachers' attitudes towards students' involvement in school administration. The study used two research instruments, namely, the questionnaire and an observation checklist. In one part of the questionnaire, the headteachers were asked to indicate the extent of students' involvement in the selection of prefects in their schools. The findings of the study showed that only 8 (12.3%) of the 65 headteachers reported actual involvement of students in selecting their prefects.

Eleven (16.9%) of the respondents indicated that their schools did not involve their students, whereas 31 (47.7%) stated that some informal consultations with students was done in selecting the prefect body. The term "informal consultation" refers to those attempts by a headteacher to get information about the formation of prefect team from students through other means like informal conversation and classroom discussions.

The apparent low-scale involvement of students in school administration in secondary schools in Vihiga District is a pointer that the same could be the case in many secondary schools in Kenya. That students form a major part of school community, their participation in decision making there, can be considered to be of prime importance.

d) Subordinate Staff

Good behaviour and discipline in a school involves all members of the school community: students, teachers and other staff, showing mutual respect and consideration for one another (Rosenbaum, 1989). This collectivity facilitates the development of an atmosphere in schools which promotes learning and enables students to develop their talents and personality. Bad behaviour, which may come from the adults in the school as well as the students, is that which disrupts this state of affairs.

Jones (1989) argues that sometimes students become victims of misbehaviour as a result of provocation by adults in school, including the subordinate staff. He points out that rules of behaviour in a school should not be focused on students alone, but need to place obligation on all its members.

with each individual understanding and accepting the rules to govern their own behaviour. The contention of subordinate staff influencing student behaviour is also supported by Chandran (1998) who notes that drug abuse has infiltrated schools, with some students and school workers, especially the support staff, and suppliers of goods to schools having links in drug cartel.

e) Parents

Some authors among them Docking (1987), Mortimore, *et al.*, (1988) have consistently recommended more parental involvement in schools' social development programmes. Docking (1987) notes that partnership between families and schools can help to promote responsible behaviour based on greater understanding, concern and sensitivity toward behaviour problems facing schools.

In a study conducted by Mortimore, *et al.*, (1989) covering London Junior schools, as reported in Montgomery (1992), it was found that a characteristic of the most effective schools studied was their success in establishing informal relationships with parents. This finding suggests that in those effective schools, parents could easily reach out at the school authorities. Close contact can provide parents with a forum through which they can discuss problems facing their children.

Lawrence and Steed (1986) carried out an inquiry involving 85 primary schools, as reported in Jones (1989). The study had the purpose of investigating the role of school heads in managing discipline in schools. The findings of the

study showed that the school heads identified parental liaison as the most effective method schools could use in reducing student indiscipline

Maina (1986) did a study on the role of headteachers, teachers and parents in school discipline in Kikuyu Division (study cited earlier). The 20 parents involved in the study supported the idea of greater parental participation in matters pertinent to student discipline. They favoured the involvement of parents in discussions over such matters. In a survey conducted by Magara (1986), it was found that 60 per cent of the parents consulted supported a joint venture between teachers and parents in working to improve student discipline in schools.

f) Schools' Boards of Governors

The role of managing secondary schools by Boards of Governors (BOG) also touches on disciplinary matters in the schools under their management (Bell, 1988). The Kenya Education Act (1980), Chapter 211 provides that the Board of Governors of a school may make administrative rules appertaining to the discipline of students and may prescribe appropriate punishment for breach of or non- adherence to such rules. This provision indicates the statutory right of school Boards of Governors in managing discipline in schools.

A collective, whole-school approach to student discipline, as advocated for by scholars, according to the literature reviewed requires that all members of school community understand schools' codes of conduct and accept them as significant in creating a harmonious and humane climate instrumental for

serious learning (Jones, 1989). It would be essential for these codes to be communicated to teachers, students, parents, school Board of Governors and other involved adults. This is likely to facilitate the understanding of, and most likely commitment to, the expectations of the school discipline plan by those who are to be directly or indirectly affected by it.

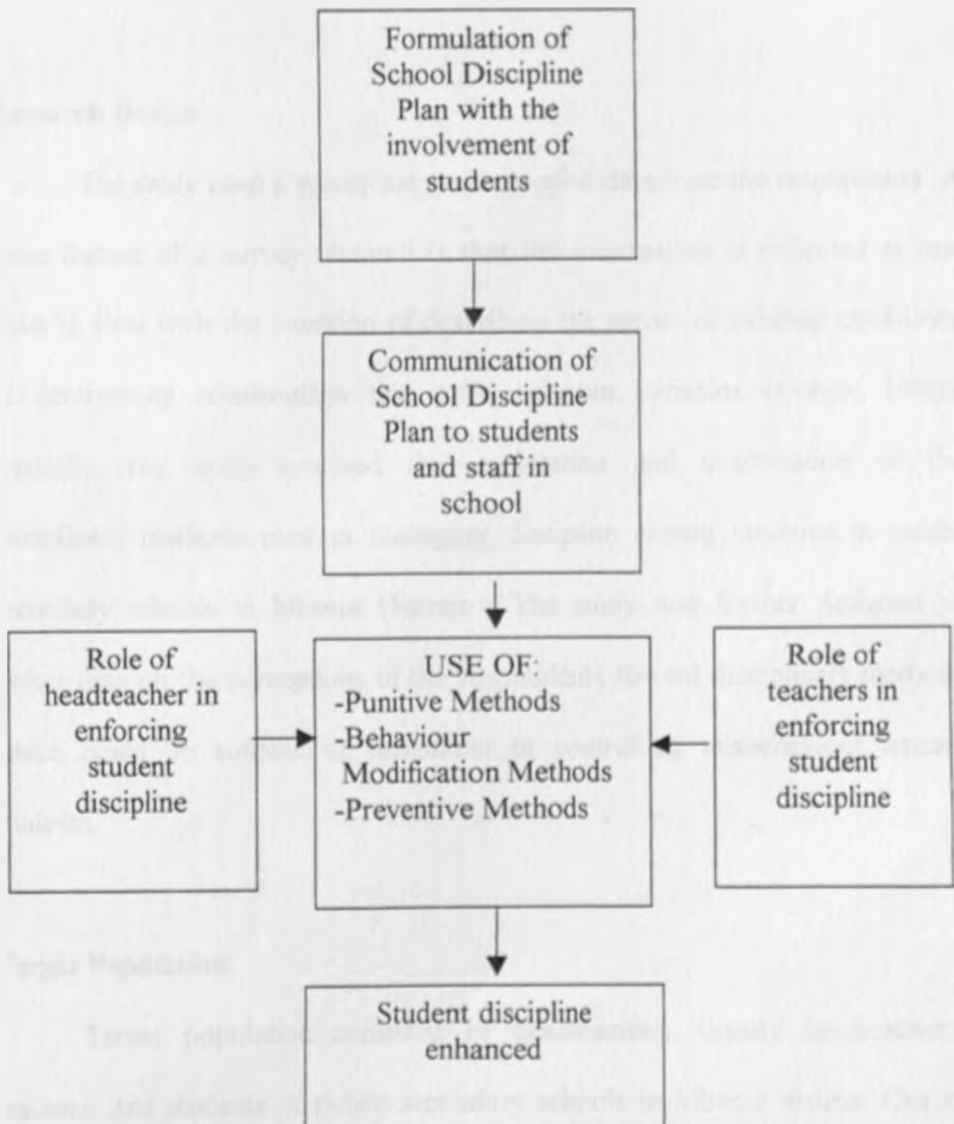
Conceptual Framework

The conceptual framework for this study is based on the concept that student discipline can be enhanced when students themselves are involved in the formulation of the school discipline plan. As Galloway (1990) contends the participation of students in school decision-making process enables them to control the extent to which other school members have power over them and facilitates their awareness and commitment towards the school policy agreed there upon. This participatory approach is further strengthened when the school discipline plan is based on reasoned argument, an ingredient which is likely to make most of the students perceive it as reasonable, fair and not needlessly infringing upon their freedom. A more open discussion will bring about better understanding of the discipline plan and the problems it could create for the parties involved.

In order to achieve consistency in the administration of school discipline plan its contents would need to be communicated to all the members of the school community. Sometimes students are made to tumble in observing school codes of conduct by other involved adults in school. If methods for enforcing discipline (punitive, behaviour modification, preventive) are used

based on generally agreed upon and valued school discipline plan, the result is that student discipline will be improved.

Conceptual Framework of the Study



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research methodology which is organised under the following sub-headings: research design; target population, sample and sampling procedure; research instruments, instruments' validity, instruments' reliability; data collection procedure, and data analysis techniques.

Research Design

The study used a survey approach to elicit data from the respondents. A basic feature of a survey research is that the information is collected at one point in time with the intention of describing the nature of existing conditions or determining relationships that exist between variables (Cohen, 1986). Basically, the study involved the exploration and examination of the disciplinary methods used in managing discipline among students in public secondary schools in Mbeere District. The study was further designed to gather data on the perceptions of the respondents toward disciplinary methods which could be suitable or unsuitable in controlling misbehaviour among students.

Target Population

Target population consisted of headteachers, deputy headteachers, teachers, and students of public secondary schools in Mbeere district. Out of the 26 public secondary schools in the district, there were 16 of mixed category. The district had 5 public secondary schools for boys and 5 public

secondary schools for girls only, at the time the study was conducted. All the public secondary schools had a total of 342 teachers, including the headteachers and deputy headteachers who formed part of the target population.

Sample and Sampling Procedure

Multiple methods, namely purposive sampling, simple random sampling, and systematic random sampling methods were applied in identifying respondents for the study. Basically, purposive sampling procedure was applied in cases where whole populations of headteachers and deputy headteachers from public secondary schools had to be involved in the study. According to Moser and Kalton (1971), purposive sampling involves the selection of a population which provides the information required for the study. Headteachers, deputy headteachers, teachers and students of the 26 public secondary schools in Mbeere District participated in the study.

Conventionally, teachers are directly involved in the execution and administration of school discipline plans over students. In this regard, these sub-groups of school community were well positioned to provide relevant information on ways and means used in managing discipline among students in schools.

Simple, and systematic random sampling procedures were applied in order to gather more representative data from the respondents. There were 342 teachers in public secondary schools in Mbeere District, including the 26 headteachers and 26 deputy headteachers. With their exclusion, there were 290

other teachers who formed part of the target population.

Krejcie and Morgan (1970) have suggested a sample of 165 out of the possible 290 subjects. However, due to non-response which could have occurred among the respondents, the study sought to obtain information from 200 instead of the exact 165 teachers. The number of teachers who participated in the study in each school was obtained by dividing the number of sampled teachers (200) by the number of schools (26) resulting in 7.6 or 8 teachers.

The 8 teachers were selected by the use of simple random sampling method from a list of teachers which was obtained from each school. The teachers' names were written on separate pieces of paper which were then folded and put into a container. With the shaking of the container, a folded paper was picked out and the teacher's name written on it noted. The paper was then refolded and returned to the container. This procedure was repeated until the names of the 8 teachers were randomly picked out. If any school was found to be having less than or 8 teachers, all of them were involved in the study.

For convenience purposes, the research sought to involve 10 students from each public secondary school. It would have been difficult to involve all students in schools. In order to get a more representative data, the study sought to gather information from five prefects and five ordinary students in each public secondary school. Only students, then belonging to forms two, three and four were involved in the study. The study was conducted during the months of January, February and March. During this period of the year Form One students were assumed to have been relatively new in their schools for them to give broader information about disciplinary methods used in them.

A list of school prefects in each school was obtained. Their names were written in separate pieces of paper which were then folded and put into a container. The simple random sampling procedure used to select teachers, as described above, was also used to obtain the five prefects who were included in the study.

Systematic random sampling was used to choose the ordinary students who participated in the study from each school. In regard to this procedure, the names of ordinary students belonging to forms two, three and four in each school were listed and numbered. The total number of students arrived at was then divided by five, this being the dividing factor which represented the number of ordinary students needed to participate in the study from each public secondary school. Following the division, the number arrived at (x) was the interval determinant used when selecting the participating ordinary students from among the listed and numbered names of target students. The interval determining figure (x) depended on the number of ordinary students in each particular school.

Within a list of numbered names, a number between 1 (the name listed as number 1) and the number corresponding to the interval determining figure (x) was randomly chosen as the first case of participating ordinary students. From this first case, moving along the numbered names of students, the names whose numbers fell on interval points as determined by interval figure (x) were selected as other cases until five names of participating ordinary students were chosen from the numbered population of names in each particular school.

Research Instruments

Data pertinent to disciplinary methods used to manage discipline among students in the secondary schools was gathered through three self-constructed questionnaires and an observation checklist.

(a) Questionnaire for Headteachers/Deputy Headteachers

The questionnaire for headteachers and deputy headteachers (Appendix B) had two parts. Part A contained 8 items designed to elicit background information on school and the respondents. In addition the items sought to collect data on the general state of student discipline in schools.

Part B of the instrument contained 11 closed and open-ended probing questions designed to elicit information on the kind of discipline problems experienced among students and the methods used by schools in dealing with them. In addition the questionnaire sought data regarding the extent to which various disciplinary methods, provided as sub-items, were applied in the schools. Headteachers and deputy headteachers were also asked to indicate the extent to which they considered various methods of discipline to be suitable in controlling misbehaviour. Other information gathered related to the factors considered to be contributory to discipline, and the advice the respondents could give toward effective methods for managing misbehaviour in a school setting.

(b) Questionnaire for Teachers

Questionnaire for teachers (Appendix C) contained two parts; Part A

and Part B. Part A of the questionnaire had 6 items intended to elicit background information of teachers and the schools. This part further sought to collect data on the general state of student discipline in schools.

Part B of the questionnaire had 12 closed and open-ended question items. Part of the information sought was the extent to which teachers and parents were involved in matters pertaining to student discipline in schools. Teachers were also asked to indicate the extent to which they considered disciplinary methods, provided as sub-items, to be suitable in controlling student misbehaviour.

Other information sought was on the extent to which various punitive methods, provided in form of statements, were applied in schools. Teachers were further asked to provide information on the extent to which various behaviour modification methods were applied in schools. On the other hand open-ended questions sought to elicit data in relation to what teachers considered to be factors contributory to discipline problems among students, constraints the schools faced in enhancing discipline in their schools, and the advice they could give toward the best methods for improving discipline among students.

(c) Questionnaire for Students

The questionnaire for students (Appendix D) had two parts: Parts A and B. Part A of the questionnaire had 5 question items asking for background information on school and the respondents.

Part B of the questionnaire contained 6 question items. Question 1 had 16 sub-items targeted to obtain data on the extent (very frequently; frequently; rarely,

and never) to which methods provided were applied in schools. The methods were either positively or negatively worded.

