

**INFLUENCE OF ALTERNATIVE DISCIPLINARY MEASURES ON
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN
LAIKIPIA WEST DISTRICT, KENYA**

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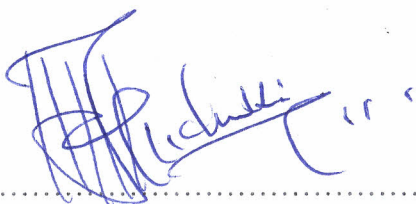
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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education in Educational Administration
University of Nairobi**

2012

DECLARATION

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



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The research project is submitted for examination with our approval as University Supervisors.



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ACKNOWLEDGEMENT

I wish to acknowledge the help and encouragement I have received from a number of people without whom this research work would not have been successful. My special gratitude goes to my supervisors, Dr. Ursula Achieng' Okoth and Mr. Edward N. Kanori both lecturers in the Department of Educational Administration and Planning, University of Nairobi. Their enabling support, guidance and constructive criticism enabled me to make progress from the beginning to the completion of this study. Without them, this work could never have become what it is now. I would also like to register my appreciation to all my respondents who went a long way to make my study successful. To my colleagues and entire staff of Lariak Secondary school, thank you for your encouragement and support.

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ABSTRACT

The study was postulated from the fact that cases of students' violence and unrest leading to loss of life and property continue being experienced in secondary schools. The main study objectives were; To determine the influence of guidance and counseling on students discipline in public secondary schools; to examine the role of school rules and regulations in managing discipline among students in public secondary schools; to establish the influence of student's participation in setting out school rules and regulations on students' discipline in public secondary schools; to establish the influence of use of rewards on students' discipline in public secondary schools and to seek the opinions of school administrators and students on alternative measures of managing students' discipline. The literature reviewed included the concept of discipline and punishment, importance of discipline among students, corporal punishment, approaches to enforcement of discipline such as guidance and counseling, use of school rules and regulations and students' participation in school management.

The study adopted a descriptive research design. The study targeted a total population of 20 principals from 20 secondary schools in Laikipia West District, 112 teachers and 351 students where 87.4 percent return rate was realized using both closed and open ended items.

The study findings from the principal indicated that; counseling programme enhance students discipline through building courage and moral uprightness thereby inculcating good value and positive attitude towards the development of self discipline that enhances behavior change. About 84 percent of the principals either agreed or strongly agreed that rules and regulations influence students discipline in schools, supported by 66 percent of the teachers and 63 percent of the students. The principals indicated that students often participate in career choices, selection of optional subjects, electing their leaders and a hearing before they are punished. The findings indicate that students occasionally participate in making of the policies that affect their conduct and behavior in the school.

Both dialogue and punishment are the most popular reward systems used to influence discipline in schools. Finally, encouraging the formation of student representations, students "baraza" and introduction of student council to and motivating exemplary student leaders inculcates leadership responsibilities, thus promoting respect and good student teacher interactions. Other strategies include strengthening and building capacity through recruitment, allocating adequate budget to guidance and counseling programme, formation and empowerment of a student's disciplinary bodies.

The study recommends that, there is need for Teachers Service Commission (TSC) to post adequate teachers to schools and the school management to train and empower guidance and counseling teachers to improve the effectiveness of alternative disciplinary measures.

The study suggest the following areas for further research: The influence of budgetary allocation on guidance and counseling programmes in schools; effectiveness of clubs and

peer educators in enhancing student discipline in schools; the influence of parental guidance and counseling on students discipline in schools; the impact of discipline on student Kenya certificate of secondary education (KCSE) performance

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The issue of discipline in secondary schools in Kenya has attracted attention since the ban of corporal punishment in 2001 through Legal Notice No.56 of 2001. Before the implementation of the ban, various stakeholders had been arguing on whether to effect or do away with the recommendation. The issue has attracted more attention due to the fact that Kenya is a signatory to the United Nations' Convention on Child Rights (UNCCR) Article 19. According to the article, parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

The article continues to state that such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement with the above requirements in mind, Kenya had no other alternative but to enact the Children's

Act which was a bold step towards the fulfilment rights of children. There must be order in any institution (Wanyoike, 2003). This is so because no serious institution of learning can create conducive atmosphere for education without discipline. Therefore, without discipline schools just like any other organizations cannot properly function thereby hamper the realization of their core objectives. According to Okumbe (2001), discipline is in real terms the epicentre of success of a school because the efficiency and effectiveness of all organizational activities depend on discipline. In line with this approach, discipline is a negative word which has to do with the correction of the wrong doer. Mbiti (1974) observes discipline as a positive force.

According to Wanyoike (2003), discipline is not confined to mere control and imposition of external standards on individuals conduct but has a more vital training aspect. This training is geared to self control and consequently self reliance. Barasa (2007) says that discipline is a learning process and entails a willingness to put forth all the effort which is required to achieve a chosen objective. It is therefore agreeable that discipline is a system of guiding an individual to make rational decisions in a responsible manner.

Discipline therefore creates an orderly atmosphere that is crucial for any attainment of institutional objectives and schools must at all times struggle to inculcate the same to their students. As the school administrators struggle to maintain discipline, there have always been students who are out do against the

school's expectations. These managers have to device ways of handling such cases and thus maintain a cohesive school community. According to Nzuve (1999), punishment is either the withholding of the reward or application of unpleasant stimulus in an attempt to extinguish an undesirable response. A positive reinforcement in this case is the rewarding with the aim of strengthening a response whereas punishment aims at correcting the undesirable behavior by weakening or extinguishing it altogether. Organizations therefore use punishment in their attempt to control the undesirable behavior.

Woodworth and Schlosberg (1984), define punishment as a technique for suppression of a response. Cloninger (1993), gives Skinner's definition of punishment as a stimulus that, when presented contingently after a response, reduces the rate of the response. According to Skinner (1963), in Slee (1995), a person adapts by doing more frequently those things that increase good outcome (positive reinforcement), and does less frequently those things that bring bad outcomes (punishment). From the above premise, punishment gets justification. Schools which must strive to achieve academic excellence of their students find themselves in pursuit of discipline of their learners through ways such as formulation of rules and regulations for their respective institutions.

According to Nashira and Makwabe (2008), South African teachers are under siege. Various newspaper reports that thousands teachers are being treated for

stress and depression because they can no longer cope in class. Beset by unruly and violent learners, teachers are being booked off sick for as long as a year at a time. The harsh reality is that, generally, South African schools are not safe places. Experts have warned that the most dedicated and idealistic educators are likely to burn out (Nashira & Makwabe, 2008). Rosen (2005) cites parental lack of control of their children and failure to teach discipline at home as possible reasons why learners misbehave at school. A troublesome learner can cause many a good educator a loss of sleep and aggravation. The South African government has attempted to fill the vacuum left by banning corporal punishment through introduction of school code of conduct, parent's involvement in school affairs and constitution of School Governing Bodies (SGBs) as a major vehicle for the democratic transformation of schools. The code of conduct must be subject to the South African Constitution, the Schools Act and provincial legislation and it must reflect the constitution democracy, human rights and transparent communication that underpin our society. It must set a standard of moral behaviour for learners and equip them with the expertise, knowledge and skills they would be expected to display as worthy and responsible citizens. Parents constitutionally comprise the majority of SGB members. SGBs are not involved in the day-to-day running of schools, but they have a key role to play in policy including the development of a code of conduct, "but when you draw up the code of conduct for your school, you must use the guidelines and regulations on school discipline determined by the Minister of Education" (South Africa, 1997). The use counseling has also

been recommended as a tool which may help them deal with learners who are always misbehaving. Counseling could be another very powerful tool which schools can employ to deal with discipline problems.

A study on school counselors' and students' perceptions of the benefits of school guidance and counseling services in Zimbabwean secondary schools indicated that services were offered by trained school counselors, resources were available, a mandatory policy was in place and school headmasters (equivalent to school principals) viewed them positively. Chireshe (2006) established that Zimbabwean SGC services were negatively affected by lack of training by school counselors, lack of material resources and the unavailability of a binding policy. The services were also negatively affected by the negative attitudes of headmasters towards it (Chireshe & Mapfumo 2005).

Corporal punishment as defined by the Ministry of Education in Kenya is the infliction of pain on an errant learner by the teacher using a well defined cane and in accordance with the Education Act (Cap 211, Laws of Kenya, 1980). With such a legal provision, corporal punishment was used in Kenya until April, 2001 when it was finally outlawed by the same Ministry (Editorial, 2001, April 16). Earlier in 1996, the ban on corporal punishment had been slapped through a ministerial circular though it was neither gazetted nor enforced until 2001 following the recommendation of the Standing Committee on Human Rights Kenya Chapter in a report presented to the President of the Republic of Kenya in July 2000.

Thereafter, a circular by the then Head of Civil Service dated July 13th 2000 repealed the areas that made this punishment lawful. The committee further made suggestions that both the teachers and the parents should be thoroughly educated on the harm caused by this type of punishment as well as alternative methods of maintenance of discipline. Kenya enacted the Children's Act, 2001 which clearly stipulates that no offender should be subjected to corporal punishment (Government of Kenya, 2001). Since this ban was taken effect, debate has continued to intensify with some people supporting the re-introduction of the practice. The issue was even accelerated by the wave of violence that swept virtually the whole country soon after and kept on recurring every now and then. In the beginning of the second half of 2001 alone, many schools went on strike prompting calls to the government to rescind the decision to outlaw the cane for the schools' management attributed the surge in indiscipline to the withdrawal of corporal punishment.

In August 27th 2010, Kenya's new constitution was promulgated in which the 4th chapter part 3, of the Constitution outlines the rights of children while clearly outlawing all forms of violence, inhuman treatment and punishment. Despite all these, the schools continue to experience unrest with some having to deal with cases of arson attacks perpetrated by their own students and amounting both property loss as well as loss of innocent lives (D.E.O. Laikipia West, 2011)

1.2 Statement of the problem

Laikipia West has since 2001 witnessed incidences of indiscipline with a higher gravity. Records at the DEO's office indicate that cases such as arson, assault, suicide and murder in schools are now frequent. In the first quarter of year 2011, the office received reports of higher magnitude of indiscipline. In one case, a student killed another instantly right in the classroom after picking a quarrel with him (DEO Laikipia, 2011). In another incidence, a school administration block was set on fire in what is believed to be a retaliatory attack by disgruntled students on administration's high-handedness (DEO Laikipia, 2011). This arson case is not the only one as three others had been reported with one school experiencing the case twice in less than ten months. Two cases of suicide involving students were reported. In another incidence, a student broke into the school's computer laboratory and stole a computer worth fifty thousand shillings. He was later arrested, charged and was put under probation for two years. Incidences of teachers being assaulted are also on the increase. As at now, several cases are either being investigated by police or are pending in Nyahururu law court or have been concluded and sentences delivered (OCS Ng'arua, 2011). It is against this background that the study sought to investigate the influence of alternative disciplinary measures on students' discipline in public secondary schools in Laikipia west District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of alternative disciplinary measures on the students' discipline in public secondary schools in Laikipia West District of Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

- i. To determine the influence of guidance and counseling on students discipline in public secondary schools.
- ii. To examine the influence of school rules and regulations in managing discipline among students in public secondary schools.
- iii. To establish the influence of student's participation in setting out school rules and regulations on students' discipline in public secondary schools.
- iv. To establish the influence of use of rewards on students' discipline in public secondary schools.
- v. To seek the opinions of school administrators and students on alternative measures of managing students' discipline.

