

**INFLUENCE OF ALTERNATIVE DISCIPLINARY MEASURES ON
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN
NYANDARUA SOUTH SUB – COUNTY, KENYA**

Joseph Chege Ngunyi

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DECLARATION

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

Ngunyi Joseph Chege

E55/72862/2012

This research report has been submitted for examination with our approval as the university supervisors

Dr. Ibrahim Khatete

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Ursulla A.Okoth

Lecturer

Department of Educational Administration and Planning

University of Nairobi.

DEDICATION

This work is dedicated to my beloved parents Mr. Moses Ngunyi and Fresiah Wairimu. To my sisters Jane Wambui, Esther Wangari, Mary Mwarania, Leah Wanjiru, Juliah Munjiru, Mary Wangui, Serah Njeri and Jane Mukami and in memory of my brother Nahashon Mwangi.

To my dear wife Peninah Nyambura and to our loving children Cynthia Wairimu, Erick Ngunyi and Nahashon Mwangi whose love, patience, support, encouragement and inspiration has enabled me to be what I am today.

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ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
CP	Corporal Punishment
CRC	Convention of the right of the child
EFA	Education for All
GOK	Government of Kenya
ISS	In – School suspension
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
OSS	Out – School Suspension
SPSS	Statistical Package for Social Science
TSC	Teacher’s Service Commission
UK	United Kingdom
UN	United Nation
UNCCR	United Nation Convention on Child Right

ABSTRACT

For any learning to take place discipline of the learners and teachers is quite important. The purpose of this study was to investigate the implementation of alternative disciplinary measures on students' discipline in public secondary schools after ban of corporal punishment in Nyandarua south sub-county. The objectives were; to determine how use of guidance and counseling influence students' discipline in public secondary schools; to establish how suspension of students influence discipline in public secondary schools; to examine the extent to which manual work influences students' discipline in public secondary schools and to determine the extent to which monetary fines control students discipline in public secondary schools. McGregor's (1960) Theory X and Y was used as the basis for the study. The study adopted descriptive survey research design. From a target population of 217 teachers in 24 public secondary schools, a sample of 15 principals, 15 deputy principals and 75 teachers was drawn. The District Education Officer also participated in the study. Questionnaires and interview schedule were used as research instruments. Findings indicated that indiscipline cases were still a common phenomenon in public secondary schools. The study also revealed that there were significant relationship between variables such as age, gender, teaching experience and academic qualification of teachers and the alternative disciplinary measures used. The study findings from the principals and deputy principals indicated that; guidance and counseling programme enhance students' discipline by building courage and moral uprightness thereby inculcating good value and positive attitude toward development of self discipline. The majority of the principals and deputy principals agreed or strongly agreed that manual work is used as an alternative disciplinary measure in secondary schools. Suspension reinforces misbehavior rather than prevent it. In spite of implementation of alternative disciplinary measures the discipline of students is not improving. The study also revealed guidance and counselling as an alternative disciplinary measure was not effective since it was handled by untrained personnel's. The study recommended that the ministry of education should sponsor workshops annually to train teachers on alternative disciplinary measures that are not abusive to provide additional instruction to principal and deputy principals regarding the harm of corporal punishment and the alternatives to corporal punishment. Ensure that those conducting guidance and counseling programs for students receive professional training and oversight.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The government of Kenya through the Ministry of Education has developed a number of goals to be achieved through the education of children. One of this national goals of education is that it should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self discipline, self reliant and integrated citizens (MOE, 2002). This means that by the time the child complete school, he or she should be a discipline person, that is one who is morally and emotionally upright, able to control himself or herself and fit well into the society.

According to Songul (2009), discipline is required for pupils in order for them to be successful in education. Holden (2002) views discipline as the guidance of children's moral, emotional and physical development, and enabling children to take responsibility for themselves when they are adult. It involves teaching children the boundaries of what is acceptable and what is not acceptable in the society. Cameron (2006) defines school discipline as policies and actions taken by school personnel to prevent students from engaging in unwanted behaviors. It primarily focus on school codes of conduct, security methods, suspension from school, fines, parental involvement and teachers' methods of managing students actions. The purpose of disciplining students is to develop and entrench desirable

social habits in students, to foster sound judgment, and morals so that they develop and maintain self discipline throughout the rest of their lives.