Information sought through the closed and open-ended, question items related to what the respondents considered to be causes of discipline problems among students, the constraints faced by prefects in enforcing discipline, and the advice the students could give on best ways for improving discipline in schools.

(d) Observation Checklist

The observation checklist (Appendix E) was designed to solicit information on the presence of the items listed i.e. printed school rules, provision of students' council, students' magazine, suggestion box, and the students' notice board in the schools.

Instruments Validity

Validation of the research instruments was done through the use of results of the pilot study, which was conducted in 4 public secondary schools. It involved 4 headteachers, 4 deputy headteachers, 32 teachers and 32 students. The instruments were amended as deemed appropriate, especially in removing the aspects of instruments which were considered to be ambiguous. In this regard, the semantic aspect of question items was improved. The instruments were appraised by two university lecturers from the Department of Educational Administration.

Reliability of the Instruments

Test - retest procedure was used in calculating the reliability values of the instruments. The researcher prepared two parallel representative sample of items for each of the three groups involved in the study, namely: headteachers/deputy headteachers; teachers, and students. For each group one alternate test was to be used for the main study while another parallel form test was designed for use in calculating the reliability of the instrument during the pilot study.

Four headteachers and 4 deputy headteachers, 32 teachers and 32 students were involved in the pilot study. The two parallel forms of the test for each of the three different groups were administered in a succession of 30 minutes.

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Headteachers and deputy headteachers were combined to form one trial group since they were responding to the same test. This was done so as to get a bigger number ($N=8$) of respondents for that test. For teachers and students, the number of respondents was 32 in each particular case.

Pearson Product - Moment Correlation Coefficient formula was used in testing the reliability of the three tests. In this regard, only items subject to scoring were considered. The scores obtained by each respondent in each alternate test had their means calculated. This was aimed at facilitating the management of pairs of scores for the computation of correlation coefficients of the three groups' tests. Pearson Product-Moment Correlation Coefficient formula was then applied.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

x = Paired mean scores obtained in the main test

y = Paired mean scores obtained in the parallel form test

x^2 = Squared mean scores in the main test

y^2 = Squared mean scores in the parallel form test

xy = Product of paired mean in both the main and parallel tests

N = Number of paired mean scores in both main and parallel form tests

The computed correlation coefficient for the headteachers and deputy headteachers' test was 0.86, while that of the instrument subjected to teachers was 0.69. The students' test had a correlation coefficient of 0.63. Since the reliability coefficient is usually interpreted like a regular correlation, the implication is that the closer the value obtained is to 1.00, the stronger the correlation between sets of ordered pairs.

The three tests had correlation coefficients relatively closer to 1.00, and can therefore be considered to be reliable.

However, it should be noted that no single instrument can be said to be absolutely reliable.

Data Collection Procedure

A research permit was obtained from the office of the President. The authority to conduct the research in the selected secondary schools was sought from the Mbeere District Education Office in Siakago. Having obtained the permit, a pilot study was carried out in 4 public secondary schools in Embu District, after which the research instrument was refined. On fixed dates the researcher visited the public secondary schools in Mbeere District to administer the instruments to the headteachers, deputy headteachers, teachers and students. A period of one week was given for filling in of the questionnaires after which they were collected for data analysis.

Data Analysis Techniques

The analysis of data started, firstly, with the editing of the information obtained from the respondents. The editing involved the inspection of the responses to various question items with the aim of identifying spelling mistakes which had been made and the blank spaces left unfilled. Raw data were combined into fewer categories and these groupings were then summarized into frequency tables. The categorization of data obtained from the open – ended question items involved the harmonization of responses which had similar or common semantical context in regard to the particular question items they were targeted at.

The coding of categorised data was done according to various guiding statements stipulated by the question items. Data were then put in tabular forms for statistical analysis, using the Statistical Package for Social Sciences (SPSS). Data analysis consisted of calculations of frequency distributions.

percentages, means and standard deviations. Percentages were used to answer research questions 1, 2,3, 4, 5, 6 and 8.

To answer question 7, mean scores of sub-items on the extent to which various disciplinary methods were considered to be suitable in managing student discipline were calculated. In this case, various rating options (very suitable; suitable; fairly suitable; unsuitable and very unsuitable) were scored in line with Likert's scaling, with the ultimate aim of obtaining mean score for each disciplinary method presented in form of sub-item.

The disciplinary methods were stated either positively or negatively. For positively stated methods, the scoring was done as follows; 5 scores were assigned to the method if it was considered to be very suitable in managing student discipline; 4 scores if it was viewed to be suitable; 3 scores if it was judged to be fairly suitable; 2 scores if it was viewed to be unsuitable, and 1 score if it was regarded to be very unsuitable.

For negatively stated disciplinary methods, the above procedure was applied in reverse. In this sense, 1 score was allocated to a negatively stated disciplinary method if it was considered to be very suitable in managing discipline among students. On the other extreme, 5 scores were assigned to the method if it was viewed to be very unsuitable under the same context of its application.

The calculated mean scores for various stated disciplinary methods were then ranked. The highly ranking mean scores were taken as signifying that the disciplinary methods were considered to be most suitable in managing misbehaviour among students. The lowly ranking mean scores, on the other hand, were assumed to be representing the less suitable disciplinary methods.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Data analysis is presented in this chapter. The chapter is divided into four parts. The first part of the chapter shows the questionnaire return-rate of the respondents. The second one shows the demographic data of the respondents and their schools. Part three presents the analysis of data pertinent to the state of student discipline and the various disciplinary methods used in the schools. The fourth part deals with the analysis of data on the suggestions obtained from the respondents in relation to the disciplinary methods which could be appropriate or inappropriate in managing student discipline.

Throughout this text, the abbreviation No. stands for Number; M for Mean Score, whilst SD stands for Standard Deviation. The symbol (%) refers to percentage.

The Questionnaire Return Rate

All the questionnaires which had been administered to the 26 headteachers and 26 deputy headteachers of the public secondary schools in Mbeere District were returned, whilst out of the 200 handed out to teachers, 192 of them were returned for data analysis. On the other hand, 260 questionnaires were administered to students, and out of them, 244 were returned. This translates to 93.8 per cent return rate of the instruments marked for students. Overall, the return rate of the research instruments can be considered to have been high.

Demographic Characteristics of The Respondents and Their Schools

This part presents a summary of distribution of the respondents by age, gender, academic qualification and professional experience. In addition, the distribution of the respondents by the category and size of their schools is shown.

Table 1: Distribution of Participating Headteachers, Deputy Headteachers, and Teachers by Gender

Sex	Headteachers		Deputy headteachers		Teachers	
	No.	%	No.	%	No.	%
Male	20	76.9	17	65.4	84	43.7
Female	6	23.1	9	34.6	108	56.3
Total	26	100.0	26	100.0	192	100.0

Table 1 indicates that out of the 26 headteachers who participated in the study, 20 (76.9%) were males, while 6 (23.1%) were females. It can also be observed that 17 (65.4%) and 9 (34.6%) of the deputy headteachers were males and female respectively.

The findings tend to show that there was a low representation of women compared to men, in terms of school headship in Mbeere District.

Table 2: Distribution of Participating Headteachers, Deputy Headteachers, and Teachers by Age.

Age group by years	Headteachers		Deputy headteachers		Teachers	
	No.	%	No.	%	No.	%
30 or below	-	-	2	7.7	41	21.3
31 – 40	13	50.0	18	69.2	89	46.3
41 – 50	9	34.6	6	23.1	57	29.8
Over 51	4	15.4	-	-	5	2.6
Total	26	100.0	26	100.0	192	100.0

The data in Table 2 shows that majority of headteachers (50.0%), deputy headteachers (69.2%) and teachers (46.3%) were of age between 31 and 40 years. The table, further shows that there was no school headteacher who was aged below 31 years. It is also evident that only 4 (15.4%) of the headteachers were over 51 years of age. The findings tend to show that majority of school administrators were of the middle age.

Table 3: Distribution of Participating Headteachers, Deputy Headteachers, and Teachers by Academic Qualifications

Level of qualification	Headteachers		Deputy headteachers		Teachers	
	No.	%	No.	%	No.	%
Diploma/SI	2	7.7	1	3.8	4	2.1
ATS	1	3.8	2	7.7	6	3.1
B.A. with PGDE	-	-	-	-	10	5.2
BSC with PGDE	1	3.8	-	-	3	1.6
B.Ed.	22	84.7	23	88.5	169	88.0
M.Ed	-	-	-	-	-	-
M.A.	-	-	-	-	-	-
M.Sc.	-	-	-	-	-	-
Total	26	100.0	26	100.0	192	100.0

Out of 26 headteachers who participated in the study, 2 (7.7%) were diploma holders or had a SI qualification. Majority of headteachers (22%), deputy headteachers (88.5%), and teachers (88.0%) were holders of Bachelor of Education degree. No respondent had a masters degree. Masters degree holders tend to quit the profession to join other careers due to their academic achievement, among other reasons.

Table 4: Distribution of Participating Headteachers and Deputy Headteachers by Their Experience as School Administrators.

Administrative experience in years	Headteachers		Deputy headteachers	
	No.	%	No.	%
1 – 5	5	19.2	12	46.2
6 – 10	8	30.8	9	34.6
11 – 15	7	26.9	5	19.2
16 – 20	4	15.4	-	-
21 and above	2	7.7	-	-
Total	26	100.0	26	100.0

From the data in Table 4, it can be observed that majority of headteachers (30.8%) had an administrative experience ranging from 6 to 10 years, whereas, the largest number of deputy headteachers (46.2%) had their school leadership experience spreading between 1 and 5 years. Only 2 (7.7%) of the headteachers had their headship service-experience exceeding 20 years.

There was no deputy headteacher who had served in that position for more than 15 years, apparently, because most of them end up being promoted to full school headship before serving as deputy headteachers for a long period.

Table 5: Distribution of Participating Headteachers, Deputy Headteachers, and Teachers by the Category of Their Schools.

Category of school	Headteachers		D/headteachers		Teachers	
	No.	%	No.	%	No.	%
Mixed secondary school	16	61.5	16	61.5	118	61.4
Boys' secondary school	5	19.3	5	19.3	38	19.8
Girls' secondary school	5	19.3	5	19.3	36	18.8
Total	26	100.0	26	100.0	192	100.0

It can be observed, from the data in table 5, that most of the headteachers (61.5%) deputy headteachers (61.5%) and teachers (61.4%) belonged to mixed secondary schools. The table, further shows that, Mbeere District had 16 mixed public secondary schools and 5 others for girls and boys respectively, as represented by the headteachers.

The district has few single sex secondary schools, apparently, because school managers would rather prefer to establish mixed secondary schools in order to attract enough students from their local catchment areas.

Table 6: Distribution of Participating Headteachers, Deputy Headteachers and Teachers by Size of Their Schools

Size of school in streams	Headteachers		D/headteachers		Teachers	
	No.	%	No.	%	No.	%
Single stream	17	65.4	17	65.4	126	65.6
Double stream	7	26.9	7	26.9	50	26.1
Triple stream	2	7.7	2	7.7	16	8.3
Four stream	-	-	-	-	-	-
Five streams	-	-	-	-	-	-
Total		100.0	26	100.0	192	100.0

It is evident, according to the data in Table 6, that majority of headteachers (65.4%), deputy headteachers (65.4%) and teachers (65.6%) belonged to single streamed secondary schools. The data further indicates that, the minority group of respondents belonged to triple streamed secondary schools. This evidence tends to imply that there was low demand for secondary education in the district.

Table 7: Distribution of Participating Students by Gender

Gender	No.	%
Male	135	55.3
Female	109	44.7
Total	244	100.0

According to the data in Table 7, it can be observed that 55.3 per cent of

the students who participated in the study were boys. The girls represented a 44.7 per cent of the student respondents.

The findings imply that there wasn't an acute under representation of either sex among the students who participated in the study.

Table 8: Distribution of Participating Students by The Category of Their Schools

Category of school	Boys		Girls	
	No.	%	No.	%
Mixed secondary school	99	40.6	71	29.1
Boys' secondary school	36	14.7	-	-
Girls' secondary school	-	-	38	15.6
Total	135	55.3	109	44.7

Data in Table 8, reveals that most of the students who participated in the study belonged to mixed secondary schools. This observation can be made from Table 8, which shows that 69.7 per cent of the students were from this category of secondary schools. This is a joint percentage representing boys (40.6%) and girls (29.1%) who had indicated their belonging to mixed secondary schools. Majority of student respondents were from mixed secondary schools because these schools were, by far, many than single sex schools in the district.

Table 9: Distribution of Participating Students by Their Status (Position) in School

Status (position) of student	No.	%
Prefect	128	52.4
Ordinary student	116	47.6
Total	244	100.0

From the findings in Table 9, it can be observed that majority of the students who participated in the study were prefects (52.4%). Ordinary students were represented by 47.6% of the respondents. However the findings do not imply an acute under-representation of ordinary students in the study. The data tend to show that information gathered from students was representative.

Table 10: Distribution of Participating Students by Their Class/Form.

School Form (class)	No.	%
Form II	92	37.8
Form III	80	32.7
Form IV	72	29.5
Total	244	100.0

Table 10 shows that the largest number of students who participated in the study belonged to Form II class (37.8%). Students belonging to Form IV class (29.5%) made the lowest percentage of those who participated in the research. The representation of student respondents by class is relatively fair.

No class appears to have been acutely under-represented.

State of Student Discipline in the Secondary Schools

To show the state of student discipline in schools, frequencies and percentages of respondents choosing various entry ratings (very satisfactory; satisfactory; fairly satisfactory; unsatisfactory and very unsatisfactory) were calculated.

Table 11 shows the state of students' discipline in schools, number of respondents and percentages.

Rating Scale: Vs = Very satisfactory; S= Satisfactory; Fs= Fairly satisfactory; U= Unsatisfactory and Vu= Very unsatisfactory.

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Table 11: State of Student Discipline in Schools

Type of respondent	Vs N (%)	S N (%)	Fs N (%)	U N (%)	Vu N (%)
Headteachers N=26	--	14 (53.8)	12 (46.2)	--	--
D/Headteachers N=26	--	10 (38.5)	12 (46.1)	4 (15.4)	--
Teachers N=192	--	63 (32.8)	96 (50.0)	30 (15.6)	3 (1.6)
Students N=244	--	87(35.7)	121 (49.6)	31 (12.7)	5 (2.0)

From Table 11, it can be observed that majority of headteachers (53.8%) viewed the state of student discipline in their schools to be satisfactory while most of deputy headteachers (46.2%), teachers (50.0%), and students (49.6%) considered it to be fairly satisfactory. It is also evident from the table, that 3 (1.6 %) of the teachers and 5 (2.0%) of the students judged the discipline to be very unsatisfactory. The evidence that some students and even teachers judged

student discipline to be very unsatisfactory in their schools indicates the seriousness of the matter. Headteachers did not view it as unsatisfactory nor very unsatisfactory, apparently because, as school administrators they would likely be hesitant to give distasteful report about their schools. The grim picture of the state of student discipline in schools is further made strong by the findings attributable to 4 deputy headteachers who regarded it as unsatisfactory. Deputy headteachers are conventionally in charge of discipline in schools.