1.5 Research questions

The study was guided by the following research questions;

- i. What is the influence of guidance and counseling on students' discipline in public secondary schools?
- ii. What role do school rules and regulations play in maintaining discipline among students in public secondary schools?
- iii. How does student's participation in setting out school rules and regulations influence students' discipline in public secondary schools?
- iv. How do rewards influence students' discipline in public secondary schools?

1.6 Significance of the study

The findings may be useful to principals, deputy principals and the BoGs to establish effective alternative methods of maintenance of discipline in schools. The Ministry of Education and other policy makers may use it to initiate policies that are compliant with the United Nations' Convention on Rights of the Child as well as alternative means of maintaining discipline. Training of teachers and managers of educational institutions may use the findings. Parents may find it useful in assessing their shortcomings in bringing up children without necessarily using corporal punishment.

1.7 Limitations of the study

The limitations of the study were; some respondents chose not to reveal details about their schools. Some schools did not keep clear records on punishment and discipline while some students shied away due to fear of their teachers. The researcher used questionnaires to promote confidentiality. The researcher assured the respondents that the study was meant for educational purposes only hence increasing their confidence and responsiveness.

1.8 Delimitation of the study

The study sought to investigate the influence of alternative disciplinary measures on the students' discipline in public secondary schools in Laikipia West District of Kenya. It involved only public secondary schools and focused on the Principals, Deputy Principals, teachers and students.

1.9 Assumptions of the study

The study was undertaken with assumptions that;

- i. The public secondary schools have rules and regulations governing the students.
- ii. The respondents would be cooperative and give reliable and truthful responses.
- iii. Schools have alternative disciplinary measures to manage students' discipline.

1.10 Definition of significant terms

The following terms were employed in the study as per the definition given;

Administrator refers to a head of the institution.

Collective punishment refers to a case involving several students and teachers.

Corporal punishment refers to caning, spanking or paddling of the students

Discipline refers to student's ability to act in a manner acceptable in the school.

Decision making refers to the process of specifying a problem and selecting a solution.

Management refers to guiding a student to make reasonable decisions in life

Punishment refers to a stimulus geared to extinguish an undesirable behavior.

Reward system refers to positive reinforcement.

Policy refers to official decision that guides operations in an institution.

Withdrawal refers to ban, abolition or outlawing.

Rules refer to the agreed code of conduct for the learners

Alternative disciplinary measures refer to measures taken to replace corporal punishment.

1.11 Organization of the study

This study is organised into five chapters. Chapter one covers the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitations of the study, assumptions of the study, definition of significant terms and

organization of the study. The second chapter deals with the literature review; concept of discipline and punishment, importance of student discipline, historical perspective of students' discipline, approaches to enforcement of discipline, traditional approach to discipline, school rules and regulations, students' participation and summary of literature review. Chapter three deals with research design, target population, sample size and sampling procedure, research instruments, reliability and validity of instruments, data collection procedure and data analysis plan. The fourth chapter covers data analysis and interpretation. Chapter five is the summary, the conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers the concept of discipline, historical perspective of discipline, school rules and regulations and guidance and counseling in relation to discipline.

2.2 Concept of discipline and punishment

Discipline is training on the way of life that is aimed at self control and conformity (Musau, 2007). It is geared to attainment of self control and consequently self reliance among the students. According to Barasa (2007), discipline is a learning process that entails willingness to put forth all the effort which is required to attain a chosen objective. It entails freedom of choice as well as understanding of the consequences. It is the core business of all educational institutions to instill moral values and produce responsible men and women to the society. Through discipline, students are endowed with habits such as self respect and proper pride of oneself. The learners will also observe norms of good conduct when not under compulsion or supervision and will carry these values eventually into their adult life (Griffins, 1996). From a psychologist point of view, punishment refers to any procedure that reduces or suppresses any undesirable behavior (Musau, 2007). Students therefore should be made to see punishment as a natural and understandable consequence of unacceptable behavior. John Locke (1632-1704) perceived children to be born as neither good nor bad but slates

(Tabula rasa). Locke himself expressed opposition to physical punishment as it fostered fear and works only when the cane is there (Musau, 2007).

2.3 Historical perspective of students' discipline

Many Kenyans who went to school are likely to have memories of nasty experiences in schools most of which involved the use of corporal punishment. For thousands of years man has used the rod or its substitute as the emblem of teachers. Both Christian and Islamic traditions are categorical as to what should be done to the children who are seen to be bad and need parental correction. For example in the book of Proverbs 22:15, corporal punishment is justified as it says, "*...Foolishness is bound up in the head of a child; the rod of correction will drive it far from him...*" This indicates the value with which the Christians view punishment as a deterrent to misbehavior.

At independence, student's riots and demonstrations in Kenya were not as frequent as they are today. This could be attributed to the schools being associated with missionaries. The objectives of education by then was to make better servants to the colonial masters thus the schools had to maintain the highest level of discipline at whatever cost. They respected the school rules and regulations without any options. Any student who misbehaved was summarily dismissed unlike today where students challenge administrative decisions openly. The

school administrators were the custodians of rules and regulations and had to reinforce them firmly such that their decisions were not challenged whatsoever and had no appeal option as it is today (Wango, 2002). During this period, the students were servants while their teachers were masters (Musau, 2007). The government of Kenya appointed a taskforces between 1990 and 2001 to analyze the causes of indiscipline in secondary schools. They found that disturbances in schools occurred due to lack of dialogue between learners and teachers, school administration, poor management skills, poor parenting and not because of general indiscipline of students.

2.4 Importance of students' discipline

A lot of research has been done on student's discipline in educational institutions but little emphasis on methods of instilling discipline. Discipline is pivotal in any institution if the objectives of the same are to be realized. It is only in institutions that are disciplined that teamwork can be applied. In schools, the discipline of the learner is a core factor that influence effective learning and character building. According to Wango (2002), sound discipline is an essential ingredient in creation of an industrious school community. However, the school administration is faced with a wide range of demands and expectations from the stakeholders some of which conflict one another. Though the government has issued out circulars regarding handling of discipline in schools, administration in schools have gone a step ahead to formulate rules and regulations to guide learners in whatever they

do. The rules spell out what should be done and what should not be done while at the same time indicating the penalties for infringement (Were, 2003). With the corporal punishment being outlawed in Kenyan schools, there seem to be a gap in that nobody has devised a more deterrent mechanism for immediate use on students who deserve it or has committed relatively serious offence (Okuthe, 2003). Public outcry is on the rise against the modes of punishment being employed in schools but the government has not yet given clear guidelines over the same (Wango, 2004).

2.5 Corporal punishment as a tool for enforcing student's discipline

Corporal punishment is one of the oldest methods of instilling discipline and which has been strongly reinforced by the major holy books, the bible and Quran. Despite the above, the colonialists heavily reinforced the same as a method of engendering subjugation. During the times of slave trade, Africans were flogged with the aim of extracting labour for the white highlands. It could be from here that the method found its way to the educational institutions as well as the correctional ones as a method of instilling discipline (Awuor, 2002). With the change of time, revision of value and validity of corporal punishment has been initiated by various stakeholders. The Ministry of Education guided by Education Act (Cap 211 of Laws of Kenya) legalized the practice by stating in part: "...corporal punishment may only be administered for certain behavior, after a

full enquiry and in the presence of a witness...” This legal provision has been pivotal in the instilling of discipline in Kenyan schools until a circular banning the same came in to effect in 2001. Corporal punishment in schools has remained controversial despite the fact that it is the oldest method of punishment in Kenya. As earlier stated, the government had stipulated the guidelines on the administration of the same through an act of parliament (Education Act Cap 211 of Laws of Kenya). There are studies that have supported corporal punishment citing that it is effective in regulating students’ behavior. In her study in Wote division of Makueni District, Musau found that majority of respondents did not support the ban and recommended its re-introduction for it was quite effective (Musau, 2007).

The Legal Notice No. 56 of 2001 outlawed the use of corporal punishment in the maintenance of discipline in schools. It is torturous, humiliating and dehumanizing (Soneson, 2005). The Children’s Act (2001) section 191(2) states that no child offender shall be subjected to corporal punishment. The Children’s Act (2001) and Legal Notice No.56 of 2001 have criminalized corporal punishment in schools. The countries phasing the practice out are training teachers on alternatives in the maintenance of order in schools (Were, 2003). Simatwa (2007) confirmed these as being used in schools: manual labour, written warnings, rewarding of good conduct, guidance and counseling, fines, detention, suspension and verbal reprimand.

2.6 Approaches to enforcement of discipline

Administrators in secondary schools are expected to provide opportunities for their students to develop responsible attitudes and moral training thereby preparing them for their future life. The development of a good and acceptable character among all the students is paramount. The school management is therefore seen as making major contribution to student's character through conscious training (School Management Taskforce, 1989 in Musyimi, 2007). By establishing, explaining and enforcing rules, teachers teach important moral values and the concept of regulating ones behavior. Students can learn from school the general principles of morality. When school rules are clearly stated and enforced consistently, teachers demonstrate that moral expectations must be seriously taken. Similarly, when the students participate in deciding on issues that affect them they are likely to own these decision thus promote stability in schools. Administrators were cited as major contributors to schools' unrest for failing to consider issues that affect their students (Republic of Kenya, 2001).

Discipline is most effective when it is part of caring human relationships. If the learner perceives the adult to have his/her interest at heart, he/she is more receptive. Discipline and punishment given in the right approach may help the learner to face life beyond the school and in adulthood. The community surrounding the school judges the institution based on the behavior of their students thereby making school managers to make deliberate efforts to impress them by enforcing the highest degree of discipline.

2. 7 Guidance and counseling as a basis for enforcing discipline

The discipline of our children both in school and at home is determined by many factors. Parental upbringing lays the most important basis for the discipline of the child. Beyond home, social environment plays a fundamental role in shaping the child's character. In the past, violent approach to discipline has been prevalent with corporal punishment even being legalized. Guidance and counseling is yet to be fully embraced in our schools yet the government has kept on emphasizing the same. In all the teacher training institutions, the guidance and counseling is being offered to trainees with some universities offering degree courses in the same area. Some schools have elaborate counseling program which even incorporate not only teachers but also peers. Guidance and counseling seeks to establish the cause of behaviour and thus teacher who employ it are likely to understand their students better.

Okitaba (2008) studied selected secondary schools in Busia on effectiveness of guidance and counseling and found that students were positive towards the use of guidance and counseling in schools. He further observed that teacher counselors and head teachers had a less favourable opinion towards the use of guidance and counseling programme in schools. The study established that there was no difference in opinion based on gender of students towards the use of guidance and counseling in schools. His respondents agreed that guidance and counseling programme had passed over the desired attributes to students. This research also

found out that all schools were prone to indiscipline cases regardless of whether they were boys, girls or mixed secondary schools. It was also established that there was a significant increase in the number of indiscipline cases reported in all the schools after the ban on caning and strengthening of guidance and counseling programme in schools since 2001. This meant that guidance and counseling programme had not been an effective method of curbing indiscipline cases in schools as had been anticipated.

Okitaba (2008) recommended that teacher counselors should capitalize on receptiveness of students towards guidance and counseling programme to effectively assist them become disciplined. The teacher counselors should also be trained and given regular in-service courses that would boost their effectiveness in guidance and counseling. Ministry of Education should do vetting before appointing qualified teacher counselors. Ministry of Education should ensure that head teachers are in-serviced to understand the role of guidance and counseling in schools to enable them support it fully.