Kinds of Discipline Problems Experienced Among Students in Secondary Schools, as Reported by 52 Headteachers and Deputy Headteachers

To show the kinds of discipline problems experienced among students in the secondary schools, frequencies and percentages were calculated in relation to cases of discipline problems reported by the respondents.

Table 12 shows the discipline problems experienced in secondary schools, number of respondents and percentages.

Table 12: Kinds of Discipline Problems Experienced Among Students in Secondary Schools. Number of Respondents = 52

Kind of discipline problem	No	Percentage
Insubordination/rudeness	52	100.0
Tardiness	43	82.7
Drug abuse	42	80.8
Truancy/absenteeism	37	71.1
Calculated idleness/work avoidance	34	65.4
Making unnecessary noises/ disruption	34	65.4
Theft	33	58.9
Sneaking out of school	29	55.8
Physical aggression towards teachers/other students	29	55.8
Violation of school dress code	21	40.4
Pregnancy cases/love affairs with staff in school	6	11.5

Data in Table 12 show that the most frequently occurring discipline problems among secondary school students were insubordination or rudeness which was indicated by all 52 (100.0%) headteachers and deputy headteachers; tardiness, reported by 43 (82.7%), and drug abuse, mentioned by 42 (80.8%) of the respondents. Insubordination was reported to have been occurring in form of unwillingness by students to take orders from teachers and prefects, and their refusal to take part in school activities, especially the core-curricular ones.

On the other hand, rudeness was reportedly in form of teasing and the use of offensive language against other students and teachers. Physical aggression towards other students and teachers was expressed to be in form of bullying and physical attacks against the victims. Insubordination and rudeness appear

to have been common forms of indiscipline shown by students in schools. This finding is a pointer to existence of poor relations between students and staff in schools, a condition which does not augur well for good human relations expected in the institutions. Good interpersonal relations would be essentially necessary to allow for serious learning. The problem of tardiness, truancy and calculated idleness could be an implication of lack of interest with the school curriculum. Students can exhibit such conduct as a show of their distaste to the process of learning and teaching they undergo. The abuse of drugs and drug addiction appears to have been a rampant discipline problem in schools. It's noteworthy that 80.8 per cent of the school administrators mentioned it as being experienced in their schools.

Disciplinary Methods Used in Dealing with Discipline Problems Among Secondary School Students

According to the findings shown in Table 12, the headteachers and deputy headteachers stated that their schools experienced student indiscipline in form of insubordination or rudeness, tardiness, drug abuse, truancy or absenteeism, calculated idleness or work avoidance, noise making, or disruption, theft, sneaking out of school, physical aggression towards other students and teachers, violation of school dress code, and pregnancy or students having love affairs with staff at school.

To show the disciplinary methods used in dealing with each particular discipline problem, frequencies and percentages were calculated in relation to the number of respondents who had reported the particular discipline problems

as indicated in Table 12, above.

(a) Disciplinary Methods Used to Deal with Insubordination or Rudeness Among Secondary School Students

Table 13 shows the disciplinary methods used to deal with insubordination or rudeness in the schools, number of respondents and percentages.

Table 13: Disciplinary Methods Used to Deal with Insubordination or Rudeness. Number of Respondents = 52

Disciplinary methods used in dealing with insubordination or rudeness	No.	Percentage
Corporal Punishment	52	100.0
Referral to school disciplinary committee	45	86.5
Guidance and counselling	45	86.5
Dialogue with students	36	69.2
Parental involvement	23	44.2
Suspension	12	23.1
Expulsion	6	11.5

From the data in Table 13, it can be learned that the most frequently applied disciplinary method in dealing with insubordination or rudeness among secondary school students was corporal punishment. This method was stated by all the headteachers and deputy headteachers who had indicated the discipline problem as being experienced in their schools. The second most frequently used disciplinary method in dealing with the problem were referral of the victim student to the school disciplinary committee (86.5%) and guidance and

counselling (86.5%). The least frequently applied method in dealing with insubordination or rudeness was expulsion. The preference for corporal punishment over other methods of discipline tends to imply a prevalent use of the method in schools. The data appears to show that teachers have resorted to physical violence in dealing with discipline problems among students. However, as it is explained in Chapter Two, corporal punishment can be alienative, working to the disadvantage of the victim student.

(b) Disciplinary Methods Used to Deal with Tardiness

Table 14 presents the disciplinary methods used to deal with tardiness, number of respondents and percentages.

Table 14: Disciplinary Methods Used to Deal with Tardiness. Number of Respondents = 43

Disciplinary methods used to deal with tardiness	No.	Percentage
Corporal Punishment	43	100.0
Dialogue with students	41	95.3
Guidance and counselling	38	88.4
Roll calls	38	88.4
Parental involvement	25	58.1
Suspension	7	16.3
Expulsion	1	2.3

According to the data presented in Table 14, it can be observed that corporal punishment was the mostly applied disciplinary method in dealing with tardiness. It was stated by all the 43 (100.0%) headteachers and deputy headteachers who had mentioned the discipline problem. Expulsion is,

evidently, the least frequently used method of discipline is
corporal punishment.

Tardiness can be a symptom of many underlying problems. For instance, a student's lack of interest in school. Alternative methods of discipline like guidance and counselling involvement can be more suitable in curbing the misbehaviour. Emphasis on the use of physical violence is controlling the counter production, especially on the part of the school. Moreover, the school environment is repressive and that discouraging.

(i) Disciplinary methods used to deal with drug abuse

Table 15 provides data on the disciplinary methods used to deal with drug abuse, number of respondents and percentages.

Table 15: Disciplinary Methods Used to Deal with Drug Abuse

Respondents = 62

Disciplinary methods used to deal with abuse of drugs
Corporal Punishment
Guidance and counselling
Suspension
Teacher-parent dialogue
Dialogue with students
Provision of resource materials on drug abuse
Invitation of guest speakers
Exclusion

Data in Table 15 show that 40 (95.2%) of the 42 headteachers and deputy headteachers reported that their schools used corporal punishment in dealing with drug abuse among secondary school students. Guidance and counselling was stated by 39 (92.8%) of the respondents, while expulsion of the victim students from school was indicated by 7 (16.6%) respondents.

Common Punitive methods used to deal with abuse of drugs among students were inform of caning and manual labour. These methods would likely deter the occurrence of misbehaviour for sometime but may not necessarily create awareness among the victim students on the dangers of drug abuse. Guidance and counselling would likely be more effective in dealing with drug abuse.

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(d) Disciplinary Methods Used to Deal with Truancy or Absenteeism

Table 16 shows the disciplinary methods used to deal with truancy or absenteeism, number of respondents and percentages.

Table 16: Disciplinary Methods Used to Deal with Truancy or Absenteeism. Number of Respondents = 37

Disciplinary methods used to deal with truancy or absenteeism	No.	Percentage
Corporal Punishment	37	100.0
Roll-calls	34	91.9
Leave-out sheets/gate pass	31	83.8
Guidance and counselling	31	83.8
Dialogue with students	29	78.4
Parental involvement	10	27.0
Suspension	2	5.4

It is evident, from the data in Table 16, that corporal punishment was the most frequently used disciplinary method in dealing with truancy or absenteeism. The method was stated by all the 37 (100.0%) headteachers and deputy headteachers who had mentioned truancy or absenteeism as a discipline problem experienced in their schools. The use of roll-calls to deal with the problem was indicated by 34 (91.9%) of the respondents. The least frequently applied disciplinary method was expulsion, which was stated by 2 (5.4%) of the respondents. Truancy and absenteeism may be a resultant of many other factors affecting the victim student. It would be important to use multiple methods like guidance and counselling as well as parental involvement in dealing with this form of indiscipline, rather than emphasizing on corporal punishment. Roll-calls can be a good controlling mechanism, but would likely

teach students the tactics of how not to be caught. This does not augur well for the cultivation of honesty among the young.

(e) Disciplinary methods used to deal with calculated idleness or work avoidance

Table 17 shows the disciplinary methods used to deal with calculated idleness or work avoidance, number of respondents and percentages.

Table 17: Disciplinary Methods Used to Deal with Calculated Idleness or Work Avoidance. Number of Respondents = 34

Disciplinary methods used to deal with calculated idleness or work avoidance	No.	Percentage
Corporal Punishment	34	100.0
Dialogue with students	31	91.1
Guidance and counselling	31	91.1
Giving extra/supplementary work to the student	22	64.7
Parental involvement	19	55.9
Suspension	6	17.6

According to the data in Table 17, it is evident that the most frequently used disciplinary methods in dealing with calculated idleness or work avoidance were corporal punishment, mentioned by 34 (100.0%) headteachers and deputy headteachers; dialogue with students, reported by 31 (91.1%), and guidance and counselling, which was also stated by 31 (91.1 %) of the

respondents

Punitive methods were reportedly in form of caning, manual labour, and subjection of victim student to repeating the work avoided or doing extra, or supplementary work. Suspension was the least frequently applied disciplinary method in dealing with calculated idleness or work avoidance

Although corporal punishment appears to be most preferred method in dealing with calculated idleness and work avoidance, it should be used sensitively as it can likely make students develop distaste towards the work they would have been punished for having not done or completed

(f) Disciplinary methods used to deal with unnecessary noisiness or disruption

Table 18 presents data on the disciplinary methods used in dealing with noisiness number of respondents and percentages.

Table 18: Disciplinary Methods Used in Dealing with Noisiness or Disruption. Number of Respondents = 34

Disciplinary methods used in dealing with unnecessary noisiness or disruption	No.	Percentage
Corporal Punishment	34	100.0
Dialogue with students	29	85.3
Guidance and counselling	29	85.3
Parental involvement	14	41.2
Suspension	6	17.6
Expulsion	2	5.9

Corporal punishment, according to data in Table 18, was the most frequently applied disciplinary method in dealing with unnecessary noisiness or disruption among secondary school students. The method was stated by all the 34 (100.0%) headteachers and deputy headteachers who had reported the discipline problem as being experienced in their schools. Dialogue with students, and guidance and counselling are the disciplinary methods which were mentioned by 29 (85.3%) of the respondents in each case. Expulsion appear to be the least commonly used disciplinary method in dealing with unnecessary noisiness or disruption among students.

Unnecessary noisiness and disruption are mainly associated with disorder in schools and tend to affect the concentration level of students in their academic work. Despite the seriousness of the problem, corporal punishment need not be viewed as the most preferable method in dealing with it. Guidance and counselling can be used sensitively in making students value orderiness in a school setting.

(g) Disciplinary methods used to deal with theft among secondary school students

Table 19 shows the disciplinary methods used to deal with theft among secondary school students, number of the respondents and percentages.

Table 19:Disciplinary Methods Used in Dealing with Theft. Number of Respondents = 33

Disciplinary methods used in dealing with theft among students	No.	Percentage
Corporal Punishment	33	100.0
Guidance and counselling	26	78.8
Dialogue with students	19	57.6
Making the errant student pay back the stolen goods	15	45.5
Parental involvement	13	39.4
Suspension	8	24.2
Expulsion	3	9.1

The data in Table 19 reveals that corporal punishment was the most frequently applied disciplinary method in dealing with theft among secondary school students. The method was stated by all the 33 (100.0%) headteachers and deputy headteachers who had reported theft as a discipline problem.

The subjection of errant student to paying back the stolen goods was reported by 15 (45.5%) of the respondents. Expulsion of errant students from class or school was the least frequently applied disciplinary method in dealing with theft. Theft happens to be a serious form of student indiscipline. It implies a case of dishonesty on the part of the person associated with theft. Although punishment can be a deterring factor, guidance and counselling would likely work better in creating awareness on the need to respect other people's rights to property ownership.

(h) Disciplinary methods used to deal with the sneaking out of school

Table 20 shows the disciplinary methods used in dealing with sneaking out of school, number of respondents and percentages.

Table 20: Disciplinary Methods Used to Deal with the Sneaking out of School by Students. Number of Respondents = 29

Disciplinary methods used in dealing with sneaking Out of school	No.	Percentage
Corporal Punishment	29	100.0
Guidance and counselling	26	89.6
Dialogue with students	18	62.1
Parental involvement	16	55.2
Suspension	9	31.0
Expulsion	5	17.2

Findings in Table 20 indicate that the misbehaviour of students sneaking out of school was mostly dealt with through the use of corporal punishment. All the 29 (100.0%) headteachers and deputy headteachers who had reported the discipline problem as being experienced in their schools, mentioned the disciplinary method. Guidance and counselling (89.6%) was the second most frequently applied disciplinary method in dealing with the sneaking out of school.

Expulsion of errant students from school was the least frequently applied disciplinary method in dealing with the misbehaviour, as it was stated by 5 (17.2%) of the respondents. Punitive methods administered methods were, reportedly, in form of caning, manual labour, and the subjection of the errant student to buying rolls of barbed wire. Although punitive methods may be effective in controlling students from sneaking out of school, a combination of

strategies would likely be more effective, especially the use of guidance and counselling, and parental involvement. However these methods appear to be superceded by preference for corporal punishment

(i) Disciplinary Methods Used in Dealing with Physical Aggression Towards Teachers and Other Students

Table 21 shows the disciplinary methods used to deal with physical aggression towards teachers and other students, number of respondents and percentages.

Table 21: Disciplinary Methods Used to Deal with Physical Aggression Towards Teachers and Other Students. Number of Respondents = 29

Disciplinary methods used in dealing with physical aggression towards teachers and other students	No.	Percentage
Corporal Punishment	29	100.0
Dialogue with students	23	79.3
Guidance and counselling	23	79.3
Suspension of errant students from school	11	37.9
Parental involvement	9	31.0
Expulsion	3	10.3

It can be observed from Table 21 that all the 29 (100%) headteachers and deputy headteachers stated that their schools deal with physical aggression of students towards teachers and other students by the use of corporal punishment. Dialogue with the students was indicated by 23 (79.3%) of the respondents. In

this regard, students could be urged to co-exist peacefully.

Expulsion of errant students from school was the least frequently applied disciplinary method in dealing with physical aggression of students. Guidance and counselling comes close second to the use of corporal punishment. This tends to indicate that schools value dialogue in reducing conflicts and strengthening interpersonal relations. Corporal punishment would likely work against this philosophy.

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(j) Disciplinary Methods Used to Deal with The Violation of School Dress Code

Table 22 shows the disciplinary methods used to deal with the violation of school dress code among secondary school students, number of respondents, and percentages.

Table 22: Disciplinary Methods Used to Deal with the Violation of School Dressing Code. Number of Respondents = 21

Disciplinary methods used in dealing with the violation of school dress code	No.	Percentage
Corporal Punishment	21	100.0
Confiscation of prohibited materials	18	85.7
Dialogue with students	13	61.9
Guidance and counselling	13	61.9
Suspension	9	42.8
Parental involvement	5	23.8
Expulsion	2	9.5

Table 22 shows corporal punishment as being the most frequently used disciplinary method in dealing with the violation of school dress code. The method was stated by all the 21 (100.0%) headteachers and deputy headteachers who had indicated that the discipline problem was experienced in their schools. Confiscation of prohibited dress materials was mentioned by 18 (85.7%) of the headteachers and deputy headteachers. In this sense, confiscated materials could be kept by the school or destroyed.

The least frequently applied disciplinary method in dealing with the violation of school dress code was expulsion. Preference for confiscation of prohibited dress materials can be counter productive. This method would likely cause bitterness and resentment on the part of the student whose goods would have been confiscated, a condition which can be potential to disorderliness and instability in schools. Dialogue with victim students could likely be effective.

(k) Disciplinary Methods Used to Deal with Cases of Pregnancy Among Students or Love Affairs Between Students and Staff in School

Table 23 presents the disciplinary methods used to deal with cases of pregnancy among students or love affairs between students and staff in school, number of respondents and percentages.

Table 23: Disciplinary Methods Used to Deal with Cases of Pregnancy Among Students or Love Affairs Between Students and Staff in School.

Number of Respondents = 6

Disciplinary methods used in dealing with cases of pregnancy among students or between students and staff in school	No.	Percentage
Dialogue with students	6	100.0
Guidance and counselling	6	100.0
Parental involvement	3	50.0
Staff – student discussions	3	50.0
Suspension	2	33.3
Expulsion	1	16.6

From Table 23, it can be noted that the most frequently used disciplinary method in dealing with cases of pregnancy among students or love affairs between students and staff in school were dialogue with the students (100.0%) and guidance and counselling (100.0%). Expulsion was the least applied disciplinary method in dealing with the discipline problem. Majority of headteachers and deputy headteachers reported the use of dialogue, and guidance and counselling as the common methods used in their schools in controlling cases of pregnancies among students. This finding tends to show that school administrators value interpersonal communication in inculcating moral behaviour among students.

The Extent to Which Various Disciplinary Methods Were Used to Manage Student Discipline as Reported by Headteachers, Deputy Headteachers, Teachers, and Students

- a) To show the extent (very frequently; frequently; rarely; never) to which various disciplinary methods were used to manage student discipline as reported by headteachers, deputy headteachers, and students, mean scores and standard deviations of sub- items on various disciplinary methods were calculated. The disciplinary methods were either positively or negatively stated. For the positively stated disciplinary methods, scoring was obtained as follows: 4 scores were assigned to the disciplinary method if it was very frequently applied; 3 scores, if the method was frequently used; 2 scores, if the method was rarely used, and 1 score if the method was never applied.

For negatively stated disciplinary methods (in asterisks) the scoring was done in reverse; such that 1 score was assigned to a negatively stated disciplinary method it was very frequently applied and 4 scores were allocated to the method if it was never applied in managing discipline among secondary school students.

Table 24 shows the extent (very frequently; frequently; rarely; never) to which various disciplinary methods were used in managing student discipline, as reported by headteachers and deputy headteachers, number of respondents, mean scores and standard deviations. Abbreviations M stands for Mean Score, whilst SD refers to Standard Deviation.

Table 24: Sub-Items on the Extent to Which Various Disciplinary Methods Were Used in Managing Student Discipline. **Number of Respondents = 52**

Sub-items on the extent to which various disciplinary methods were used in managing discipline among students	No.	M	SD
Corporal punishment e.g. caning	52	1.93	1.21
Student involvement in decision-making process	52	2.24	1.29
Suspension of errant students	52	2.07	1.96
Recommendation for expulsion of errant students	52	1.98	2.63
Teacher - student meetings	52	2.59	1.56
Teacher – student – parent meetings	52	2.56	1.74
Guidance and counselling	52	3.75	1.01
Use of suggestion box in school	52	1.64	2.97
Use of a student council	52	1.32	2.81
Invitation of guest speakers	52	2.01	1.79
School rules are communicated to all students	52	3.24	1.25
Use of student magazine	52	1.07	2.84
Use of relevant resource materials pertinent to moral behaviour	52	2.51	1.56
Election of prefects by students	52	1.65	1.93
Offering rewards for positive behaviour	52	3.46	1.19
Informal discussions between students and teachers	52	2.14	1.34

From Table 24, it is evident that the disciplinary methods commonly applied in managing discipline among students were guidance and counselling

($M=3.75$) and the offering of rewards for positive behaviour among students ($M=3.46$). The school administrators also indicated that methods such as teacher – student meetings ($M=2.59$), teacher – student – parents meetings ($M=2.56$), and communication of school rules to students ($M=3.24$) were frequently applied in their schools.

The data further show that the use of suggestion box ($M=1.64$), invitation of guest speakers to school ($M=2.01$), and the participation of students in selecting prefects ($M=1.65$) were among the disciplinary methods rarely used in the schools. The use of student council ($M=1.32$) and student magazine ($M=1.07$) were reportedly never applied in some schools. Guest speakers, invited as resource persons, can be helpful in offering advice on topical issues. This method would augur well for an informed student body. Student councils could be essential in providing students with a forum through which they could present their interests. It's therefore worth noting that some schools never provided for this essentiality.

- b) Table 25 shows the extent (very frequently; frequently; rarely never) to which various disciplinary practices were used in managing student discipline as reported by students, number of respondents, mean scores and standard deviations.

Table 25: Sub-Items on the Extent to Which Various Disciplinary Methods Were Used in Managing Student Discipline. Number of Respondents = 244

Sub-items on the extent to which various disciplinary methods were used in managing discipline among students	No.	M	SD
Corporal punishment e.g. caning	244	2.61	1.17
Student involvement in decision-making process	244	1.56	2.03
Suspension of errant students	244	2.34	1.69
Recommendation for expulsion of errant students	244	1.92	1.61
Teacher - student meetings	244	2.24	1.58
Teacher – student – parent meetings	244	2.21	1.54
Guidance and counselling	244	3.07	1.29
Use of suggestion box in school	244	1.86	1.43
Use of a student council	244	1.25	2.67
Invitation of guest speakers	244	1.68	1.83
School rules are communicated to all students	244	2.34	1.66
Use of student magazine	244	1.29	1.72
Use of relevant resource materials pertinent to moral behaviour	244	2.49	1.66
Election of prefects by students	244	2.30	2.74
Offering rewards for positive behaviour	244	2.57	1.53
Informal discussions between students and teachers	244	2.48	1.37

From Table 25, it can be observed that the disciplinary methods frequently applied in managing discipline among students, were corporal

punishment ($M=2.61$), guidance and counselling ($M=3.07$) and the offering of rewards for positive behaviour ($M=2.57$). It is worth to note that corporal punishment, ($M=1.93$), according to the findings in Table 24, was indicated as applied rarely in the schools. The headteachers and deputy headteachers (in Table 24) further reported that communication of school rules to students was a disciplinary method frequently used ($M=3.24$). This finding, however, contradicts the one in Table 25 which shows the students indicating that the communication of school rules was rarely done in the schools ($M=2.34$).

It is also evident from the data in Tables 24 and 25 that both the students and the school administrators indicated the involvement of students in the decision making processes to be a rare occurrence in the schools. As it has been explained in Chapter Two, students need to be involved in formulation of disciplinary policies as well as other decisions in school. This provision would likely make them appreciate and show commitment to the policies they would have a hand in developing.

The Extent to Which Teachers Were Involved in Matters Pertaining to Student Discipline, as Reported by Teachers

To show the extent (very frequently; frequently; rarely; never) to which teachers were involved in matters pertinent to student discipline, mean scores and standard deviations for various sub-items on methods of teacher involvement were calculated. The scoring of the sub-items (methods of teacher involvement) was done in one-way direction, since all the sub-items were positively stated. In this sense, 1 score indicated that the method of teachers

involvement, stated in form of sub-item, was never applied; 2 scores, that the method was rarely used; 3 scores, that it was frequently applied, and 4 scores, indicating that the method was very frequently applied in the schools.

Table 26 shows the extent to which teachers were involved in matters pertinent to student discipline, number of respondents, mean scores and standard deviations.

Table 26: Sub-items on the Extent to Which Teachers Were Involved in Matters Pertinent to Student Discipline. Number of Respondents = 192

Sub-items on the extent to which teachers were involved in matters pertinent to student discipline	No.	M	SD
Teacher involvement in formulating school rules	192	2.44	1.26
The headteacher delegates some disciplinary responsibilities to teachers	192	3.27	1.16
Teachers are consulted when disciplinary actions are taken against students	192	1.94	1.33
Teachers are involved in the revision of school rules	192	2.36	1.50
Teachers-students meetings on disciplinary matters	192	2.59	1.68
Teachers are encouraged by the headteacher to engage in informal talks with students	192	2.36	1.79
Teachers are encouraged to engage in dialogue on student discipline matters with parents	192	2.47	1.64
Teachers are encouraged to attend workshops and seminars on school management	192	1.68	1.45

From the data in Table 26, it can be noted that teachers were frequently given disciplinary responsibilities by the headteachers ($M = 3.27$) and that teacher – student meetings on disciplinary matters were frequently held ($M = 2.59$).

The table further reveals that teachers were rarely encouraged to attend workshops and seminars on school management ($M = 1.68$), that they were rarely consulted when disciplinary actions were taken against errant students ($M = 1.94$), and were also rarely involved in formulation ($M = 2.44$) and revision of school rules ($M = 2.36$). Teachers need to be extensively involved in formulation and revision of schools rules. They are the personnel expected to implement the formulated rules in support of school administration. The findings that teachers were rarely involved in creating and revision of rules signifies lack of collective responsibility in management of discipline in schools.

The Extent to Which Parents Were Involved in Matters Pertinent to Student Discipline, as Reported by Teachers.

To show the extent (always; often; rarely; never) to which parents were involved in matters pertaining to student discipline, mean scores and standard deviations for the various positively stated sub-items on methods of parental involvement were calculated. The scoring was done in one-way direction, such that a score of 1 indicated that the method of parental involvement, stated in form of sub-item, was never applied; a score of 2, that the method was rarely used; a score of 3, that the method was often applied, and a score of 4, that it

was always used in schools.

Table 27 shows the extent to which parents were involved in matters regarding student discipline, number of respondents, mean scores and standard deviations.

Table 27: Sub-items on The extent to Which Parents Were Involved in Matters Pertinent to Student Discipline. Number of Respondents = 192

Sub-items on the extent to which parents were involved in matters pertinent to student discipline	No.	M	SD
Created school rules are communicated to parents	192	1.05	0.42
Meetings are held between teachers and parents to discuss matters on student discipline	192	2.57	0.54
The school invites resource persons to offer advice to teacher – parents' meetings	192	1.91	0.57
The school informs parents of serious indiscipline cases involving their children	192	3.03	0.42
Parents are allowed to participate fully in cases of misconduct involving their children	192	2.53	0.82
Parents are informed on academic work of their children by the school	192	3.22	0.54

From the data in Table 27, it can be noted that parents were often informed about academic work of their children ($M = 3.22$); they were often informed of serious indiscipline cases involving their children in school ($M =$

3.03) and were also often allowed to participate fully in cases of misconduct involving their children ($M = 2.53$).

However, it is evident that school rules were never communicated to parents ($M = 1.05$) and guest speakers were rarely invited to offer advice to teachers and parents ($M = 1.91$). Communication of school rules to parents can be helpful if such parents would be expected to support school administration in encouraging students to observe the rules. The findings that some schools never communicated the rules to parents is a pointer that such schools don't value much the essence of this liaison.

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The Extent to Which Various Punitive Methods Were Used in the Schools, as Reported by Teachers.

To show the extent to which various punitive methods were used in managing discipline among students, frequencies and percentages were calculated in relation to the teachers who indicated various rating options (very frequently; frequently; rarely; never), as provided. The rating options were used in relation to various sub-items on the extent to which the punitive methods were applied in schools.

Table 28 shows the extent to which various punitive methods were applied in the secondary schools, number of respondents and percentages

Table 28: Sub-items on the Extent to Which Various Punitive Methods Were Used in the Schools, as Reported by Teachers. Number of Respondents = 192

Rating Scale: Vf = Very frequently; F = Frequently; R = Rarely; N = Never

Sub-items on the extent to which punitive methods were applied in the schools	Vf	F	R	N
	No. %	No. %	No. %	No. %
Suspension of errant students from school or class	24 (12.5)	59 (30.7)	101 (52.6)	8 (4.2)
Manual labour e.g. cutting grass or uprooting tree stumps	67 (34.9)	88 (45.8)	37 (19.3)	- -
Errant students being subjected to doing press-ups	- -	9 (4.9)	120 (62.5)	63 (32.8)
Misbehaving students being subjected to forced running	34 (17.7)	68 (35.4)	84 (43.7)	6 (3.1)
Caning the errant student	72 (37.5)	96 (50.0)	22 (11.5)	2 (1.0)
Mass punishment when the offender cannot be pinpointed	- -	36 (8.7)	114 (55.4)	42 (21.9)
The miscreant being subjected to kneeling down	49 (25.5)	102 (53.1)	38 (19.8)	3 (1.6)

The data in Table 28 shows that the punitive methods indicated at the 'frequently' option by majority of teachers are the subjection of errant students to kneeling down (53.1)%, caning (50.0%), and manual labour (45.8%). The table further shows that 36 (8.7%) of the teachers reported that mass punishment was frequently administered when the offender could not be pin-

pointed. Punishing students enmasse tends to be indiscriminative, as innocent students end up suffering in the process. The finding that this type of punishment is frequently applied in some schools implies some form of insensitivity among some school administrators.

The Extent to Which various Behaviour Modification Methods Were Applied in Secondary Schools, as Reported by Teachers.

To show the extent to which various behaviour modification methods were applied in managing discipline among students, frequencies and percentages were calculated in relation to the teachers who indicated various rating options (very frequently; frequently; rarely; never), as provided in the questionnaire. The rating options were used in relation to the various sub-items on the extent to which the behaviour modification methods were applied in the schools.