Kaburu (2006) argues that guidance and counseling programme has contributed to students' change of attitude and improved discipline in schools. She notes that there is need to enhance and strengthen guidance and counseling programme in order for it to be even more effective in dealing with indiscipline problems in secondary schools. Ajowi and Simatwa (2010) observed that guidance and counseling was not highly used in handling disciplinary cases in Kisumu. They

further argue that, guidance and counseling was used in schools only after punishments options had been considered. In this case, secondary schools in Kisumu district did not exploit the proactive approach of guidance and counseling but only used it to justify the punishment offered to the students.

2.8 School rules and regulations as a basis for enforcing discipline

For any educational institution to run smoothly there has to be a set of rules and regulations. Smit (2010) observes that in South Africa, the South Africa Schools Act (1996b) requires in Section 8 that the governing body of a school has to adopt a code of conduct for learners after consultation with learners, educators and parents. In other parts of the world, there are districts that have a single code of conduct. Ontario in Canada has a single code of conduct for the whole district, and it seems to have significant advantages, such as equity and equality for all, and presents a clear balance of rights and responsibilities for all schools. The Ontario Code of Conduct includes the specific reasons for law enforcement and the conditions for re-accepting learners after suspension from school, in accordance with school board policies (Ministry of Education, 2006). It goes to show that one national code of conduct for schools can be drawn up to include all the rights and responsibilities of principals, teacher and school staff as well as the learners to ensure Constitutional compatibility. The Department of Education in South Africa provides schools with an example of a code of conduct as part of its

guidelines for constructing their own codes of conduct (Department of Education, 2007).

In Kenya, the Education Act Cap. 211 of Laws of Kenya mandates the B.O.G to make administrative rules pertaining to the discipline of students in their respective schools (Republic of Kenya, 1980). These rules ought to be few, clearly stated and easy to follow. With the emerging changes in the society, schools have devised ways of coming up with the rules with some opting to involve their students in both the formulation and enforcement of them. The Education Act indicated that punishment must come as a result of breaking the rules. The rules must be designed to encourage a condition needed and therefore are justifiable if they make life in school enjoyable and profitable to all members of the community. Unreasonable rules with no clear purpose may ignite resentment and consequently lead to the same indiscipline that they are designed to curb (Nganje, 2002).

School administration rarely meets students (Kindiki, 2009). Dialogue with students to discuss discipline matters, rules and regulations as well as issues that affect them on regular basis should be considered as a priority. During admission process students should be made aware of the implications before signing that they will obey rules and regulations. Meetings and morning assemblies should be used in secondary schools as main channels of communication because they

improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school.

2.9 Students' involvement in school management.

Involving students in school disciplinary procedures should not be misinterpreted as freedom from rules and regulations of the school. It should be taken as a right to give their input while constituting the regulations, which govern them. This is geared to consensus building and should not be interpreted as a call for majority rule. According to Olembo (1997), the general absence of a culture of freedom and dialogue at secondary school level might be seen in increase of cases of discipline and the head teachers' inability to arrest the situation as a result of authoritarian style adopted. Kyungu (2003) asserts that students should be allowed to participate in making of policies that directly affect their conduct and behavior in school. In a study carried out in Makadara division, Nairobi province, Odira (2006), observes that students should be consulted more on school policy regarding behavior.

According to Kibunja (2004), students desire to be involved in management of school in areas such as curriculum and instruction, student personnel school plant management as well as financial management. He argues that involvement in these areas is rare and weak and needs strengthening. Birundu (2003) portends

that head teachers leadership style affects students discipline with those that had fully embraced participatory styles experiencing very few cases of indiscipline as compared to those who practiced autocratic leadership styles.

In order to have this approach succeed, the head teachers must use a team's approach to decision making. Lori (1995) suggested that students would feel positive towards school leaders and more committed to school goals and objectives. Gathenya (1993) supports this observation and says that, a school administration that seriously encourages dialogue, addresses problems, seeks solutions from other members of school community and provides some degree of freedom among students can help avert incidents of students' indiscipline.

In 2001, the Minister of Education appointed a taskforce to look into the causes of unrests in secondary schools whose recommendations rhymed with conclusions arrived at by the authors cited above. It is therefore imperative for school managers to create structures that enhance students' involvement in school management. According to Otieno (2001) participation in management can be by prefects alone, by prefects and some or all of the students, by prefects and teachers depending on the nature of the problem.

Republic of Kenya (2001) recommendation 51 states 'Head teachers cultivate a democratic and participatory environment in the school and encourage regular

“barazas” where teachers and students are encouraged to express views, suggestions and grievances and where the school administration can get an opportunity to expound on policies’. Recommendations 84-89 say, schools develop criteria known to all concerned on the appointment of prefects. The above findings by various scholars reinforce the fact that students need to be involved in matters pertaining to their welfare in school. This will not enhance discipline in schools by making students feel appreciated. When consulted, students will own decisions arrived at and thus implement them willingly, and have an opportunity to achieve their goals (Kiarie, 2011).

2.10 Summary of literature review

Corporal punishment has been in use in Kenya thus threatening the rights of children for it can be abusive and to some extent injurious to the students. It is therefore imperative that there be put a policy framework in Kenyan education sector which will provide clear guidelines on the implementation strategies (Wango, 2002). The recommendation by some stakeholders that corporal punishment be re-introduced is an indicator of dissatisfaction that must not be ignored but addressed with urgency. Employment of alternative strategies should be explored with a view to settle indiscipline amicably.

The choice of one disciplinary measure may not be equally effective for all learners due to differences in culture, upbringing among other factors. No single

discipline approach or technique will guarantee a disciplined, violence-free environment. The success depends on the school management's application of the approach and consistency. Authoritarianism by the teachers should be replaced by involving learners in making key decisions that affect them. Teachers should be leading learners toward self discipline. Guidance and counseling plays a pivotal role in management of students' discipline. It helps them make own choices in accordance with socially accepted norms and values. All these contribute in shaping the behaviour of students.

2.11 Theoretical framework

The study derives its theoretical framework from BF Skinner's reinforcement theories developed in 1938 (Skinner, 1953). According to Skinner, any organism is a complex object that is a product of its environment. What this means in real terms is that an object's behavior over time can be predicted on the basis of its previous experiences. Things that have provided it pleasure will be pursued; things that provide it pain will be avoided. The study focuses on reinforcement whereby the learners who are for example involved in decision making in their barazas will own up them. Rules made by students will also have a higher acceptance than those introduced by their teachers or school management. Skinner's approach is guided by three principles; behavior that is positively reinforced will reoccur, information should be presented in small amounts so that responses can be reinforced ("shaping") and reinforcements will

generalize across similar stimuli ("stimulus generalization") producing secondary conditioning

The social vision of Skinner is based on an idea that if a person had a history of parental neglect, it would affect the future. The mental makeup of a person, according to Skinner's theory, could be understood (and behaviors predicted) through the history of what has been provided or deprived from that person's life with sufficient frequency to create a habitual attitude. In this regard, guidance and counseling could be used to modify the students' behaviour. Based on Skinner's theory, the provision of a favourable environment to the students coupled with involvement that is guided, collectively agreed rules and guidance and counseling would impact on discipline. However the above would be affected by intervening variables such as age of the learner, socio-cultural factors, peer pressure and the expertise of the counselor.

2.12 Conceptual framework

Figure 2.1 Conceptual framework

Inter relationships between alternative disciplinary measures and students' level of discipline.

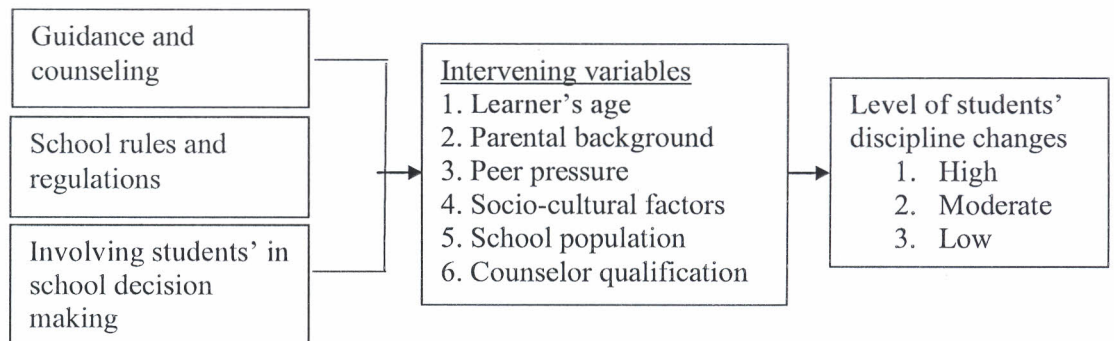


Figure 2.1 above indicates how the independent variables such as guidance and counseling, school rules and regulations and involvement of students in school governance interact with the dependent variables like adherence to school rules, school disturbances and strikes, vandalizing school property and academic achievement. The use of guidance and counseling, school rules and regulations and involvement of students in making decisions that have impact on them may help in modifying their behaviour and thus maintain discipline without using corporal punishment. The use of these strategies will influence the way students behave, affect the level of adherence to rules and regulations and also performance in academics. This will happen depending on the effects of the intervening variables such as the age of the learners, socio-cultural factors, peer pressure, students' population, parental background and the qualification of the counselors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study sought to investigate the influence of alternative disciplinary measures on the students' discipline in public secondary schools in Laikipia West District of Kenya. The chapter describes the research design, target population, sample size and sampling procedures, validity of research instruments, reliability of instruments, data collection procedure and data analysis techniques.

3.2 Research design

According to Kombo and Tromp (2006), a research design can be thought as the structure of the research. They further refer the research design as the "glue" that holds all the elements in the research project together. This research will adopt a descriptive survey design. A descriptive research determines and reports things the way they are. This type of research attempts to describe such things as possible behavior, attitudes, values and characteristics (Mugenda and Mugenda 2003). The researcher finds the survey as the most appropriate design as the study is out to establish among others the opinions of the people with regard to influence of alternative disciplinary measures on the students' discipline in public secondary schools. Most responses to the questions on the survey are quantitative, (for example they have ratings), or were summarized in a quantitative way. The

sample is selected from a larger population or group to allow the study's findings to be generalized back to the larger group.

3.3 Target population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Mbwesa, 2006). The target population for the study was all the 20 public secondary schools categorized into mixed boarding, boys' boarding, girls' boarding, mixed day and boarding, and mixed day schools. There are 2526 boys and 1708 girls making a total of 4241, (Laikipia West District D.E.Os office, 2011). The teachers are categorized as 92 males and 20 females totaling to 112. The target population constituted all the 20 public schools, 20 Principals, 112 teachers and 4241 students in the schools.

3.4 Sample size and sampling procedure

A sample is a small proportion of the population that is selected for observation and analysis (Best and Kahn, 2008). By observation of the characteristics of the sample, the researcher can make inferences about the characteristics of the entire population from which the sample is drawn. The principals were sampled through the non probability sampling method. Students were purposively sampled with the school captain and his/her assistant and all class prefects being targeted. Purposive sampling is a non-probability sampling technique that conforms to

certain criteria set by a researcher (Mbweza, 2006). In such a set up, elements to be included in the sample are processed on the basis of the researcher's judgment. According to Best and Kahn (2008), purposeful sampling allows the researcher to select those participants who will provide the richest, those who are the most interesting and those who manifest the characteristic of most interest to the researcher. Out of the students' population, 351 students were picked randomly to form a sample that will represent 4241 students (Krejcie and Morgan, 1970). Proper streams representation in multiple streamed schools was assured.