Table 29 shows the extent to which various behaviour modification methods were applied in the secondary schools, number of respondents and percentages.

Table 29: Sub-items on the Extent to Which Various Behaviour Modification Methods Were Applied in Secondary Schools. Number of Respondents = 192

Rating Scale: Vf = Very frequently; F = Frequently; R = Rarely and N = Never

Sub-items on the extent to which various behaviour modification methods were used in the Schools	Vf		F		R		N	
	No.	%	No.	%	No.	%	No.	%
Withdrawal of rewards to discourage misbehaviour	12	(6.3)	86	(44.8)	94	(48.9)	-	-
Offering rewards for positive behaviour	73	(38.1)	98	(51.0)	21	(10.9)	-	-
Ridiculing the misbehaving student	39	(20.4)	89	(46.3)	64	(33.3)	-	-
Teachers engaging in informal talks with errant students to give them positive attention	18	(9.4)	78	(40.6)	96	(50.0)	-	-
Teachers praising positive behaviour among students	50	(26.0)	107	(55.7)	35	(18.2)	-	-
Group counselling of students	46	(23.9)	52	(27.1)	85	(44.3)	9	(4.7)
Individual counselling of students	33	(17.2)	61	(31.8)	92	(47.9)	6	(3.1)

It is evident from the data in Table 29 that majority of the secondary school teachers indicated that the methods of praising and rewarding positive behaviour among students were frequently applied in schools. According to the findings in the table, the methods were indicated at the 'frequently' option by 107 (55.7%) and 98 (51.0%) of the teachers respectively.

Another significant finding which can be observed in the table is that 96 (50.0%) of the respondents reported that teachers rarely engaged in informal consultations with errant students.

The findings tend to show that many school administrators value the use of praise and reward method in influencing for positive character development. However the finding that teachers rarely engage in informal consultations with errant students tends to signify weakness with disciplinary systems applied in some schools. As argued in Chapter Two, informal contact with errant students tend to give them positive attention which would likely work well in improving their relations with staff in schools, and hence their self-esteem.

The Disciplinary Methods Considered to be Unsuitable as Used in the Secondary Schools, as Reported by Teachers and Students.

Out of 244 students who participated in the study, 196 (80.3%) of them reported various forms of disciplinary methods which they considered to be unsuitable as used in their schools. In the same light, 165 (85.9%) of the 192 teachers who participated in the study cited such inappropriate methods.

- a) Table 30 shows various disciplinary methods considered to be unsuitable by teachers, as used in their schools, number of respondents and percentages.

Table 30: Disciplinary Methods Considered to be Unsuitable by Teachers.**Number of Respondents = 165**

Kind of disciplinary methods considered to be unsuitable	No.	Percentage
Suspension of errant students from class/school	112	67.9
Caning of errant students in the presence of others	97	58.8
Burning of private property confiscated from students	76	46.1
Non-involvement of students in formulating and revising of school rules	41	24.8
Extra/supplementary work for alleged lazy students	28	16.9
Forced buying of rolls of barbed wire by students who sneak out of school	14	8.5

From Table 30, it can be noted that majority of teachers (67.9%) considered suspension of errant students from class or school to be an inappropriate disciplinary method. The common contention by the teachers was that some students view suspension as a sure way of getting freedom from what they consider to be restrictive school system. Burning of private materials confiscated from students was viewed to be inappropriate by 76 (46% of the teachers).

The data in Table 30 further reveals that the caning of errant students in the presence of others was considered to be unsuitable by 97 (58.8%) of the teachers, with their common reasoning being that such a punishment would tend to make the errant student lose his or her face before other students, a

status the victim would likely resist in many ways, including being disobedient or rude to the teachers or prefects administering the punishment. Schools need to avoid methods of discipline which tend to alienate students for instance, suspension and corporal punishment.

- b) Table 31 shows various disciplinary methods considered to be unsuitable by students as used in their schools.

Table 31: Disciplinary Methods Considered to be Unsuitable by Students.

Number of Respondents = 196

Kinds of disciplinary methods considered to be unsuitable	No.	Percentage
Excessive punishment	192	97.9
Inconsistency in administering school rules/strict school rules	177	90.3
Manual labour	63	32.1
Confiscation and, or burning of private property belonging to students	45	22.9
Mass punishment when offenders cannot be pin-pointed	45	22.9
Ridiculing errant students in the presence of others	35	17.8
Suspension of errant students from class/school	21	10.7
Giving extra/supplementary work to the alleged lazy/non-serious students	9	4.6

The data in Table 31 indicates that majority of students (97.9%)

considered excessive punishment to be inappropriate as used in their schools. Excessive punishment tends to create animosity between a victim and the teacher or prefect administering the punishment. Such animosity could be alienative.

The data in the table further shows that 35 (17.8%) of the students, stated that ridiculing an errant student in the presence of others is unsuitable, as it could be counter-productive, with the ridiculed student likely to opt to engage in anti-social acts like outright disobedience to save his or her face. It is also evident, as shown in Table 31, that 45 (22.9%) of the respondents distasted punishment of students en masse when the offender could not be identified. It is instructive, as argued earlier, that this method could likely infringe upon the rights of innocent ones.

The Presence of Disciplinary Committees in Schools, as reported by Headteachers and Deputy Headteachers.

Out of the 52 headteachers and deputy headteachers, 34 (65.4%) of them reported the existence of disciplinary committees in their schools. On the other hand, 18 (34.6%) of the school administrators stated that their schools did not have disciplinary committees. Disciplinary committees tend to be very important in appraising discipline in schools. Therefore it would be necessary for all schools to have such committees.

Members of the School Community Who Participate in School Disciplinary Committees.

To show the members of school community who participate in school disciplinary committees, frequencies and percentages were calculated in relation to the number of respondents (34 headteachers and deputy headteachers) whose schools had disciplinary committees.

Table 32 shows the members of the school disciplinary committees, number of respondents and percentages.

Table 32: Members of Disciplinary Committees in the Secondary Schools.

Number of Respondents = 34

Members of disciplinary committees in schools	No.	Percentage
Deputy headteacher	32	94.1
Guidance and counselling teacher	18	52.9
Discipline master/mistress	14	41.2
Class master/mistress	14	41.2
House master/mistress	8	23.5
BOG	4	11.7
P.T.A.	2	5.9

Data in Table 32 shows that the most frequently stated members of school disciplinary committees were deputy headteachers (94.1%), guidance and counselling teachers (52.9%) and discipline masters or mistresses (41.2%). The table further shows that only 2 (5.9%) of the respondents reported P.T.A. representatives as being members of the disciplinary committees in their

schools. School disciplinary committees need to be inclusive, allowing the participation of significant stakeholders in deliberations on disciplinary matters in schools. Broad based committees would likely make more informed decisions.

Members of the School Community Involved in Formulating School Rules.

To show the members of the school community involved in formulating school rules, frequencies and percentages were calculated in relation to 52 headteachers and deputy headteachers who responded to this query.

Table 33 shows the members of the school community involved in the formulation of school rules, number of respondents and percentages.

Table 33: Members of the School Community Involved in the Formulation of School Rules. Number of Respondents = 52

Members of the school community involved in the formulation of school rules	No.	Percentage
Headteachers	52	100.0
Deputy headteacher	48	92.3
Discipline master/mistress	30	57.7
Class teachers	28	53.8
Guidance and counselling teachers	28	53.8
House masters /mistresses	14	26.9
Boards of Governors	8	15.4
Parents Teachers Association	6	11.5
Students	2	3.8

From table 33, it can be observed that headteachers (100.0%) and deputy headteachers (92.3%) were commonly involved in formulation of school rules. The data in the table further reveals that students were least frequently involved in the exercise, as their involvement was indicated by only 2 (3.8%) of the respondents. As argued in Chapter Two, students need to be involved in formulation of school rules if they are expected to show commitment to such rules. Their involvement is likely to make them own and understand the value of the rules.

The Revision of School Rules in the Schools as Reported by Headteachers and Deputy Headteachers.

Out of the 52 headteachers and deputy headteachers, 24 (46.2%) indicated that school rules were revised, whereas 28 (53.8%) reported that the rules were not revised in their schools. The finding implies insensitivity on the part of some school administrators. Rules of behaviour need not be rigid but immutable and negotiable, always reflecting the challenges affecting the school in maintaining social stability.

Members of School Community Involved in the Revision of School Rules.

To show the members of school community involved in the revision of school rules, frequencies and percentages were calculated in relation to the cohort which reported that rules were revised in their schools.

Table 34 shows the members of school community involved in the revision of school rules, number of respondents and percentages.

Table 34: Members of School Community Involved in the Revision of School Rules. Number of Respondents = 24

Members of the school community involved in the formulation of school rules	No.	Percentage
Headteachers	24	100.0
Deputy headteacher	24	100.0
Discipline master/mistress	18	75.0
Class teachers	10	41.7
Guidance and counselling teachers	6	25.0
House masters /mistresses	4	16.7
Boards of Governors	2	8.3
Parents Teachers Association	2	8.3

The data in Table 34 shows that headteachers and deputy headteachers were commonly involved in the revision of school rules. It is further revealed in the table that the least frequently involved members of school community in revising school rules were the Boards of Governors (8.3%) and Parents Teachers Association (8.3%) representatives. It's noteworthy that students were not involved in the revision of school rules, yet they are directly affected by such rules. It would be essentially necessary to involve them in the process.

The existence of Student Councils in the Secondary Schools

Out of 52 headteachers and deputy headteachers, 4 (7.7%) stated that their schools had student councils. Out of the cohort which indicated the

existence of students council in their schools, 2 (50.0%) of the respondents reported that student representatives to the council were appointed by the school administration after engaging in informal consultations with the students.

The other 2 (50.0%) respondents reported that the student membership to the council was done through popular election. In this case, student candidates were given time to campaign, after which potential candidates were nominated by students. After the preliminary nominations were done, teachers engaged in vetting-up of nominated candidates, after which they appointed the 'right' candidates to represent students in the council.

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The findings tend to indicate that only 2 schools had student councils. As explained earlier, student councils are important in that they provide students with a forum through which they can present their interests and needs. Another important observation is that, even in schools which had student councils, students appear not to have been actively involved in the selection of council members. This finding goes against the essence of participatory democracy in organisations.

Existence of printed School Rules, Student Council, Suggestion Box, Students' Magazine and Notice Board, as Observed in the Schools

To show the existence of students' council, printed school rules, suggestion box, students' magazine and notice board, frequencies and percentages were calculated in relation to the 26 public secondary schools in which the observation of the above mentioned provisions was done.

Table 35 shows the observed existence or non-existence of students' council, printed school rules, suggestion box, students' magazine and notice board, frequencies and percentages.

Table 35: The Observed Existence of Students' Council, Printed School Rules, Suggestion Box, a Students' Magazine and Notice Board. Number of Respondents = 26

Kind of provisions to be observed	Observed		Not observed	
	No.	%	No.	%
Printed school rules	21	80.8	5	19.2
Students' council	2	7.7	24	92.3
Students' magazine	3	11.5	23	88.5
Suggestion box	9	34.6	17	65.4
Students' notice board	18	69.2	8	30.8

From the data in Table 35, it can be observed that out of 26 public secondary schools, 5 (19.2%) of them did not have printed school rules. Students' council was present in only 2 (7.7%) of the schools. The data in the table further shows that 23 (88.5%) Of the schools did not have students' magazines, whereas only 3 (11.5%) of them had that provision. It is also evident from the findings, that 8 (30.8%) of the schools did not have student notice boards. Non-existence of printed school rules in five schools tends to indicate limitations with their disciplinary policies. Students would necessarily need to have access to rules of behaviour governing them if they are to observe

them accordingly. The evidence that 8 schools did not have student notice board does not augur well for effective communication. Notice boards are essentially important in enhancing communication among members of school community. And, as it is argued in Chapter Two, communication is important in avoiding confusion and misunderstanding, factors which are sometimes associated with indiscipline in schools.

Causes of Discipline Problems Among Secondary School Students, as Reported by Headteachers, Deputy Headteachers, Teachers and Students.

To show the causes of discipline problems among students, frequencies and percentages of the causes were calculated in relation to the number of headteachers, deputy headteachers, teachers and students who responded to the query.

Responses of students are presented in a separate table from the one of teachers in general.

- a) Table 36 shows the causes of discipline problems among students as indicated by headteachers, deputy headteachers and teachers, number of respondents and percentages.

Table 36: Causes of Discipline Problems Among Secondary Students.**Number of Respondents = 244**

Causes of discipline problems among secondary school students	No.	%
Social factors	162	66.4
Lack of/inadequate communication in school	162	66.4
Peer group pressure or influence	149	61.1
Home background factors	147	60.2
Lack of/inadequate guidance and counselling services	134	54.9
Permissiveness in school and society at large	127	52.0
Drug abuse	56	22.9
Lack of/inadequate facilities in school	29	11.9
Frustration among less able students/lack of motivation/unfavourable curriculum	11	4.5

Information in Table 36 indicates that social factors (66.4%) and lack of, or inadequate communication in school (66.4%) were the major causes of student indiscipline, as reported by the headteachers, deputy headteachers and teachers. Peer pressure or influence, as a cause of student indiscipline, was mentioned by 149 (61.1%) of the respondents. The table further shows that frustration among the less able students and, or unfavourable curriculum was regarded by 11 (4.5%) of the respondents as the least common cause of discipline problems among students.

Social factors were, reportedly, in terms of mass media influence,

violence observed in the society and problems related to poverty experienced in the family and society in general. Home background factors touched on parental separation or divorce, poor discipline practices used by the parents, and the poor or insecure relationships between parents and students. The evidence that social factors contribute largely towards indiscipline in schools can be associated with poverty affecting many family units in Mbeere District. Many students have resorted to engaging into drug business to supplement their finances.

- b) Table 37 shows the causes of discipline problems among students as indicated by students, number of respondents and percentages.

Table 37: Causes of Discipline problems Among the Students. Number of Respondents = 244

Causes of discipline problems among secondary school students	No.	%
Lack of/inadequate dialogue between students and school administration	194	79.5
Strict school rules	180	73.8
Inconsistency in the administration of school rules	124	50.8
Lack of / inadequate student involvement in school administration	104	42.6
Drug abuse	95	38.9
Lack of/inadequate facilities in school	68	27.9
Home background factors	59	24.2
Lack of/inadequate guidance and counselling	33	13.5
Poor modelling by teachers/immoral teachers	21	8.6

It can be observed from the data in Table 37 that the most frequently occurring causes of indiscipline among secondary students included: lack of, or inadequate dialogue between students and school administration (79.5%); strict school rules (73.8%) and inconsistency in the administration of school rules (50.8%). The least common cause of discipline problems among students was viewed by 21 (8.6%) of the respondents to be poor modelling on the part of teachers. In this regard, the common contention among the students was that some teachers tend to portray bad behaviour which could be emulated by their students.