3.5 Research instruments

The study involved the use of questionnaires. The questionnaires were administered to the Principals, teachers and students. They were designed to collect among others general information on the school, category, type, enrolment as well as discipline related experiences and challenges. They had five parts with the first part getting general data about the school. Other areas like guidance and counseling, school rules and regulations and students' involvement was each addressed by part two, three and four respectively. The last part sought the opinions of the respondents. The questionnaires are preferred because they ensure anonymity and confidentiality (Frankfort and Nachmias, 1996).

3.6 Validity of research instruments

Validity refers to the extent to which a test or instrument measures what it is intended to measure (Mbwesa, 2006). A pilot study was conducted to ensure validity and items proved inadequate were discarded. Consultation of experts from the university and appraisal of the instruments was done with a view to ensure that their validity is okay.

3.7 Reliability of research instruments

An instrument is considered reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions. The split half technique of measuring reliability will be employed. Mugenda and Mugenda (2003) observe that split-half technique involves splitting the statements of a test into halves (odd and even items) then calculating the Pearson's correlation coefficient between the scores of the two halves of the test. The Spearman Brown prophecy formula was used to calculate the coefficient. The split half technique reliability coefficient represents the degree to which the two halves of the instrument are equivalent or consistent in terms of its items. The items in part two of the questionnaire was separated between odd and even. Each of them was scored and the scores added up so that there was a total score for odd and a total score for even numbered items. These should have a correlation coefficient of close to 1 to indicate strong reliability (Kiarie, 2011).

Table 3.1 Pearson correlation coefficients

Coefficient	Principals Instrument	Teacher Instrument	students Instrument
Pearson Correlation	.964**	.731**	.8423**
Sig. (2-tailed)	.000	.000	.000
N	19	85	318

The data gave a Pearson correlation coefficient of 0.964, 0.731 and 0.8423 for principals' teachers and student instruments respectively, an indication of strong reliability of the study instrument. The split half technique reliability coefficient represents the degree to which the two halves of the instrument are equivalent or consistent in terms of its items. The items in part two of the questionnaire were separated between odd and even. Each of them was scored and the scores added up to give a total score for odd and a total score for even numbered item and the correlation coefficients were presented as shown in Table 3.2 to 3.4

Table 3.2 Principals items spilt half reliability coefficients

Reliability Coefficients 19 items

Correlation between forms = .6880 Equal-length Spearman-Brown = .8152

Guttman Split-half = .2446 Unequal-length Spearman-Brown = .8152

Alpha for part 1 = .0616 Alpha for part 2 = .8027

20 items in part 1 20 items in part 2

From Table 3.1, the split half reliability analysis gave reliability coefficient of 0.8027, which was interpreted using the criteria provided by (Macmillan and Schumacher, 2001) in Table 3.5.

Table 3.3 Teachers items spilt half reliability coefficients

Reliability Coefficients 85 items	
Correlation between forms = .560	Equal-length Spearman-Brown = .7870
Guttman Split-half = .2022	Unequal-length Spearman-Brown = .7870
Alpha for part 1 = .0541	Alpha for part 2 = .7642
22 items in part 1	20 items in part 2

From Table 3.2, the split half reliability analysis gave reliability coefficient of 0.7642, which was interpreted using the criteria provided by (Macmillan and Schumacher, 2001) in Table 3.5.

Table 3.4: Student's items spilt half reliability coefficients

Reliability Coefficients 318 items	
Correlation between forms = .652	Equal-length Spearman-Brown = .776
Guttman Split-half = .550	Unequal-length Spearman-Brown = .776
Alpha for part 1 = .0255	Alpha for part 2 = .7518
159 items in part 1	16 items in part 2

From Table 3.1, the split half reliability analysis gave reliability coefficient of 0.7518, which was interpreted using the criteria provided by (Macmillan and Schumacher, 2001) in Table 3.5.

Table 3.5: Interpretation of reliability coefficients

Correlation Value	Interpretation
≤0.50	Low
0.51 to 0.79	Moderate
0.80 to 0.89	High (Good)
≥0.90	Very high (Very Good)

Source: (Macmillan and Schumacher, 2007)

The principals' instrument gave a alpha coefficient of 0.8027, The values obtained were in the range 0.80 to 0.89 indicating high reliability. The teachers and students instruments gave alpha coefficient of 0.7642 and 0.7518 respectively in the range of 0.51 and 0.79 indicating a moderate reliability based on interpretations as indicated in Table 3.5) and this can be attributed to the observed fact that some students and teachers did not answer some items which were recorded as no response or missing variable, hence the research made most inferences from principals questionnaire to verify facts.

3.8 Data collection procedure

The researcher sought a permit from the National Council of Science and Technology and served all the relevant authorities who included District Education Officer and the District Commissioner. He designed a program of

visiting schools targeted and booked appointments with the respondents while at the same time administering the questionnaires to the other respondents. The questionnaires were served at a particular day and collected the following day giving the respondents ample time to fill them.

3.9 Data analysis technique

The commonly used method of reporting surveys is using frequency distributions, calculating percentages and tabulating them appropriately (Gay, 1976). Data collected was thoroughly checked in readiness for analysis. The data was classified according to age, sex and experience of the respondents and later transferred to computer with the input of a computer expert. The Statistic Package for Social Science (SPSS) was used to compute the data which will be presented in descriptive form supported by means, tables, frequency distributions and percentages. This formed the basis of drawing the conclusions.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION.

4.1 Introduction

This chapter presents the analysis and findings of the study. It provides general information of the study population on the influence of alternative disciplinary measures on the students' discipline in public secondary schools in Laikipia West District of Kenya. The chapter is organized as follows; study population, questionnaire return, demographic information of the respondents and analysis for each study objective and conclusion from the study findings.

4.2 Study Population

The study targeted a total population of 20 principals from 20 secondary schools with 4,241 students in Laikipia West district. The sample was selected through purposeful and random sampling technique where a sample of 20 principals, 112 teachers and 351 students were selected giving a total sample size of 483 respondents. A total of 483 questionnaires were administered, out of which 422 were collected as shown in Table 4.1.

Table 4.1: Questionnaire return rate

Category	Sample Targeted	No. Collected	Percent Return Rate
Principals	20	19	95
Teachers	112	85	75.9
Students	351	318	90.6
Totals	483	422	87.4

An average response rate of 87.4 percent was obtained which was deemed adequate for data analysis. According to Sekaran (2006), a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This good response rate was attributed to the inter alia where the participants were informed well in advance of the purpose and objectives of the research. Secondly, the buy-in from the principals and teachers on influence of alternative disciplinary measures on the students' discipline in public secondary schools made it easy in administering the questionnaires.

4.3 Demographic information of head teachers, teachers and students

The background information on gender, age, highest educational level and teaching experience of the head teachers' were analyzed and the results presented in table and charts.

4.3.1 Gender representation of head teachers, teachers and students

The study analyzed gender representation of the head teachers, teachers and students as shown in Table 4.2.

Table 4.2: Gender of the head teachers, teachers and students

Gender	Principals		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	18	90	25	20	178	56
Female	2	10	60	80	140	44
Total	20	100	85	100	318	100

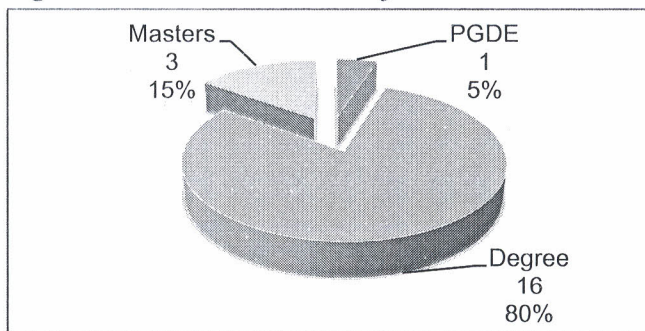
From the analysis, gender representation was captured, among the students 56 percent were male, while 44 percent were female, and however, 80 percent of the teachers were female, while 10 percent of the principals were female. The response presents a true fact on the ground in the district where most principals were male and among the teachers category majority were female as shown in Table 4.2 indicating that the study took into consideration the gender representation, hence the responses represent views of both gender.

Another characteristic that was put into consideration on demographic distribution of respondents was principal characteristics.

4.3.2 Educational level of the head teachers

The head teachers were asked to indicate their educational level, teaching experience, school type. The responses for each category were presented as follows. The educational level of the head teachers was analysed and the responses were presented as follows.

Figure 4.1: Educational level of the head teachers



As illustrated in Figure 4.1 about 80 percent of the principals had degree, with another 15 percent having Masters degree qualification.

4.3.3 Teaching experience of the head teachers

The teaching experience varied from one headteacher to the other, in general they had served between one and three years as principals, meaning that they had adequate qualification and experience to provide analytical opinion on alternative disciplinary measures that influence the students' discipline in public secondary schools.

Table 4.3 Schools status

Type		What is the status of your school?			Total
		Mixed Day	Boarding	Mixed Day & Boarding	
Mixed	Count	11	1	4	16
	%	68.8%	6.2%	25.0%	100.0%
Boys	Count	0	2	0	2
	%	.0%	100.0%	.0%	100.0%
Girls	Count	1	0	0	1
	%	100.0%	.0%	.0%	100.0%
	Count	12	3	4	19
	%	63.2%	15.8%	21.0%	100.0%

As shown in the Table 4.3 majority of respondents were from mixed day schools which are the majority in Laikipia district. The number of streams ranged from 1 to 9 meaning, that all types and categories were represented in the study.

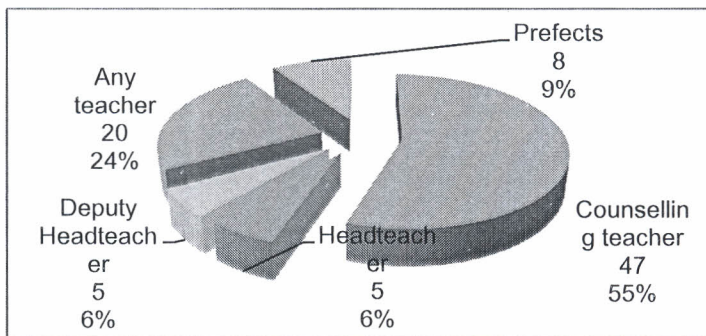
4.4 Influence of guidance and counseling on students discipline

The first objective of the study sought to determine the influence of guidance and counseling on students discipline in public secondary schools. The findings of the study indicated that guidance and counseling programmes in schools seeks to establish the cause of behavior thereby enabling teachers to understand students better.