It appears that students did not view social factors as a common contributor to indiscipline among students. On their part, they regarded inadequate dialogue between them and school administration as playing a great role in affecting the discipline of students. As noted in Chapter Two, lack of dialogue, which implies inadequate communication, can be a major cause of student misbehaviour. Due to poor communication, students are likely to view school rules as an unnecessary imposition to their rights. It's noteworthy that, before the execution of this study, rampaging students of two public secondary schools in Mbeere District had beaten up their respective deputy headteachers accusing them of using 'harsh' rules (refer to Chapter One).

The Extent to Which Various Disciplinary Methods Were Considered to be Suitable in Managing Discipline Among Students as Reported by Headteachers, Deputy Headteachers, and Teachers

To show the extent (very suitable; suitable; fairly suitable; unsuitable and very unsuitable) to which various disciplinary methods were considered to be suitable in managing student discipline, mean scores and standard deviations were calculated in relation to the methods provided in form of sub-items. The disciplinary methods were either positively or negatively stated. In the positively stated disciplinary methods, a score of 1 denotes that the disciplinary method was considered to be very unsuitable; a score of 2, that the method was considered to be unsuitable; a score of 3, that it was considered to be fairly suitable, a score of four that it was considered to be suitable, while a score of 5 indicated that the method was considered to be very suitable.

On the other hand, the scoring of the negatively stated disciplinary methods (in asterisks) was in reverse. In this regard, a score of 1 indicates that the method was considered to be very suitable; a score of 2 that it was considered to be suitable; a score of 3, that it was considered to be fairly suitable; a score of 4, that it was considered to be unsuitable, and a score of 5 denotes that the method was considered to be very unsuitable.

Table 38 shows the extent to which various disciplinary methods were considered to be suitable in managing student discipline, number of respondents, mean scores and standard deviations.

Table 38: Sub-items on the Extent to Which Various Disciplinary Methods Were Considered Suitable in Managing Student Discipline. Number of Respondents = 244

Sub items on the extent to which various disciplinary methods are considered suitable in managing student discipline	No.	M	SD
Involvement of students in decision making process in school	244	3.34	2.63
Corporal punishment	244	3.30	1.52
Suspension of errant students from school	244	1.92	1.45
Expulsion of errant students from school	244	2.49	1.61
Teacher/student meetings to discuss issues e.g. on school discipline	244	3.56	1.63
Teachers/student/parents meeting	244	3.42	1.86
Guidance and counselling	244	4.88	1.01
Presence of suggestion box in school	244	2.53	1.63
Establishment of school student council	244	2.61	1.44
Invitation of guest speaker/resource persons	244	3.57	1.53
Regular consultations between BOG and school administration	244	3.58	1.30
Use of students magazine	244	3.51	1.35
Use of warning letters to errant students	244	2.81	1.64
Use of resource materials on topical issues of concern to student discipline	244	3.49	1.76
Students electing their representatives to the prefect body and student council	244	2.81	1.30
Offering of rewards to students for positive behaviour	244	4.52	1.05

According to the findings in Table 38, it can be noted that the disciplinary methods considered to be very suitable in managing student discipline were guidance and counselling ($M=4.88$) and the offering of rewards to students for their positive behaviour ($M=4.52$). The respondents, as indicated in the table, stated that the provision for teacher – student meetings

(M=3.56); invitation of guest speakers(M=3.57); regular consultations between school Board of Governors and the administration (M=3.58), and the use of students' magazine (M=3.51) were suitable methods of discipline.

The table further reveals that the headteachers, deputy headteachers and teachers viewed the involvement of students in decision making processes (M=3.34) and the use of corporal punishment (M=3.30), among other methods of discipline, to be fairly suitable in controlling discipline among students. It is also evident from the findings in Table 38, that the respondents considered suspension of errant students from class or school (M=1.92) to be an unsuitable disciplinary method.

Teachers in general appeared to agree that guidance and counselling, as well as the use of praise and reward methods are suitable in managing student discipline. This evidence contradicts earlier findings on the methods applied in schools in dealing with various kinds of student misbehaviour. The earlier findings show school administrators mainly preferring the use corporal punishment. Teachers appear to have a philosophical favour for guidance and counselling method but have difficulties in avoiding the use of corporal punishment.

The Extent to Which Teachers and Students Considered Corporal Punishment to be Necessary or Unnecessary in Enforcing Discipline Among Secondary School Students, and the Reasons Obtained for the Consideration.

Out of 192 teachers, 137 (71.4%) of them stated that the use of corporal punishment was necessary in schools while 55 (28.6%) reported that the disciplinary method was unnecessary in that context. On the other hand, out of 244 students who participated in the study, 93 (38.1%) of them indicated that corporal punishment was necessary in enforcing discipline among students. However 151 (61.9%) of the students considered the disciplinary method to be unnecessary.

To show the various reasons given by teachers and students in support of or against the use of corporal punishment, frequencies and percentages of the reasons obtained were calculated in relation to the combined cohort of the teachers and students who either supported or didn't support the use of the disciplinary method in schools.

- a) Table 39 shows the various reasons obtained from teachers and students in support of the use of corporal punishment in schools, number of respondents and percentages.

Table 39: Sub-Items on Various Reasons Obtained in Support of the Use of Corporal Punishment in Schools. Number of Respondents = 230.

Kinds of reasons obtained in favour of punishment	No.	%
Corporal punishment inflicts pain, thus deters occurrence of misbehaviour	230	100.0
It causes humiliation on the part of miscreant, thus discouraging him/her from repeating the misbehaviour	225	97.8
It can serve as a lesson to others, therefore deterring them from misbehaving	116	50.4
The disciplinary method provides an immediate impact/is an immediate option for school authorities to use	96	41.7

The data in Table 39, indicates that the 230 teachers and students who had indicated the necessity of using corporal punishment in enforcing discipline among students, reasoned that the disciplinary method inflicts pain unto the victim, and as a result, the fear associated with the pain deters him or her from repeating the offence. Another common view among the teachers and students in support of corporal punishment was that the disciplinary method causes humiliation on the part of the miscreant (97.8%), thus discouraging him or her from misbehaving.

Table 39 further shows that the least common reasoning among teachers and students in support of corporal punishment, was that the disciplinary method provides an immediate impact and, or it acts as an immediate option for use by

the school authorities (41.7%).

The reasons given by teachers and students in favour of using corporal punishment in schools rightly portray the disciplinary method as an essential deterring agent in managing student misbehaviour. However, as noted in Chapter Two, unless it is used sensitively, it can affect student – teacher relations and cause victim students to engage in avoidance tactics, to their disadvantage.

- b) Table 40 shows the various reasons obtained from teachers and students against the use of corporal punishment in enforcing student discipline, number of respondents and percentages.

Table 40: Sub-Items on Various Reasons Obtained Against the Use of Corporal Punishment in Schools. Number of Respondents = 206

Kinds of reasons obtained against the use of corporal punishment	No.	%
Corporal punishment creates bitterness which can be counter productive	193	93.7
The method can cause hatred between the victim student and the punishing prefect/teacher	126	61.2
It can lead to alienation/induce feeling of rejection on the part of the victim student	94	45.6
Corporal punishment can reinforce attention seeking behaviour	49	23.8
The disciplinary method can encourage withdrawal tactics on the part of the victim student	37	17.9

Majority of teachers and students (93.7%), as shown in Table 40, viewed

Perceptions of Teachers Toward Ways of Making Punitive Methods Effective in Enforcing Student Discipline

To show the suggestions on ways of making punitive methods effective in enforcing discipline among secondary school students, frequencies and percentages were calculated in relation to the 192 teachers who gave the suggestions.

Table 41 shows suggestions on various ways of making punitive methods effective in enforcing discipline among students, number of respondents and percentages.

Table 41: Suggestions on Various Ways of Making Punitive Methods Effective in Enforcing Discipline Among Students. Number of Respondents = 192

Suggestions on various ways of making punitive methods effective in enforcing student discipline	No.	%
Explaining the purpose of punishment/making it understood and acceptable	161	83.8
Warning students before the administration of punishment	127	66.1
Counselling victim students after undergoing punishment/informal talks with victims of punishment to give them positive attention	96	50.0
Being consistent in the administration of punishment/punishment needs to be commensurate to the offence committed	83	43.2
Parental involvement in counselling the punished students	65	33.8
Using punitive methods sparingly in order to maximise their effect	19	9.9

It is evident, according to the data in Table 41, that majority of the teachers (83.8%) suggested that explaining the purpose of punishment to students and making it understood and accepted could help in making punitive methods effective in enforcing student discipline. The table further shows that 127 (66.1%) of the teachers indicated that the giving of warning before punitive methods are applied could improve their impact upon the victim students.

The least frequently stated way of making punitive methods effective, was indicated by 19 (9.9%) of the teachers, who felt that punitive methods should be used sparingly in order to maximize their effect in controlling misbehaviour among students.

Teachers appear to have discounted the dismissal of corporal punishment wholesomely. An important observation appears to be that corporal punishment can be used effectively especially when the context of its administration is explained and philosophically accepted as necessary by the victim student. This calls for the application of corporal punishment sensitively.

Perceptions of Teachers Towards Suitable Disciplinary Methods for Preventing Misbehaviour among Secondary School Students.

To show the suggested methods of discipline, suitable in preventing misbehaviour among students, frequencies and percentages were calculated in relation to the 192 teachers who gave the suggestions. The most frequently stated disciplinary methods were considered to have been viewed as most

suitable in preventing misbehaviour among secondary school students

Table 42 shows the suggested disciplinary methods for preventing misbehaviour among secondary school students, number of respondents and percentages.

Table 42: Suggested Methods of Discipline for Preventing Misbehaviour among Secondary School Students. Number of Respondents = 192

Suggested methods of discipline for preventing misbehaviour among secondary school students	No.	%
Effective communication of school rules to students and staff in school/dialogue between students and school administration	187	97.4
Enhancement of guidance and counselling in school	185	96.3
Rewarding students for their positive behaviour/empathy to students	129	67.9
Use of punitive methods	118	61.4
Consistency in administration of school rules	115	50.4
Increased parental involvement in school affairs	106	55.2
Involvement of students in school administration	94	48.9
Provision of adequate recreation facilities	51	26.7
Enhanced support of prefect body	48	25.0
Invitation of guest speakers	33	17.2
Provision of suitable curriculum	16	8.3

According to the findings in Table 42 the four methods of discipline

considered by teachers to be most suitable in preventing misbehaviour among secondary school students were in rank order, effective communication of school rules to students and other staff in school or dialogue between students and school administration (97.4%); enhancement of guidance and counselling in schools (96.3%); rewarding of students for their positive behaviour or show of empathy to students by staff in school, and the use of punitive methods (61.4%). In addition, the table shows that the least frequently mentioned method of discipline appropriate in preventing misbehaviour among secondary school students was the provision of suitable school curriculum in school (8.3%). In this case, the teachers viewed the suitability of curriculum in terms of its content design and its ability to meet the needs, and abilities of particular students. The suggestion on importance of effective communication in preventing student misbehaviour is significant. Adequate communication and dialogue are fundamentally essential as preventive measures.

The Constraints (Obstacles) Experienced in Enhancing Discipline Among Secondary School Students, as Reported by Headteachers, Deputy Headteachers, Teachers, and School Prefects

To show the constraints experienced in enhancing discipline among secondary school students, frequencies and percentages were calculated in relation to 352 headteachers, deputy headteachers, teachers and school prefects who indicated the presence of the obstacles in their schools.

Table 43 shows the constraints experienced in enhancing discipline among secondary school students, number of respondents and percentages.

Table 43: Constraints Experienced in Enhancing Discipline Among Secondary School Students. Number of Respondents = 352

Kinds of constraints experienced in enhancing discipline among secondary school students	No.	%
Lack of/inadequate communication or dialogue between students and school administration	293	83.2
Lack of/inadequate guidance and counselling services	205	58.2
Drug abuse	198	56.2
Lack of/inadequate reward system/inconsistency in reward system	147	41.8
Lack of/inadequate facilities in school	129	36.6
Lack of/inadequate support from parents	80	22.7
Mistrust between teachers and students	63	17.9
Inconsistency in administration of school rules/unfairness in execution of school rules	61	17.3
Unfavourable school curriculum/frustration among less able students	55	15.6
Poor cooperation between teachers and prefects	37	10.5
Inadequate freedom in execution of disciplinary procedures.	14	3.9

From the data in Table 43, it can be noted that the four most frequently experienced constraints in enhancing discipline among secondary school students were in rank order, lack of, or inadequate communication between students and school administration (83.2%); lack of, or inadequate guidance

and counselling services (58.2%); drug abuse (56.2%); lack of, or inadequate, or inconsistent reward system in the schools (53.1%).

Inconsistency in reward system was, reportedly, inform of unfair use of rewards in reinforcing positive behaviour among students. The least commonly experienced constraint in enhancing discipline among students was the alleged inadequate freedom in execution of disciplinary procedures(3.9%). The respondents reported of frustrations experienced in administering punishments, like expulsion of errant students, before gaining the approval of higher authorities in the ministry concerned with education.

The high ranking of inadequate communication as a constraint to enhancement of discipline among students underscores the significance of effective communication in educational institutions. School administrators need to improve communication facilities in order to avoid mistrust among members of school community as well as to improve social stability in the institutions.

Perceptions of Headteachers, Deputy Headteachers, Teachers and Students Toward Best Methods for Improving Student Discipline in Secondary Schools

To show the suggested best methods for improving discipline among secondary school students, frequencies and percentages were calculated in relation to 488 respondents.

Table 44 shows the suggestions on best methods for improving discipline among students, number of respondents and percentages.

Table 44: Suggestions on Best Methods for Improving Discipline Among Students. Number of Respondents = 488

Kinds of suggested methods for improving discipline among secondary school students	No.	%
Guidance and counselling	488	100
Enhanced communication/dialogue between students and school administration	403	82.6
Enhanced student involvement in school administration	369	75.6
Corporal punishment	337	69.1
Provision for reward system/equitable reward system	322	65.9
Provision for adequate facilities in school	290	59.4
Improved/close relationship between students and staff in school	235	48.2
Enhanced parental involvement in school affairs	207	42.4
Impartiality/equity in administration of school rules	172	35.2
Favourable school curriculum	104	21.3
Invitation of guest speakers	94	19.3
Involvement of students in social, self-help activities/improved relationship between school and community	31	6.4
Suspension	19	3.9

From Table 44, it can be observed that the most frequently suggested methods for improving discipline among secondary school students were, guidance and counselling (100.0%); enhanced communication or dialogue between students and school administration (82.6%); enhanced student involvement in school administration (75.6%); corporal punishment (69.1%); provision for adequate and, or equitable reward system in schools (59.4%). In each case, the methods were suggested by more than half of the respondents.