4.4.1 Guidance and counseling roles in public secondary schools

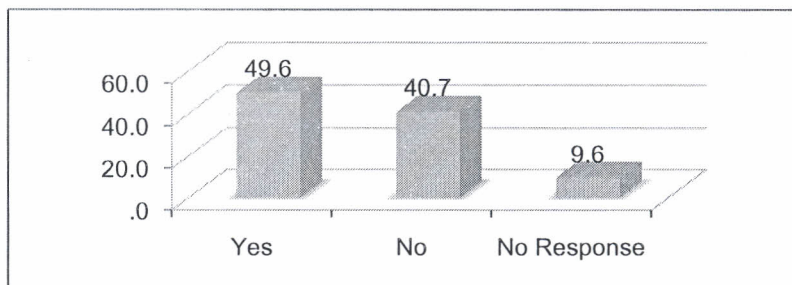
When head teachers, teachers and students were asked if they have guidance and counseling teachers in their schools 84.2 percent of the head teachers 82.4 percent of the teachers and 65.9 of the students agreed. This meant that majority of the secondary schools had established guidance and counseling programmes in their schools hence, they were able to understand their students better. When they were asked who conducts guidance and counseling, the results were presented as shown in figure 4.2

Figure 4.2 Teachers' responses on who conducts guidance and counseling



As shown in Figure 4.2, the guidance and counseling is mainly conducted by guidance and counseling teachers as indicated by 55 percent of the teachers. The same finding was supported by 84.2 percent of the head teachers and 37 percent of the students. Other than the guidance and counseling teachers, principals, deputy principals, teachers and Peer educators/prefects also conduct counseling. When students were asked if students participate as peer counselors, the responses were as shown in Figure 4.3

Figure 4.3 participation of students as peer counselors in schools



As illustrated in Figure 4.2, 158 students (49.6 percent) indicated that students participate as peer counselors. This provides a good opportunity for guidance and counseling teachers to effectively assist students to become disciplined as recommended (Okitaba, 2008).

4.4.2 Training of teachers on guidance and counseling

When asked whether the guidance and counseling teachers are trained, the responses were presented as shown in Table 4.4.

Table 4.4: Is the guidance and counseling teacher trained

Response	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	12	63.2	43	50.6
No	6	31.6	34	40.0
No response	1	5.3	8	9.4
Totals	19	100.0	85	100.0

As shown in Table 4.4, 12 principals (63. 2 percent) and 43 teachers (50.6 percent) agreed that guidance and counseling teachers are trained; however a substantial number of guidance and counseling teachers are not trained. The findings imply that they might not adequately provide required guidance and counseling to students in their respective schools

4.4.3 Frequency of guidance and counseling sessions

Frequency of guidance and counseling is critical to the reinforcement of behavior change among students. When principals, teachers and students were asked the frequency of guidance and counseling, the responses were as shown in Table 4.5

Table 4.5 Frequency of guidance and counselling sessions

Frequency	Principals		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Termly	4	21.1	24	28.2	52	38.5
Monthly	6	31.6	16	18.8	24	17.8
Fortnightly	4	21.1	9	10.6	8	5.9
Weekly	4	21.1	16	18.8	15	11.1
Daily	1	5.3	12	14.1	9	6.7
Not sure	0	.0	8	9.4	27	20
Total	19	100	85	100	135	100

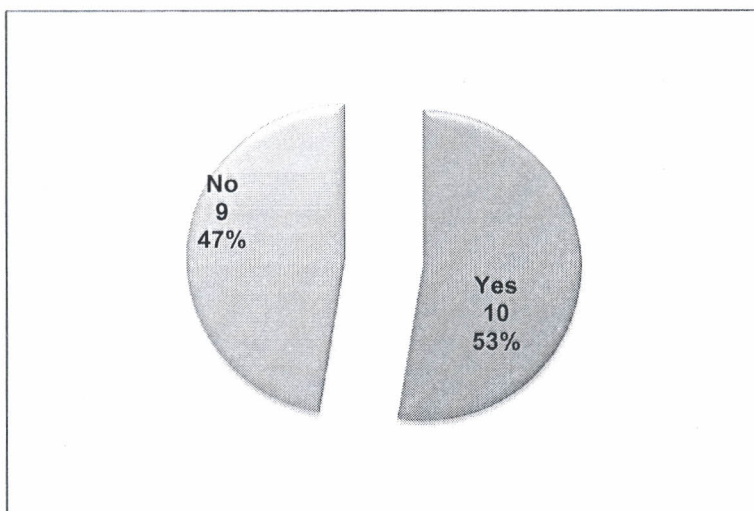
As shown in Table 4.5 there was varied responses on how often counseling sessions are held in their respective schools. However, majority of the counseling sessions are held either, termly, monthly, weekly or fortnightly. This implies that counseling sessions have not been synchronized in all secondary schools; hence programming is at the discretion of individual schools.

4.4.4 Budgetary allocation to guidance and counseling

Finances are needed for any programme in school to succeed. Counselors from out side the school should for example should have their transport costs reimbursed as well as procurement of materials for the same. It is thus necessary for school heads to allocate funds for facilitation.

When principals were asked if they have budgetary allocation for guidance and counseling the finding was presented as shown in Figure 4.4

Figure 4.4: Budgetary allocation to guidance and counseling



As shown in Figure 4.4, about 53 percent of the schools provide budgetary allocation for guidance and counseling, however, the amount allocated is less than 1% of the school expenditure. In one school they had allocated kshs.1500. This implies that the schools may not be in a position to plan and organize value adding guidance and counseling programmes. Only 5.3 percent of the principals invite speakers and religious speakers to counsel students, this can be partly attributed to lack of adequate budgetary allocation to the programme.

When the respondents were asked instances they refer undisciplined student to guidance and counseling teachers, the findings were presented as shown in Table 4.6

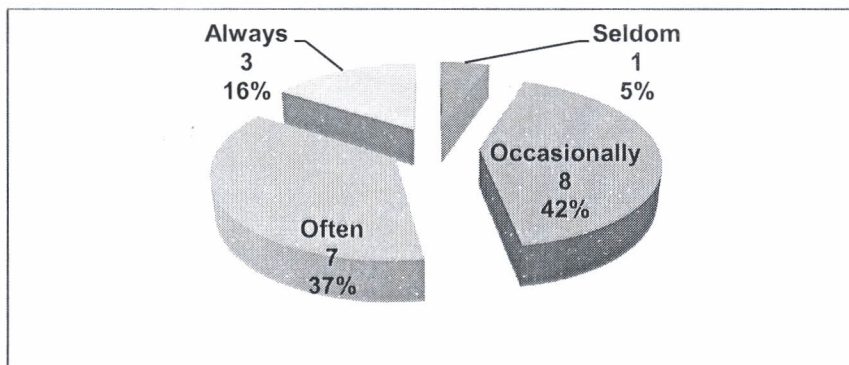
Table 4.6: Frequency of referring undisciplined students to guidance and counseling teacher

Frequency	Frequency	Percent
Occasionally	8	42.1
Often	5	26.3
Always	6	31.6
Total	19	100

As shown in the Table 4.6, 8 principals (42.1 percent) indicated occasionally, 26.3 percent (5) often and 31.6 percent (6) always refer students with discipline issues to guidance and counseling teachers. The same finding was supported by 86.3 percent (71 teachers). Meaning that guidance and counseling is applied by schools

to handle student discipline issues as an alternative disciplinary method. To determine if the teachers involve parents whenever students have discipline problems, the principals, teachers and students were asked to indicate the frequency of parental involvement and the results were presented as shown in Figure 4.5

Table 4.5: Involvement of parents when students have discipline issues



As illustrated in Figure 4.5, 95 percent (18 principals) involve parent either, often, always or occasionally when students have discipline issues. The same finding was supported by 87.9 percent (74 teachers) and 63.1 percent (201 students), implying that teachers involve parents whenever student has discipline problems. When asked how guidance and counseling can influence student discipline the principal indicated that guidance and counseling programme enhance students discipline through, building courage and moral uprightness, inculcating good values and positive attitude, towards development of self discipline that enhances behavior change. Students are also able to understand their problems and appreciate how to rectify the bad behavior. Guidance and counseling involves

positive changes in a democratic manner even though, it takes long to realize the change. Students are always positive as they are guided and counseled thereby improving discipline. The students are able to make right decision/differentiate what is wrong and right.

4.5 The role of school rules and regulations in managing discipline

The second objective of the study sought to examine the role of school rules and regulations in managing discipline in public secondary schools. Rules and regulations enable schools to run smoothly.

4.5.1 Availability and number of rules and regulation

When asked if they have school rules and regulations, 100 percent of the principals (19 principals), 96 percent of the teachers (82 teachers), and 96.9 percent of the students (308 students) agreed that their schools have rules and regulations, confirming the study by Smit (2010) observations that for school to be governed well the school has to adopt a code of conduct. All the principals, teachers and students gave varied number of rules and regulations in their schools with some schools having one while others had up to 35 rules and regulations. The findings indicate that the number of rules depends on the type of school to cater for various purposes. Majority of secondary schools (58.2 percent) in Laikipia district have between 10-35 rules and regulations, meaning that they are overloaded with rules and regulations, this against the recommendation of the

(Republic of Kenya, 1980) educational report that recommended that rules ought to be few, clearly stated and easy to follow.

4.5.2 Formulation of rules and regulations

When asked who formulates the rules and regulations, 72.2 percent of the principals, 55.6 percent teachers and 41.9 percent of the students indicated that rules and regulations are made by teachers as shown in Table 4.7

Table 4.7: Who formulate rules and regulations in your school

	Principals		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Teachers	13	68.4	40	47.1	52	38.5
Students	1	5.3	9	10.6	20	14.8
Parents	0	0	3	3.5	10	7.4
BOG	0	0	4	4.7	20	14.8
Stakeholders	4	21.1	16	18.8	22	16.3
No response	1	5.3	13	15.3	11	8.1
Total	19	100	85	100	135	100

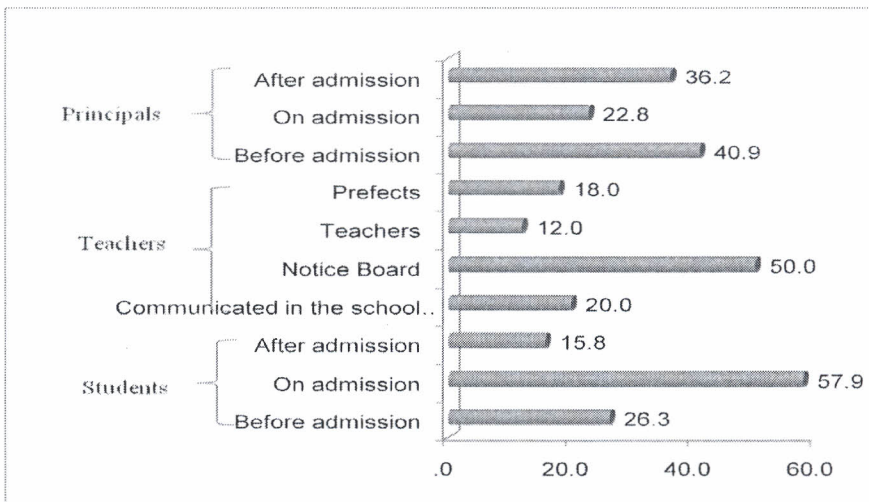
As shown in Table 4.7, formulation of the rules and regulation is fairly constituted with teachers, students, board of governors, parents, and other stakeholders participating in the design of the rules and regulations, however, teachers tend to formulate majority of rules and regulations. The finding is in line with the

observation by Smit (2010) that the governing body of a school has to adopt a code of conduct for learners after consultation with learners, educators and parents.

4.5.3 Communication of rules and regulation

The rules and regulations are availed to students using various channels as shown in the Figure 4.6

Figure 4.6: How school rules and regulations are communicated to students



As illustrated in the Figure 4.6, both principals and students agreed that rules and regulations are communicated to students before admission, on admission, and after admission. This finding support the study by (Kindiki, 2009) that rules and regulation should be communicated during admission process to make students aware of the implications before signing that they will obey rules and regulations.

According to teachers the notice boards, prefects, teachers and school assembly are used to communicate the rules and regulation. Kindiki (2009) concur that meetings and morning assemblies are the best places to communicate rules and regulations since they improve the interaction and relationship between the administration and the students.