The table further indicates that 31 (6.4%) of respondents favoured the involvement of students in social , self-help activities and, or the improved relations between the school and the general community. Suspension, according to the data in the table, was the least frequently suggested method for improving discipline among students. The method found favour with only 19 (3.9%) of the respondents. Guidance and counselling was regarded as an important strategy in improving student discipline. The fact that all the respondents found favour with this technique appears to be a pointer that school administrators have awoken to the reality that, understanding the context of student misbehaviour is crucial in controlling the same.

Summary

Basically this chapter dealt with the analysis and interpretation of data. The data analysed pertained to the disciplinary methods used in managing student misbehaviour in public secondary schools in Mbeere District. Data on factors that affect student discipline was also analysed.

Other information subjected to analysis concerned the disciplinary practices which could be suitable, and those considered by the respondents to be unsuitable in managing discipline among students.

The interpretation of data showed that the use of corporal punishment was prevalent in public secondary schools in Mbeere District. Another significant finding was that majority of teachers (71.4%) considered corporal punishment as necessary in enforcing discipline among students. However majority of students (61.9%) viewed the disciplinary method as unnecessary in

that context.

A common contention among the respondents, against the use of corporal punishment in schools was that the method tends to affect relations between teachers and students as well as encouraging avoidance or withdrawal tactics on the part of the victim student.

Provision for guidance and counselling services as well as adequate communication and dialogue were regarded as being fundamentally necessary in preventing social disorder in schools.

CHAPTER FIVE

SUMMARY, RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The basic purpose of this study was to determine the methods of discipline used to manage student misbehaviour in public secondary schools in Mbeere District. In addition, the study sought to find out the kind of discipline problems experienced among secondary school students, the perceived causes of the discipline problems, and the constraints faced by schools in controlling student behaviour.

The study was further designed to determine the disciplinary methods which could be suitable or unsuitable in managing discipline among students.

The research involved 26 headteachers, 26 deputy headteachers, 192 teachers and 244 students as respondents. They were drawn from public secondary schools in Mbeere District..

Three questionnaires and an observation checklist were used as tools for data collection. The instruments were developed by the researcher in respect to the research questions. Multiple methods, namely, purposive, simple random, and systematic random sampling were applied in identifying the respondents

Test - retest procedure was used in calculating the reliability values of the instruments, using the Pearson Product-Moment Correlation Coefficient formula. The reliability value of the instrument marked for headteachers and

deputy headteachers was found to be 0.86, while that of the instruments designed for teachers and students was 0.69 and 0.63 respectively.

Data analysis was done through the use of the statistical package for social sciences (SPSS). Percentages and mean scores were used in answering the research questions.

Research Findings

The common discipline problems faced by schools were in rank order, in subordination or rudeness, tardiness, drug abuse, truancy and calculated idleness or work avoidance. Also mentioned was unnecessary noisiness or disruption, theft and sneaking out of school. Other reported discipline problems included physical aggression and violating school dress code.

Corporal punishment was prevalently applied in schools in dealing with student misbehaviour. Other disciplinary methods commonly applied included; referral to school disciplinary committees, guidance and counselling, dialogue with students and parental involvement. Suspension and expulsion were sparingly applied.

Students were rarely involved in making decisions in schools. Headteachers and deputy headteachers stated that students rarely participated in formulating school policies ($M=2.24$). Teacher – student conferences were also rarely held and students never held informal discussions with their teachers ($M = 1.34$).

In regard to the extent to which various behaviour modification methods were used in schools, majority of teachers (51.0%) reported that rewards were frequently offered to students for their positive behaviour. The methods of discipline considered by teachers to be unsuitable as used in their schools included suspension of errant students from class or school (67.9%), and corporal punishment (58.8%). On their part, the students considered excessive punishment (97.9%), inconsistency in the administration of school rules, and application of strict rules of conduct (90.3%) as being inappropriate.

Teachers were rarely encouraged to attend work shops or seminars on school management ($M=1.68$). They were also rarely involved in the formulation ($M=2.44$) and revision of school rules ($M=2.36$). In regard to the extent to which parents were involved in issues pertinent to student discipline, the results of the study showed that, they were often informed of serious cases of indiscipline involving their children in school ($M=3.03$), but school rules were never communicated to them ($M=1.05$).

Major causes of discipline problems among students, as reported by headteachers, deputy headteachers, and teachers included, social factors (66.4%) lack of, or inadequate communication in school (66.4%), and peer – group pressure (61.1%). On their part students viewed lack of, or inadequate dialogue between students and school administration (79.5%), strict rules (73.8%), and inconsistency in the administration of school rules, as being the major causes of discipline problems among students.

When ranked in terms of their mean scores, it was discovered that the three methods considered to be suitable in managing student discipline were guidance and counselling ($M=4.88$), offering of rewards for positive behaviour ($M=4.52$), and the involvement of students in decision making processes ($M=3.34$). The use of corporal punishment ($M=3.30$) was judged as fairly suitable in controlling misbehaviour among students.

The Common constraints experienced by school authorities in enhancing student discipline were in rank order, lack of, or inadequate communication between students and school administration (83.2%), lack of, or inadequate guidance and counselling services (58.2%), and drug abuse (56.2%).

Conclusions of the Study

Insubordination or rudeness among students was the common discipline problem experienced in many secondary schools in Mbeere District. The problem signifies lack of positive climate in the schools, a situation which could be grounded in the quality of relationships at all levels: among teachers, between teachers and students and among students. Disobedience and rudeness tend to thrive in an environment marked by social antagonism, whereby mutual respect and a community of purpose lacks among members of school population.

Use of corporal punishment was prevalent in many secondary schools. It appears that the method was more preferred by school authorities than other alternative methods of discipline. However, it is arguable that schools which concentrate on deterrents like corporal punishment most likely teach how not

to get caught. Schools would likely give students a sense of moral values and individual responsibility by developing self-discipline rather than emphasizing on the use of punitive methods.

The new development of banning the use of cane in managing student discipline has apparently been met with protestation from some teachers in Kenya. It has been argued that caning is sadistic and dehumanising. However its hardly believable that the whole horde of canning teachers are sadists out to derive some gratification from the act of giving this kind of punishment. The teacher who metes out corporal punishment is, in the main, one who wants to effect a corrective act beneficial to the victim and the school alike. The corrective context behind caning is, therefore, what is important. In a world where democratisation, transparency and accountability have become synonymous with management, school administrators have little choice but to change accordingly.

Students were minimally involved in the formulation of school rules and never participated in the revision of the same. That students are directly affected by the rules of behaviour in school, it would appear important to involve them in their (rules) formulation. As it has been noted in Chapter Two, students would likely oppose the imposition of rules upon them by school administration.

The common causes of discipline problems among secondary school students were varying. They included social factors such as the influence of mass media, social evils experienced in the society, and inadequacies associated with poverty in the family and society at large. In this sense, the

behaviour of a student can significantly be affected by what he or she experiences both within home and the broader societal environment.

Teachers and students showed distaste to disciplinary methods such as the suspension of errant students from class or school, excessive punishment, and caning of errant student in the presence of other students. Suspension of students can be time wasting, whereas excessive punishment can be alienative, and counter productive. A student who is excessively punished in the presence of others could most likely engage in anti-social behaviour like outright disobedience as a way of saving his or her face, following the humiliation experienced.

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Explaining the purpose of punishment and rendering it understood by the students could likely make punitive methods effective. The impact of the methods could also be improved if warnings are given to errant students before punishment is administered. Victim students given this kind of treatment are likely to view punishment as justified.

Methods that could be suitable in managing student discipline were in rank order, guidance and counselling, offering or rewards for positive behaviour, involvement of students in decision making processes, and the use of corporal punishment. The finding appears to be in contrast with the methods of discipline commonly used in the schools. The findings on the methods used to deal with various forms of student indiscipline showed that corporal punishment was most prevalently applied.

Most prevalent constraints experienced by school authorities in enhancing student discipline were lack of, or inadequate communication

between students and the school administration, lack of, or inadequate guidance and counselling services in the schools, and drug abuse.

Recommendations of the Study

In the light of the study findings, the following recommendations have been made:

School administrators should use alternative methods of discipline to corporal punishment. In this regard, teachers should be able to resolve conflicts in school by using skills of arbitration rather than coercion. Such behaviour modification methods like guidance and counselling and the provision for dialogue between students and school administration would likely impact a lot in improving the relations between students and other staff in school.

It is recommended that students be consulted more on school policy regarding behaviour. In this sense, school administrators need to embrace leadership style that appreciates the importance of consensus in decision making. When students are involved in decision making and the execution of the school policy, they are more likely to want to show their commitment to the same. School discipline outcomes would likely be better when approaches to discipline are agreed upon and supported by staff and students acting together.

Schools should establish effective communication forums with students to avoid suspicion or unnecessary hostility. Sometimes anti-social behaviour occur among students from a problem left simmering for a long time, an indication of break down in human relations. The establishment of effective channels of communication within the school community would likely help in

minimizing friction and maintaining human relations by mutual accommodation.

Teachers should be encouraged to attend seminars, workshops, and in-service courses on effective school management. It is in such fora where they can learn appropriate methods of managing misbehaviour in schools. Skills of behaviour management are not necessarily innately endowed and thus, the need for teachers to acquire them from external sources.

Parents need to be more responsible for their children's conduct and should cooperate with school policies on behaviour. In this regard, it is recommended that schools communicate rules of behaviour governing them to parents. Such provision would signify the appreciation that schools expect parents to participate actively in guiding their children to observe the behaviour expectations stipulated by the rules and those valued by the society.

Educational institutions should always print and avail the rules of conduct governing them to students. Such rules should provide a clarity of expectations; that students and other members of school community understand, and are aware of what is expected of them. The set rules should be communicated to students, teachers, parents, and other involved adults. It appears that when students are unaware of school rules, they will either fall foul of them unwittingly or 'test out' limits to find out what behaviour is acceptable to staff.

Schools should provide for the creation of student councils. Such councils are essentially necessary in providing forum through which students can participate in sharing their concerns and interests on issues touching on

school administration. The councils can also act as safeguards through which school authorities could acquire information on the needs of students. Thus, by working to address the needs, conflicts between the two parties can be readily minimised.

Provisions should be made that schools involve significant external agencies. Guest speakers, for instance, guidance and counselling experts can offer relevant advice to students, teachers, and even parents. The responsibility for the discipline of the young in schools should be inclusively regarded as a collective one, involving many stakeholders.

Suggestions for Further Study

In quest to determining effective school leadership styles for managing student misbehaviour, the following suggestions have been made:

1. This study was limited to one district only. There is a need for a replication of the same using a larger sample of respondents in order to gather a more accurate national perspective of the strategies and techniques used in managing student misbehaviour in a school setting.
2. A similar study needs to be conducted in primary schools. It would be significant to examine the disciplinary methods and regulations applied in these institutions in inculcating moral values unto the young at primary school level.

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APPENDIX A

UNIVERSITY OF NAIROBI,
COLLEGE OF EDUCATION,
AND EXTERNAL STUDIES,
P.O. BOX 92,
KIKUYU.

Dear _____

I am carrying out a study on “Disciplinary Methods Used to Manage Student Discipline in Public Secondary Schools in Mbeere District.”

The questionnaire attached herewith is meant to gather information for this study from you. All responses will be confidentially treated. The results will be reported only in terms of entire population. Therefore do not provide your name or the name of your school in this questionnaire. You are kindly requested to respond to all items in the questionnaire

Your positive response will be highly appreciated

Yours faithfully,

MUGO R. NJERU

DEPARTMENT OF ED. ADMIN. AND PLANNING,

UNIVERSITY OF NAIROBI

APPENDIX B

**QUESTIONNAIRE FOR SCHOOL HEADTEACHERS/DEPUTY
HEADTEACHERS**

INSTRUCTIONS

This questionnaire is divided into two parts; Part A and B. Please indicate by putting a tick (✓) the correct option, or fill in appropriately the blanks provided as applicable to you.

PART A

1. Please show your gender

- (a) Male ()
- (b) Female ()

2. Indicate your age in years

- (a) Over 51 ()
- (b) 41 - 50 ()
- (c) 31 - 40 ()
- (d) 30 or below ()

3. Show your administrative position

- (a) Headteacher ()
- (b) Deputy Headteacher ()

4. Indicate your highest academic qualification

- a) EACE ('O' level) ()
- b) KCSE ()
- c) BA with PGDE ()
- d) B.SC with PGDE ()
- e) B.ED ()
- f) MA ()
- g) M.Ed ()

Any other, please specify _____

5. Indicate your administrative experience as a school headteacher/Deputy Headteacher

- (a) 1 - 5 ()
- (b) 6 - 10 years ()
- (c) 11 - 15 years ()
- (d) 16 - 20 years ()
- (d) Over 20 years ()

6. Specify the category of your school

- (a) Mixed secondary school ()
- (b) Boys secondary school ()
- (c) Girls secondary school ()

7. Indicate the number of streams in your school.

- (a) Single ()
- (b) Double ()
- (c) Triple ()
- (d) Four ()
- (e) Five ()

8. Rate the current state of student discipline in your school

- (a) very satisfactory ()
- (b) satisfactory ()
- (c) fairly satisfactory ()
- (d) unsatisfactory ()
- (e) very unsatisfactory ()

PART B

1. The discipline problems stated below are sometimes experienced in schools. Kindly indicate with a tick (✓) in the relevant column, whether each of the discipline problems is experienced or not experienced among students in your school.

Kind of discipline problem	Experienced	Not experienced
a. Abuse of drugs/drug addiction		
b. Truancy		
c. Rudeness		
d. Insubordination/disobedience		
e. Violation of school dress code		
f. Physical aggression towards teachers		
g. Physical aggression towards other students		
h. Physical destructiveness		
i. Calculated idleness or work avoidance		
j. Making unnecessary noises		
k. Verbal abuse towards teachers		

Any other(s). Please specify

2. Kindly give the methods used in your school in dealing with each of the discipline problems you have stated above in 1.

3. The methods listed below are sometimes used in managing student discipline in schools. Kindly indicate with a tick [✓] in the relevant column the extent to which each one of these methods is applied in your school.

Scale: VF = Very Frequently; F = Frequently; R = Rarely; N = Never

Kind of Method	VF	F	R	N
a) * Corporal punishment				
b) Involvement of students in decision making process				
c) * Suspension of errant students from class or school				
d) * Recommending for expulsion of errant students from school				
e) Teacher – student meetings to discuss issues e.g. on school discipline				
f) Teacher – student-parent meetings				
g) Guidance and counselling				
h) Use of suggestion box in school				
i) Use of a student council				
j) Invitation of resource persons e.g. professionals to discuss topical issues related to student discipline				
k) Consultations between school board of governors and the administration				
l) Use of students' magazine				

Kind of Method	VF	F	R	N
m) Use of resource materials on topical issues of concern to school discipline				
n) Students electing their representatives to the prefects body				
o) Offering of rewards to students for their positive behaviour				
p) Informal discussions between students and teachers.				

4. Indicate with a tick [$\checkmark$] in the relevant column the extent to which you consider the methods listed below as being suitable in improving student discipline in secondary schools.

Scale: VS = Very Suitable; S = Suitable; FS = Fairly Suitable; U = Unsuitable; VU = Very Unsuitable.

Kind of method	VS	S	FS	U	VU
a) Involvement of students in school decision making process.					
b) * Corporal punishment for errant students					
c) * Suspension of errant students from school					
d) *Expulsion of errant students from school					
e) Teacher-students meetings to discuss issues e.g. on school discipline					
f) Teacher – student – parent meetings					
g) Guidance and counselling					
h) Presence of suggestion box in school					
i) Establishment of student council					

Kind of method	VS	S	FS	U	VU
j) Invitation of resource persons to offer advice to school community					
k) Regular consultations between school Board of Governors and administration					
l) Use of students' magazine					
m) Warning letters to errant students					
n) Use of resource materials e.g. books on topical issues of concern to student discipline					
o) Students electing their representatives to the prefect body and student council					
p) Offering of rewards to students for positive behaviour					

5. The stated below, are possible causes of discipline problems among students in schools. Show with a tick (✓) in the relevant column whether each of the stated causes contributes or does not contribute to discipline problems among students in your school.

Possible cause of discipline problems among students	Contributes	Does not contribute
a. Lack of/inadequate facilities in school		
b. Peer pressure/influence		
c. Lack of/inadequate communication or dialogue in school		
d. Drug abuse and drug addiction		
e. Domestic problems		
f. Unfavourable curriculum/frustration among less able students		
g. Strict rules		

Possible cause of discipline problems among students	Contributes	Does not contribute
h. Inconsistency in administration of school rules		

Any other(s). Please specify.

6. (i). Does your school have a disciplinary committee?

(a) Yes (b) No

(ii) If "yes" in (i) who are its members? List them down.

7. Who are involved in the exercise of formulating school rules in your school? Specify by listing them down.

8. (i) Are school rules revised in your school?

(a) Yes (b) No

(ii) If school rules are revised in your school, who are involved in this exercise? List them down.

9. (i) Does your school have a student council?

(a) Yes (b) No

(ii) If “yes” in (i) kindly indicate with a tick (✓) whether its student membership is:

(a) Elected by students ()

(b) Appointed by school administration ()

Other (Specify)

10. Below are common constraints (obstacles) faced by schools in enhancing discipline among students. Show with a tick (✓) in the relevant column whether each of the stated constraints affects or does not affect the improvement of discipline among students in your school.

Kind of constraints in enhancing discipline among students	Affects	Does not affect
Lack of/inadequate guidance and counselling		
Drug abuse and drug addiction		

Kind of constraints in enhancing discipline among students	Affects	Does not affect
Lack of/inadequate communication or dialogue between students and school administration		
Lack of/inadequate parental support to staff in school		
Lack of/inadequate facilities in school		
Inconsistency in the administration of the school		
Inequitable/unfair reward system in school rules		
Presence of strict rules of conduct in school		

Any other. (Specify):

11. State the advice you would give towards the best four methods of enhancing student discipline.

Thank you very much for your co-operation

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

This questionnaire is divided into two parts: Part A and B. Please indicate by putting a tick (✓) the correct option, or fill in appropriately the blanks provided as applicable to you.

PART A

1. Show your gender

- | | |
|------------|-----|
| (a) Male | () |
| (b) Female | () |

2. Kindly show your age in years

- | | |
|-----------------|-----|
| (a) Over 51 | () |
| (b) 41 - 50 | () |
| (c) 31 - 40 | () |
| (d) 30 or below | () |

3. Indicate your highest academic qualification

- | | |
|----------------------|-----|
| (a) EACE ('O' level) | () |
| (b) KCSE | () |
| (c) BA with PGDE | () |
| (d) B. SC with PGDE | () |
| (e) B. ED | () |
| (f) MA | () |
| (g) M. Ed | () |

Any other, please specify _____

4. Specify the category of your school

- | | |
|----------------------------|-----|
| (a) Mixed secondary school | () |
| (b) Boys secondary school | () |

(c) Girls secondary school ()

5. Indicate the number of streams in your school.

(a) Single ()

(b) Double ()

(c) Triple ()

(d) Four ()

(e) Five ()

6. Kindly rate the current state of student discipline in your school

(a) very satisfactory ()

(b) satisfactory ()

(c) fairly satisfactory ()

(d) Unsatisfactory ()

(e) Very unsatisfactory ()

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PART B

1. Kindly indicate with a tick (✓) in the relevant column the extent to which each of the following statements applies to your school in relation to involvement of teachers in matters regarding student discipline.

Scale: VF = Very Frequently; F = Frequently; R = Rarely; N = Never

Statement (Method)	Vf	F	R	N
a) Teachers are involved in the formulation of school rules				
b) The headteacher delegates some disciplinary responsibilities to teachers				
c) Teachers are consulted when disciplinary actions are taken against students				
d) Teachers are involved in the revision of school rules				

Statement (Method)	Vf	F	R	N
e) Forum is provided for teachers and students to discuss matters regarding student discipline				
f) Teachers are encouraged by the headteacher to engage in informal talks with students				
g) Teachers are encouraged to engage in dialogue with parents on matters pertaining to student discipline				
h) Teachers are encouraged to attend workshops and seminars on school management.				

2. Indicate with a tick [✓] in the relevant column the extent to which each of the following statements applies to your school in relation to the involvement of parents in matters concerning student discipline.

Scale: A = Always; Oft = Often; R = Rarely; N = Never

Statement (Method)	A	Oft	R	N
a) Created school rules are communicated to parents				
b) Meetings are held between teachers and parents to discuss matters on student discipline				
c) The school invites resource persons to offer advice to teacher – parents' meetings				
d) The school informs parents of serious indiscipline cases involving their children				
e) Parents are allowed to participate fully in cases of misconduct involving their children				
f) Parents are informed about academic work of their children by the school.				

3. Indicate with a tick [✓] in the relevant column the extent to which you consider the methods listed below as being suitable in improving student discipline in secondary schools.

Scale: VS = Very Suitable; S = Suitable; FS = Fairly Suitable; U = Unsuitable; VU = Very unsuitable

Statement (Method)	VS	S	FS	U	VU
a) Involvement of students in school decision making process.					
b) * Corporal punishment for errant students					
c) * Suspension of errant students from school					
d) * Expulsion of errant students from school					
e) Teacher-students meetings to discuss issues e.g. on school discipline					
f) Teacher – student – parent meetings					
g) Guidance and counselling					
h) Presence of suggestion box in school					
i) Establishment of student council					
j) Invitation of resource persons to offer advice to school community					
k) Regular consultations between school Board of Governors and the administration					
l) Use of students' magazine					
m) Giving of warning letters to the errant students					
n) Use of resource materials e.g. books on topical issues of concern to student discipline					

Statement (Method)	VS	S	FS	U	VU
o) Students electing their representatives to the prefect body and student council					
p) Offering of rewards to students for positive behaviour					

4. Listed below are some of the punitive methods used in schools. Indicate with a tick [✓] in the relevant column the extent to which each one of these methods is applied in your school.

Scale: VF = Very Frequently; F = Frequently; R = Rarely; N = Never

Kind of punitive method	VF	F	R	N
a) Suspension of errant students from school or class				
b) Manual labour				
c) Subjection of errant students to doing press-ups				
d) Misbehaving student being subjected to forced running				
e) Caning the student				
f) Mass punishment when the offender cannot be pinpointed				
g) The miscreant being subjected to kneeling down				

5. Kindly suggest 2 ways which could help make punitive methods suitable in enforcing discipline among students.

6. (i) In your own opinion do you consider corporal punishment as a necessary method to be used in enforcing discipline among students in secondary schools.

a) Yes b) No

(ii) Kindly give the reasons for your answer in (i)

7. The methods below are sometimes used to help modify or change the behaviour of students, thus possibly enabling them to acquire acceptable behavioural habits. Indicate with a tick [✓] in the relevant column the extent to which each one of these methods is applied in your school.

Scale: VF = Very Frequently; F = Frequently; R = Rarely; N = Never

Kind of method	VF	F	R	N
a) Withdrawal of rewards to discourage misbehaviour				
b) Offering of rewards for positive behaviour				
c) Ridiculing of the misbehaving student				
d) Teachers engaging in informal talks with the errant students to give them attention				
e) Teachers praising positive behaviour among the students				
f) Group counselling of students				
g) Individual counselling of students.				

8. In your own words write down in rank order 4 methods you consider to be most suitable in preventing misbehaviour among students in secondary schools.

9. The stated below, are possible causes of discipline problems among students in schools. Show with a tick (✓) in the relevant column whether each of the sated causes contributes or does not contribute to discipline problems among students in your school.

Possible cause of discipline problems among students	Contributes	Does not contribute
a. Lack of/inadequate facilities in school		
b. Peer pressure/influence		
c. lack of/inadequate communication or dialogue in school		
d. Drug abuse and drug addiction		
e. Domestic problems		
f. Unfavourable curriculum/frustration among less able students		
g. Strict rules		
h. Inconsistency in administration of school rules		

Any other(s). Specify.

10. Below are common constraints (obstacles) faced by schools in enhancing discipline among students. Show with a tick (✓) in the relevant column whether each of the stated constraints affects or does not affect the improvement of discipline among students in your school.

Kind of constraints in enhancing discipline among students	Affects	Does not affect
Lack of/inadequate guidance and counselling		
Drug abuse and drug addiction		
Lack of/inadequate communication or dialogue between students and school administration		
Lack of/inadequate parental support to staff in school		
Lack of/inadequate facilities in school		
Inconsistency in the administration of the school rules		
Inequitable/unfair reward system in school		
Presence of strict rules of conduct in school		

Any other(s) (Specify):

11. In your opinion what are the problems, if any, with disciplinary methods used in your school? Explain.

12. Give your suggestions on 4 best methods that can be used to enhance student discipline in secondary schools.

Thank You for Your Cooperation

APPENDIX D
QUESTIONNAIRE FOR STUDENTS

This questionnaire is divided into two parts: parts A, and B. Please indicate by putting a tick (✓) the correct option, or fill in appropriately the blanks provided as applicable to you

Part A

1. Indicate your gender

- a) Male ()
b) Female ()

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2. Specify the category of your school

- (a) Mixed secondary school ()
(b) Boys secondary school ()
(c) Girls secondary school ()

3. Rate the current state of student discipline in your school

- (a) very satisfactory ()
(b) satisfactory ()
(c) fairly satisfactory ()
(d) unsatisfactory ()
(e) very unsatisfactory ()

4. Kindly tick (✓) your form

- (a) Form I ()
(b) Form II ()
(c) Form III ()
(d) Form IV ()

5. Put a tick ($\checkmark$), as applicable, if you hold any of the following positions

- (a) Class monitor ()
 (b) Games Captain ()
 (c) Headgirl ()
 (d) Headboy ()

Any other (specify) _____

Part B

1. The methods listed below are sometimes used in managing student discipline in schools. Kindly indicate with a tick [$\checkmark$] in the relevant column the extent to which each one of these methods is applied in your school.

Scale: VF=Very Frequently; F=Frequently; R = Rarely; N = Never

Kind of Method	VF	F	R	N
(a) * Corporal punishment				
(b) Involvement of students in decision making process				
(c) * Suspension of errant students from class or school				
(d) * Recommending for expulsion of errant students from school				
(e) Teacher – student meetings to discuss issues e.g. on school discipline				
(f) Teacher – student-parent meetings				
(g) Guidance and counselling				
(h) Use of suggestion box in school				
(i) Use of a student council				

Kind of Method	VF	F	R	N
(j) Invitation of resource persons e.g. professionals to discuss topical issues related to student discipline				
(k) Consultations between school board of governors and the administration				
(l) Use of students' magazine				
(m) Use of resource materials on topical issues of concern to school discipline				
(n) Students electing their representatives to the prefects body				
(o) Offering of rewards to students for their positive behaviour				
(p) Informal discussions between students and teachers.				

2. (i) Are there disciplinary methods you consider to be unsuitable as used in your school?

(a) Yes (b) No

(ii) If 'Yes' write them down

3. (i) In your opinion, do you consider corporal punishment eg. caning, slapping, pinching, as necessary to use in secondary schools?

(a) Yes

(b) No

(ii) Write down the reasons for your answer

4. The stated below, are possible causes of discipline problems among students in schools. Show with a tick (✓) in the relevant column whether each of the stated causes contributes or does not contribute to discipline problems among students in your school.

Possible cause of discipline problems among students	Contributes	Does not contribute
a. Lack of/inadequate facilities in school		
b. Peer pressure/influence		
c. lack of/inadequate communication or dialogue in school		
d. Drug abuse and drug addiction		
e. Domestic problems		
f. Unfavourable curriculum/frustration among less able students		
g. Strict rules		
h. Inconsistency in administration of school		

Any other(s). Specify.

5. Below are common constraints (obstacles) faced by schools in enhancing discipline among students. Show with a tick (✓) in the relevant column whether each of the stated constraints affects or does not affect the improvement of discipline among students in your school.

Kind of constraints in enhancing discipline among students	Affects	Does not affect
Lack of/inadequate guidance and counselling		
Drug abuse and drug addiction		
Lack of/inadequate communication or dialogue between students and school administration		
Lack of/inadequate parental support to staff in school		
Lack of/inadequate facilities in school		
Inconsistency in the administration of the school		
Inequitable/unfair reward system in school		
Presence of strict rules of conduct in school		

Any other. (Specify):

6. Kindly give suggestions on 4 best methods for improving discipline among students.

Thank You for Filling in the Questionnaire

APPENDIX E**OBSERVATION CHECKLIST**

Things to observe	Observed	Not observed
a) Printed school rules		
b) Provision for students' council		
c) Students' magazine		
d) Suggestion box		
e) Students notice board		