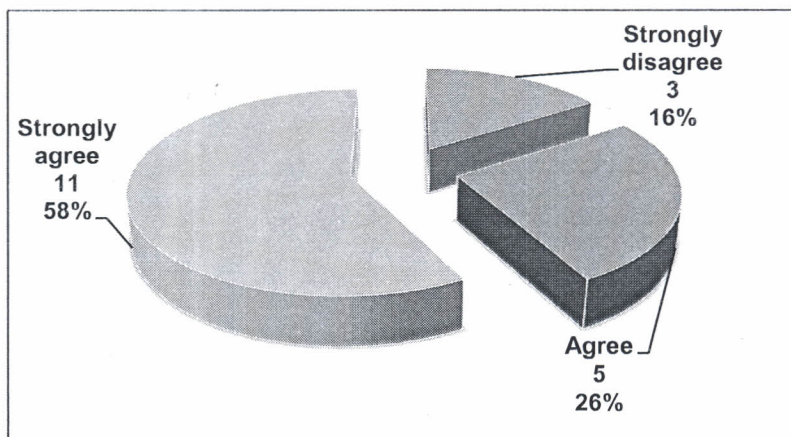
The rules and regulations are also displayed in classrooms, offices and each student is also given a copy. Other than giving rules and regulations, students are also given orientations where rules and regulations are the predominant agenda as indicated by 78.9 percent of principals, 70.1 percent of teachers and 68.9 percent of the students. The findings shows that rules and regulations in public secondary schools are enforced by teachers, students, parents, school BoG and other stakeholders, meaning that there is a collective responsibility in the enforcement of the rules and regulations. This finding is in line with the study by Kibunja (2004) that involvement of the stakeholders in the enforcement of rules and regulations enhance effectiveness of school rules and regulations.

When the respondents were asked if they review the rules and regulations, only 26.3 percent of the principals, 22.3 percent of the teachers and 20.8 percent of the students indicated that rules regulations are either never or seldom reviewed; meaning that over 76.9 percent agreed that the rules and regulation are reviewed from time to time.

4.5.3 Influence of rules and regulations on students discipline

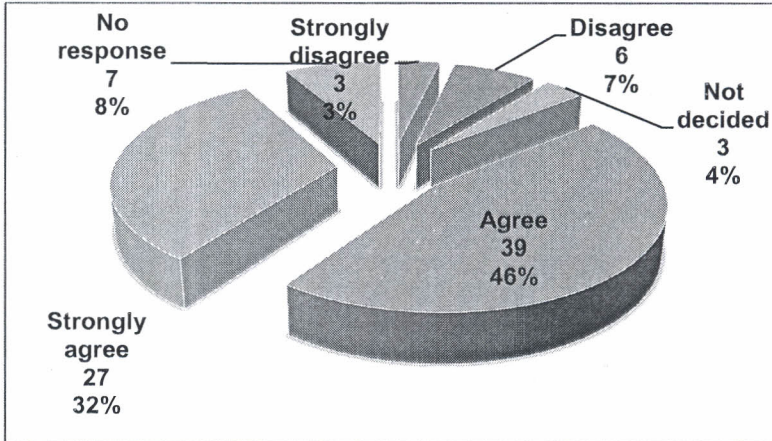
To determine the influence of rules and regulations on students discipline the head teacher, teachers and students were asked to indicate in five point scale and the results are shown in Figure 4.7, 4.8, 4.9.

Figure 4.7: Head teachers Views of the influence school rules and regulations on students discipline in schools.



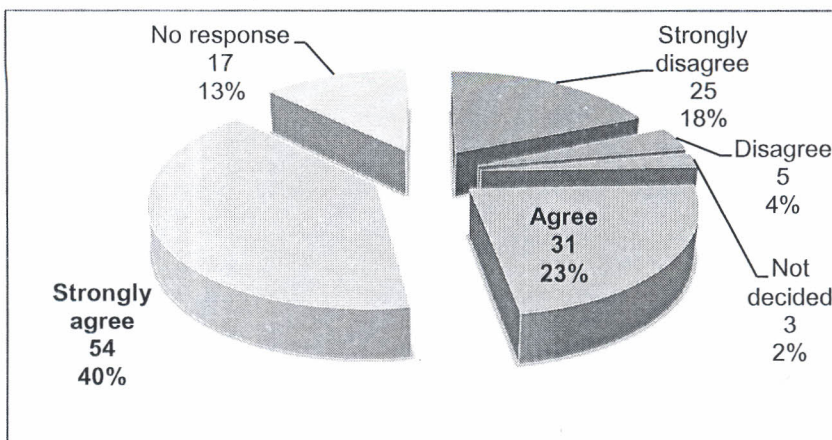
As illustrated in Figure 4.7, 84 percent (16 principals) either agreed or strongly agreed that rules and regulations influence students discipline in schools. Figure 4.8: teacher's views on the influence school rules and regulations on students discipline in schools.

Figure 4.8: Teachers views of the influence school rules and regulations on students discipline in schools.



As illustrated in Figure 4.8, 66 percent (56 teachers) concurred with the principals that that rules and regulations influence students discipline in schools.

Figure 4.9: Students' views on the influence school rules and regulations on students discipline in schools.



As illustrated in Figure 4.9, 63 percent (85 students) either agreed or strongly agreed that rules and regulations influence students discipline in public secondary schools. The findings show that rules and regulations influence students discipline to some extent, this can be attributed to the observation made by (Nganje, 2002) that when rules and regulations are designed well they create a conducive school environment that make life in school enjoyable and profitable to all members of the community, thus leading to discipline.

When the students were asked to rate the role played by the rules and regulations in the management of students discipline, the results were presented as shown in Figure 4.10

Figure 4.10: Role of rules and regulations in management of students discipline in schools.

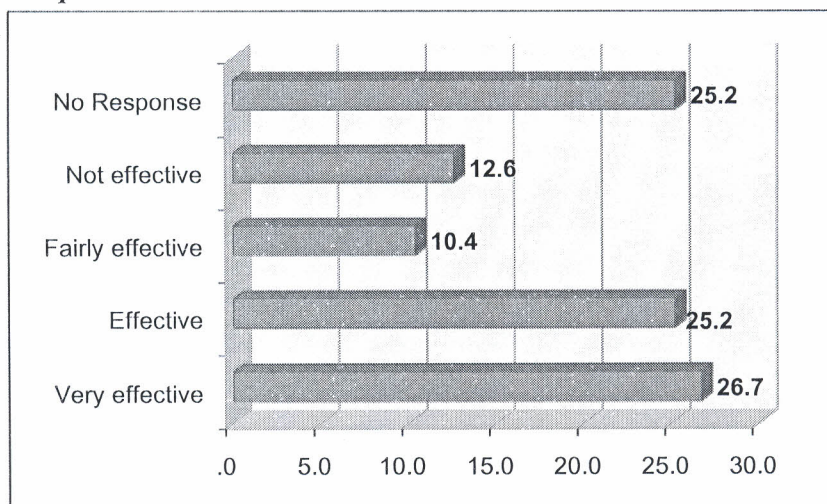


Figure 4.10 illustrate that a total of 198 students (62.3 percent) agreed while 88 students (27.7 percent) disagreed. This is because the rules and regulation

provides controls and instill a sense of commitment from the student and management on school discipline.

4.6 Influence of student's participation in setting out school rules and regulations on students' discipline

The third objective of the study sought to establish the influence of student's participation in setting out school rules and regulations on students' discipline. To determine how students participate in the setting of school rules and regulations the respondents were asked to indicate which activities do students participate in their respective schools and the finding were presented as shown in Table 4.6;

Table 4.8 students' participation in setting rules and regulations

Principals responses			
Descriptive Statistics	N	Mean	Std. Dev
Students participate in career choices	18	4.83	.383
Students participate in selection of optional subjects?	18	4.78	.428
Students are allowed to elect their leaders	19	4.58	.961
Students are given a hearing before they are punished?	18	4.56	.616
Student leaders are monitored/censured the activities of students leaders	19	3.53	1.389
Students are consulted students before any changes are made to diet	19	3.47	1.504
School organizes a Barazas for students to air grievances	18	3.06	1.349
Suggestions through suggestion box for students are acted upon	16	3.00	1.549
Valid N	15		

Teachers Responses	N	Mean	Std. Dev
Do students participate in selection of optional subjects?	78	4.33	1.326
Are students given hearing before they are punished?	78	4.17	.903
The principal allows students participation in career choices	78	4.09	1.271
Students in your school elect leaders	78	3.49	1.673
Do you monitor/censure the activities of student leaders?	78	3.49	1.307
Your school has suggestion box for students	78	3.10	1.820
School organizes a Barazas for students to air grievances	78	3.03	1.643
You consult students before any changes are made to diet	78	3.00	1.396
Valid N	78		

Students Response	N	Mean	Std. Dev
Students participate in selection of optional subjects?	125	3.64	1.725
The principal allows students participation in career choices	125	3.62	1.708
Students are given a hearing before they are punished?	126	3.47	1.593
You are consulted before any changes are made to diet or any other issues affecting you	115	3.42	5.101
Students in your school are allowed elect leaders	104	3.41	1.574
The school administration monitors/censures the activities of student leaders.	125	3.02	1.711
Your school has suggestion box for students whose proposals are effected	125	2.96	1.847
School organizes a Barazas for students to air grievances	124	2.71	1.860
Valid N	92		

As shown in Table 4.6, the principals indicated that students often participate in career choices, selection of optional subjects, electing their leaders, and a hearing before they are punished. The teachers concurred with principals that students participate in selection of optional subjects, career choices and given hearing before they are punished. On the other hand the students indicated that they occasionally consulted participate in selection of optional subjects, career choices, given a hearing before they are punished, consulted before any changes are made to diet or any other issues affecting them and electing of student leaders.

The school administration occasionally monitors/censures the activities of student leaders. The findings indicate that students occasionally participate in making of the policies that affect their conduct and behavior in the school. This finding is in line with the recommendation by Kyungu (2003) who observes that students should be allowed to participate in making of policies that directly affect their conduct and behavior in school. Only 26.3 percent of the principals agreed that they had experienced serious discipline problems in their schools. The cases of discipline ranged from breaking into the school offices, sexual harassment, neglecting of core duty, stealing, pregnancies, reduced concentration in class, Truancy, absenteeism, rivalry, student unrest due to external influence and incitement. There was a case where one student had taken poison in class. Another student fatally stabbed a classmate right in classroom. This confirms the report from the OCS and DEO Laikipia, 2011 that indicated that cases such as

arson, assault, suicide and murder in schools were now frequent, hence justifying the problem of study.

4.7 Influence of use of rewards on students' discipline in public secondary schools.

The fourth objective of the study sought to determine the influence of the use of rewards on students' discipline in public secondary schools. To determine the reward system used to influence student discipline in their schools the student were asked to identify the methods used solve discipline problems in schools and the responses were indicated as shown in Table 4.7

Table 4.9: Methods use to solve disciplinary problems among the students

Method	Frequency	Percent
Dialogue	4	21.1
Punishment	1	5.3
Both	11	57.9
No response	3	15.8
Total	19	100.0

As shown in Table 4.7, both dialogue and punishment are the most popular reward systems used to influence discipline in schools. The teachers on the other hand indicated that dialogue, punishment, having affected students do manual work in the school, referring them to guidance and counseling teacher, involving the stakeholders like BoG/parents and in extreme cases suspending them. The

students on the other hand supported alternative disciplinary methods, such as guidance and counseling methods as the suitable disciplinary measure as agreed by 93.6 percent of the students.

4.7 Alternative measures of managing students' discipline.

The last objective sought to obtain the opinion of school administrators and student alternative measures of managing students' discipline. From the research findings the head teachers and teachers indicated that students should be allowed to participate in development of policies that directly affect them. Encouraging the formation of student representations such as students "Barazas", introduction of student council and motivating exemplary student leaders inculcates leadership responsibilities, hence promoting respect for students and teachers' interactions.

Strengthening and building capacity through recruitment of more guidance and counseling teachers and training of teachers, student peer educators and parents on guidance and counseling is necessary to foster effective counseling as an alternative disciplinary measure in schools. Adequate budgetary allocation to guidance and counseling programmes to enhance guidance programmes in schools. Formation and empowerment of a student's disciplinary body to encourage and strengthen students self governance skills, through discussions, peer educators, formation of clubs and other interactive session.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter explains the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved. The study focused on investigating the influence of alternative disciplinary measures on the students' discipline in public secondary schools in Laikipia West District of Kenya.

5.1 Summary of the study

The issue of discipline in secondary schools in Kenya has attracted attention since the ban of corporal punishment in 2001 through Legal Notice No.56 of 2001. Before the implementation of the ban, various stakeholders had been arguing on whether to effect or do away with the recommendation. According to Okumbe (2001), discipline is in real terms the epicentre of success of a school because the efficiency and effectiveness of all organizational activities depend on discipline. In line with this approach, discipline is a negative word which has to do with the correction of the wrong doer. Mbiti (1974) observes discipline as a positive force. Guidance and counseling seeks to establish the cause of behavior and thus teacher who employ it are likely to understand their students better.

The study was premised on the fact that Laikipia West has since 2001 witnessed incidences of indiscipline with a higher gravity. Records at the DEO's office indicate that cases such as arson, assault, suicide and murder in schools are now frequent. Hence there was need to study the alternative disciplinary measures on the students' discipline in public secondary schools.

The study adopted a descriptive research design that attempted to determine and report things the way they were. Possible behaviour, attitudes, values and characteristics were described. The study targeted a total population of 20 principals from 20 secondary schools in Laikipia West District, 112 teachers and 351 students where 87.4 percent return rate was realized. Data was collected by use of questionnaires, which had both close ended and open ended items. The study utilized three questionnaires, the principals, teachers and students questionnaire.

The principals' instrument gave an alpha coefficient of 0.8027 the values obtained were in the range 0.80 to 0.89 indicating strong reliability. The teachers and students instruments gave alpha coefficient of 0.7642 and 0.7518 respectively in the range of 0.51 and 0.79 indicating a moderate reliability.

The first objective of the study sought to determine the influence of guidance and counseling on students discipline in public secondary schools. The study findings from the principal indicated that; counseling programme enhance students discipline through building courage and moral uprightness thereby inculcating

good value and positive attitude towards the development of self discipline that enhances behavior change. Students are also able to understand their problems and appreciate how to rectify the bad behavior.

To determine the role of school rules and regulations in managing discipline among students in public secondary schools, 84 percent of the principals either agreed or strongly agreed that rules and regulations influence students discipline in schools, 66 percent of the teachers concurred with the principals, while about 63 percent of the students either agreed or strongly agreed that rules and regulations influence students discipline in schools. Findings show that rules and regulations influence students discipline to some extent, this can be attributed to the observation made by (Nganje, 2002) that when rules designed well they encourage a conducive school environment that make life in school enjoyable and profitable to all members of the community, thus leading to discipline.

To establish the student participation in setting out school rules and regulations on discipline in public secondary schools, the principals indicated that students often participate in career choices, selection of optional subjects, electing their leaders and a hearing before they are punished. The teachers concurred with principals that students participate in selection of optional subjects, career choices and given hearing before they are punished. The findings indicate that students occasionally participate in making of the policies that affect their conduct and behavior in the school. This finding is in line with the recommendation by Kyungu (2003) asserts

that students should be allowed to participate in making of policies that directly affect their conduct and behavior in school. Only 26.3 percent of the principals agreed that they had experienced serious discipline problems in their schools. The cases of discipline range from breaking into the office, sexual harassment, neglecting of core duty of students, stealing, pregnancies, reduced concentration in academics, Truancy, absenteeism, rivalry, bad support, Student unrest due to external influence and incitement. There was a case where one student had taken poison in class.

To establish the influence of use of rewards on students' discipline in public secondary schools, both dialogue and punishment are the most popular reward systems used to influence discipline in schools. The teachers on the other hand indicated that dialogue, punishment, having affected students do manual work in the school, referring them to guidance and counseling teacher, involving the stakeholders like BoG/parents and in extreme cases suspending them. The students on the other hand supported alternative disciplinary methods, i.e. guidance and counseling methods as the suitable disciplinary measure as agreed by 93.6 percent of the students.

Finally, encouraging the formation of student representations, students "baraza" and introduction of student council to and motivating exemplary student leaders inculcates leadership responsibilities, thus promoting respect and good student

teacher interactions. Other strategies include strengthening and building capacity through recruitment, allocating adequate budget to guidance and counseling programme, formation and empowerment of a student's disciplinary bodies.

5.2 Conclusions

The study concluded that, alternative disciplinary measures to students discipline in public secondary schools influence students discipline in public secondary schools. The study findings indicated that guidance and counseling is crucial in maintenance of discipline though its use is not fully exploited. However capacity building programmes, allocation of the adequate funds and strengthening of students bodies will enhance discipline in schools. Regarding the rules and regulations, it was evident that schools have them but differ in numbers. Majority of the respondents were of the view that alternative disciplinary measures can influence students' discipline.

5.3 Recommendations

The study recommends that there is need for Teachers Service Commission (TSC) to post adequate teachers to schools through regular employment of teachers. The school management should organize in service trainings that will empower guidance and counseling teachers thus improve the effectiveness of alternative disciplinary measures. Further, the BoG should ensure adequate budgetary allocation which will enable teachers to undertake more focused guidance and counseling programmes, empowerment of students' bodies and peer counselors to

supplement the guidance and counseling programme is also recommended. The teacher training institutions should lay more emphasis on guidance and counseling to all their trainees. Teachers seeking promotion to be head teachers should depict adequate knowledge in alternative disciplinary measures before taking up their new responsibilities. Kenya Education Management Institute should emphasize on head teachers involving students in making decisions that affect them. The head teachers should also organize clinics that will involve parents with a view to make them aware of the crucial role that they ought to play in shaping the destiny of their children.

5.4 Areas for further research

The study recommends the following as areas that need further research;

- i) The influence of budgetary allocation on guidance and counseling programmes in schools.
- ii) Effectiveness of clubs and peer educators in enhancing student discipline in schools.
- iii) The influence of parental guidance and counseling on students discipline in schools.
- iv) The influence of discipline on student Kenya certificate of secondary education (KCSE) performance

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi,
Dept. Educational Admin & Planning,
P.O. Box 30197-00100
NAIROBI.

2ND APRIL 2012.

Dear Sir / Madam,

RE: EDUCATIONAL RESEARCH

I am a student at University of Nairobi pursuing a Masters Degree and undertaking an educational research on influence of alternative disciplinary measures on management of students' discipline in Laikipia West District. The study has been designed to collect data from public secondary schools and your school has been sampled in this study. The responses that you will avail will be used for the purpose of the study only and your identity will be confidential.

Thank you for your cooperation.

Yours faithfully,

Gichuki John Mwangi

APPENDIX B: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed for the purpose of a study on influence of alternative disciplinary measures on students' discipline in public secondary school in Laikipia. Please do not indicate your name anywhere on this sheet. Answers will be for the purpose of the study only.

Part I: General information

Respond to the following questions by filling in the blank spaces or putting a tick

- A. How old are you?
- B. What is your gender? Male.....Female.....
- C. What is the highest academic qualification level you have achieved?
- D. For how long have you served as a secondary school teacher?
- E. How many years have you been a principal?
- F. How many students does your school have?
- G. How many streams does your school have?
- H. What type is your school? Mixed.... Boys..... Girls.....
- I. What is the status of your school? Day... Boarding.... Mixed Day Boarding....

Part II: Use of guidance and counselling

- 1 Does your school have guidance and counselling master? Yes..... No.....
- 2. If Yes, who does guidance and counselling in your school?

(1) Counselling teacher (2) Head teacher (3) Deputy head teacher (4) Any teacher (5) others, Please specify.....

3. Is the teacher trained in that area? Yes..... No.....

4. Do you invite guest speakers for counselling in your school? Yes... No...

5. How frequent is guidance and counselling sessions held in your school?

Daily (5) Weekly (4) Fortnightly (3) Monthly (2) Termly (1)

6. Do you involve the students in peer counselling? Yes..... No.....

7. Do you have budgetary allocation to guidance and counselling? Yes..... No.....

8. If **Yes** what percentage do you allocate to the program? _____

9. When a student is undisciplined, how would you rate instances of referring the case to guidance and counselling?

Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)

10. When a student is found in the wrong do you involve the parent?

Use the scale below to rate your parental involvement.

Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)

11. In your opinion how does counselling influence students' discipline?

Part III: School rules and regulations influence on discipline

1. Does your school have school rules and regulations? Yes..... No.....

2. How many are these rules?

3. Who formulated these rules?

Teachers... Students... Parents... BOG... Stakeholders...

4. Does your school avail copies of rules and regulations to students?

5. When students are made aware of the rules?

Before admission...On admission..After

6. Do you organize orientation sessions for new student? Yes... No....

7. If Yes, is school rules and regulation part of orientation? Yes... No....

8. How would you rate the review of the rules and regulations in your school?

Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)

9. School rules and regulations influence students' discipline in schools.

Strongly agree (5) Agree (4) Not decided (3) Disagree (2) strongly disagree (1)

10. Who is responsible for enforcement of rules and regulations in the school?

Teachers... Students... Parents... School BOG... Stakeholders...

11. What is your opinion on the role of school rules and regulations in the management of students' discipline?

Part IV: Students' participation in management of discipline

Tick (√) as it applies to your case. The following terms stand for;

Always – where the practice in done all the time.

Often- the practice in a largely used.

Occasionally- the practice is used from time to time but not regularly.

Seldom- the practice is used very rarely.

Never- the practice is not used at any time.

The scores are ; Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)

1. Students are allowed to elect their leaders. (5)(4)(3)(2)(1).
2. Students are consulted before any changes are made to diet. (5)(4)(3)(2)(1).
3. School organizes a “baraza” for students to air grievances. (5)(4)(3)(2)(1).
4. Suggestions through suggestion box for students are acted upon.(5)(4)(3)(2)(1).
5. Student leaders are monitored/censured the activities of student leaders.
(5)(4)(3)(2)(1).
6. Students are given a hearing before they are punished. (5)(4)(3)(2)(1).
7. Students participate in selection of optional subjects. (5)(4)(3)(2)(1)
8. Students participate in career choices. (5)(4)(3)(2)(1)

Part V: Opinions of the respondent

1. What are the problems associated with active participation of students in school? -----
2. Has your school experienced serious disciplinary problems in the last 4years?
Yes...No... If yes, what were the problems?
3. What method does your school use to solve disciplinary problems among the students? (1) Dialogue (2) punishment (3) Both (4) others, Please specify-----
4. What are the advantages of involving students in school management of their discipline? -----
5. What measures would you propose to be implemented to improve participatory management and discipline in your school? -----

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed for the purpose of a study on influence of alternative disciplinary measures on students' discipline in public secondary school in Laikipia. Please do not indicate your name anywhere on this sheet. Answers will be for the purpose of the study only.

Part I: General information

Fill in the blank spaces or putting a tick (√) where appropriate to your case.

- i) For how long have you served as a secondary school teacher?
- ii) Do you have any responsibility in the school other than teaching?
Yes..... No.....
- iii) If Yes, what is the responsibility do you have?
- iv) For how long have you served in the position you are now?
- v) Has your school experienced serious problems in the last 4years?
Yes...No...
- vi) If yes, what were the problems?-----

Part II: Use of guidance and counselling

1 Does your school have guidance and counselling master? Yes... No...

2. Who does guidance and counselling in your school?

(1) Counselling teacher (2) Head teacher (3) Deputy Head teacher (4)

Any teacher (5) others, Please specify.....

3. Is the person trained in that area? Yes... No...

4. Do you invite guest speakers for counselling in your school? Yes... No...

5. How frequent is guidance and counselling sessions held in your school?

Daily (5) Weekly (4) Fortnightly (3) Monthly (2) Termly (1)

6. Do you involve the students in peer counselling? Yes... No...

7. Do you have budgetary allocation to guidance and counselling? Yes... No...

8. If Yes what percent do you allocate to the program?

9. When a student is undisciplined, how would you rate instances of referring the case to guidance and counselling?

Always(5) Often(4) Occasionally(3) Seldom (2) Never (1)

10. When a student is found in the wrong do you involve the parent?

Use the scale below to rate your parental involvement.

Always (5) Often(4) Occasionally(3) Seldom (2) Never (1)

Part III: School rules and regulations and their influence on students'

discipline

i) Does your school have school rules and regulations? Yes... No...

ii) How many are these rules?

iii) Who formulated these rules?

Teachers() Students() Parents()BOG()Stakeholders()

iv) Does your school avail copies of rules and regulations to students?

Yes... No...

v) If yes, How? (1) Communicated in the school assembly.... (2) Notice board... (3) teachers... (4) prefects... (5) Others, Please specify.....

- vi) At what stage are students made aware of the rules and regulations?
 Before admission () during admission () After admission ()
- vii) Do you organize orientation sessions for new student? Yes...
 No....
- viii) If yes, is school rules and regulation part of orientation? Yes... No....
- ix) How would you rate the review of the rules and regulations in your
 school? Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)
- x) School rules and regulations influence students' discipline in schools.
 Strongly agree (5) Agree (4) Not decided (3) Disagree (2) strongly
 disagree (1)
- xi) Who is responsible for enforcement of rules and regulations in the
 school?
 Teachers () Students () Parents () School BOG() Stakeholders()
- xii) What is your opinion in regard to the role played by school rules and
 regulations in the management of students' discipline?
-

Part IV: Students' participation in enforcement of discipline

Tick (√) as it applies to your case. The following terms stand for;

Always- the practice in done all the time.

Often- the practice in a largely used.

Occasionally- the practice is used from time to time but not regularly.

Seldom- the practice is used very rarely.

Never- the practice is not used at any time.

The scores are; Always (5) Often (4) occasionally (3) Seldom (2) Never (1)

1. Students in your school elect their leaders (5) (4) (3) (2) (1).
2. You consult students before any changes are made to diet. (5) (4) (3) (2) (1).
3. School organizes a “baraza” for students to air grievances. (5) (4) (3) (2) (1).
4. Your school has a suggestion box for students. (5) (4) (3) (2) (1).
5. Do you monitor/censure the activities of student leaders? (5) (4) (3) (2) (1).
6. Are students are given a hearing before they are punished (5) (4) (3) (2) (1).
7. Do students participate in selection of optional subjects? (5) (4) (3) (2) (1).
8. The Principal allows students participation in career choices. (5) (4) (3) (2) (1).

Part V: Opinions of the teacher

1. What are the problems associated with active participation of students in school discipline?
2. Has your school experienced serious disciplinary problems in the last 4years?
Yes... No... If **yes**, what were the problems?
3. What method does your school use to solve disciplinary problems among the students?
4. What are the advantages of involving students in school management of their discipline?
5. What measures would you propose to be implemented to improve participatory management and discipline in your school?

6. What methods does your school use to ensure that students get an opportunity to practice skills of self governance in their clubs and societies?

Fill in the blank spaces by ticking (✓) or (X).

8) What is your gender? Male () Female ()

9) In which form are you? () () () ()

10) Do you have a responsibility in school?

11) If YES what is the

responsibility?

12) Has your school experienced the following?

Yes No

13) If yes, what were the reasons?

Part II. Use of guidance and counselling

1. Do you have in your school guidance and counselling services?

2. Who does guidance and counselling in your school?

3. How do you ever received guidance and counselling?

4. If you have received?

5. How often? () () () () () () () () () ()

6. At what time school level, group level, individual level?

7. How frequent is guidance and counselling in your school?

8. Daily () weekly () monthly ()

9. Do students participate in guidance and counselling?

APPENDIX D: QUESTIONNAIRE FOR THE STUDENTS

Part I: General information of the respondent

Fill in the blank spaces by ticking (√) as appropriate.

- i) What is your gender? Male () Female ()
- ii) In which form are you? 1 () 2 () 3 () 4 ()
- iii) Do you have a responsibility in school? Yes () No ()
- iv) If YES what is this
responsibility?.....
- v) Has your school experienced disciplinary problems in the last 4years?
Yes... No...
- vi) If yes, what were the problems?
.....

Part II: Use of guidance and counselling

- 1. Do you have in your school guidance and counselling program? Yes...No...
- 2. Who does guidance and counselling in your school?
- 3. Have you ever received guidance and counselling services? Yes... No.....
- 4. If Yes how frequent?
Weekly (5) fortnightly (4) monthly (3) termly (2) yearly (1)
- 5. Does your school invite guest for guidance and counselling? Yes... No...
- 6. How frequent is guidance and counselling sessions held in your school?
Daily (5) weekly (4) fortnightly (3) monthly (2) termly (1)
- 7. Do students participate as peer counsellors in school? Yes..... No.....

8. How would you rate instances of students being sent to guidance and counselling teacher? Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)
9. How would you rate the summoning of parents when a student is found in the wrong? Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)

Part III: School rules and regulations influence on discipline

1. Do you have school rules and regulations? Yes... No...
2. How many are these rules?.....
3. Who made them? Teachers () Students () Parents () BOG () All stakeholders ()
4. Do you have copies of rules and regulations available to students?
5. When did you get the rules?
Before admission () on admission () after admission ()
6. Was there an orientation session when you joined the school? Yes... No...
7. If yes, were the school rules and regulation part of it? Yes... No....
8. How would you rate the review of the rules and regulations in your school?
Always (5) Often (4) Occasionally (3) Seldom (2) Never (1)
9. School rules and regulations influence students' discipline in schools.
Strongly agree (5) Agree (4) Not decided (3) Disagree (2) strongly Disagree (1)
10. Who is responsible for enforcement of rules and regulations in the school?
Teachers... Students... Parents... School BOG... Stakeholders...
11. What is your opinion about the role played by rules in the management of discipline? Very effective ... Effective... Fairly effective ... Not effective...

Part IV: Students’ participation in management of discipline

Tick (√) as it applies to your case.

The following terms stand for;

Always- the practice in done all the time.

Often- the practice in a largely used.

Occasionally- the practice is used from time to time but not regularly.

Seldom- the practice is used very rarely.

Never- the practice is not used at any time.

The scores are;

Always (5) Often (4) occasionally (3) Seldom (2) Never (1)

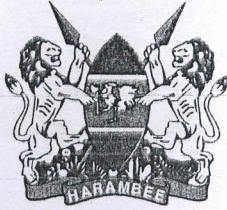
	Always (5)	Often (4)	Occasionally (3)	Seldom (2)	Never (1)
Students in your school elect their leaders					
Are you consulted before any changes are made to diet					
School organizes a “baraza” for students to air grievances.					
Does your school have a suggestion box for students?					
Do you monitor/censure the activities of student leaders?					
. Are students are given a hearing before they are					

punished?					
Do students participate in selection of optional subjects?					
Does the Principal allow students participation in career choices?					

Part V: Opinions of the student

1. Do you think guidance and counselling is a suitable alternative disciplinary method? Yes... No...
2. Should students be involved in making key decisions on issues that affect them? Yes... No...
3. What is your view on rules and regulation as a strategy to manage students' discipline? Very effective ... Effective... Fairly effective ... Not effective...

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

NCST/RCD/14/012/613

30th May 2012

Our Ref:

Date:

John Mwangi Gichuki
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of alternative disciplinary measures on students' discipline in public secondary schools in Laikipia West District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Laikipia West District for a period ending **31st July, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Laikipia West District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD-HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Laikipia West District.

MINISTRY OF EDUCATION

Telephone: 020 2328008
P.O BOX 69
RUMURUTI



DISTRICT EDUCATION OFFICE
LAIKIPIA WEST
P O BOX 69
RUMURUTI

When replying please quote

REF: LPW/EDG /6/VOL 2/58

DATE: 4/6/2012

RE: TO WHOM IT MAY CONCERN

Mr. John Mwangi Gichuki is authorized to carry out research within the District's Educational institutions. Kindly grant him any assistance he may deserve.

BENSON KIMANI

FOR DISTRICT EDUCATION OFFICER

LAIKIPIA WEST DISTRICT

OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER" Laikipia West
EMAIL: delaikipiawest@yahoo.com



District Commissioner.
Laikipia West District,
P.O. Box 20 - 20321.
RUMURUTI

When Replying please quote:

REF: LKPW/ED/12/8 VOL 1 (37)

5th June, 2012

TO WHOM IT MAY CONCERN
LAIKIPIA WEST DISTRICT

RE: RESEARCH AUTHORIZATION

MR. JOHN MWANGI GICHUKI

The above named person from University of Nairobi is intending to undertake a research on "influence of alternative disciplinary measures on students' discipline in public secondary schools in Laikipia West District for a period ending 31st July, 2012.

Please accord him the necessary assistance.

M. K. VERNON
FOR: DISTRICT COMMISSIONER
LAIKIPIA WEST

CC

The District Education Officer
LAIKIPIA WEST

THIS IS TO CERTIFY THAT:

Date of issue
Fee received

30th May, 2012
KSh. 1,000

Prof./Dr./Mr./Mrs./Miss/Institution

John Mwangi Gichuki

of (Address) University of Nairobi

P.O. Box 30197-00100 Nairobi

has been permitted to conduct research in

Location

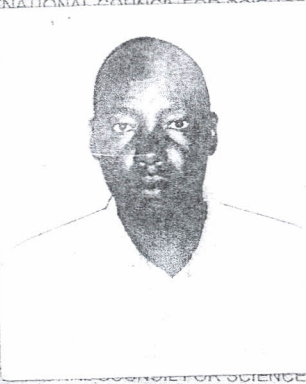
Laikipia West

District

Rift Valley

Province

on the topic: Influence of alternative disciplinary
measures on students' discipline in public
secondary schools in Laikipia West District,
Kenya.



[Handwritten Signature]

[Handwritten Signature]

Applicant's
Signature

Secretary
National Council for
Science & Technology

for a period ending: 31st July, 2012.

CONDITIONS

- 1. You must report to the District Commissioner, and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

GPK6055t3mt10/2011



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)