According to Porteus and Valley (2001), the school system has used corporal punishment to maintain discipline among learners. The systematic use of corporal punishment in schools in the world has been associated with both authoritarian and non-democratic schools in which learners are not prepared for administrative participation but rather, for simple obedience to a central authority (Morrel, 2001). The problem of students' indiscipline is a realized universal problem. Article 28 (2) of the UN convention on the rights of the child state that school discipline methods should be 'consistent with the child's human dignity and in conformity with the present convection" (UNICEF, 1998).

The committee on the right of child which monitors implementation of the convection has consistently interpreted this article as requiring prohibition of corporal punishment in schools (Newell, 2003). According to Kindiki (2009), research study conducted in developed countries like the United State of America (USA), United Kingdom (UK), France and Spain consistently highlight similar issues of the deteriorating scale and nature of violence and indiscipline within schools. The Scottish secondary school teachers association indicated that students persistently infringe on school rules (www.scre.ac.uk).

In Tanzania teachers and school administrators agree that indiscipline is a serious problem and that student's behavior is difficult to deal with. Although the teacher

attests to the fact that the repetitive nature of students' indiscipline caused them stress, they are all not in agreement on how to deal with indiscipline cases (Wright & Keetley, 2003). In South Africa, learners are alleged to have murdered others inside the school premises, openly challenged teachers and have a "don't care" attitudes towards their work (Masitsa, 2008:58). Aziza (2001) notes that suspensions and expulsion are highly prevalent in Western Cape schools due to physical and verbal confrontations.

According to Basheka (2008) the period between (2001-2007), schools in Uganda had witnessed an increase frequency in students' strikes against school administration some of the strikes had resulted in destruction of property and injuries to school administration. Fiona (2005) in her research on students' discipline in Uganda found out that strike of secondary students as a means of seeking attention or protest in Ugandan schools was becoming rampant. Hardly a term passed without a school going on strike and as she asserted the pattern was becoming bizarre with school property being destroyed by students. In Uganda, Rukundo (2009) in his study on relationship between management and strikes in two secondary schools in Mutungomo District, identified causes of strike as being indiscipline among students, failure of administration to involve stake holders in decision making, harsh punishment, misuse of school funds and failure of administration to respond to the warnings from students.

In Kenya, as elsewhere in the world, corporal punishment has been banned as a disciplinary mechanism in schools. Perception exists that this has resulted in an

increase in misconduct and indiscipline among secondary school learners. Indiscipline and unrest in Kenya secondary schools dates back to 1908 when the first strike took place at Maseno School. It was followed by St Mary's Boys' High school, Yala (1960), Kericho High School (1961), Kakamega Boys' secondary school in 1961. These strikes were not violent but later the strikes in 1970s turned violent. For example Maranda Boys' High school in Bondo District went on strike and damaged property in 1970. Other schools were Sigalame in 1974, Kamusinga Boys' High school in 1975 and Lari secondary school in 1980 (Republic of Kenya, 1991).

Drug abuse by students causes indiscipline in school for instance, incidences of students abusing alcohol were reported at Muruaki Secondary school, Ndunyu Njeru secondary school and Magomano girls High school during second term of year 2013. The culprits were given guidance and counselling after completion of their two weeks suspensions. Some schools say they need to suspend children to be successful. But a research done by Alex (2013) on school discipline in Washington DC reported that suspension is a counterproductive disciplinary tool that actually makes students to misbehave in the future, fail the current grade level, drop out and become involved with juvenile justice system. In Mekaro secondary school four students boycotted an internal exam claiming they were not prepared for it. The principal suspended them for two weeks. The ring leaders were also asked to level the playing ground. In Muruaki secondary school students who sneaked out of school through the fence to go and buy alcohol in a

nearby shopping center were made to buy rolls of barbed wire (DEO Nyandarua South district 2014).

The government of Kenya has come up with several disciplinary measures which are alternatives to corporal punishment aimed at curbing the various cases of indiscipline in learning institutions. Among these have been the establishment of guidance and counseling departments in all schools. Guidance and counseling has been used in many secondary schools as an alternative disciplinary measure, use of manual work, monetary fines and suspensions (A.N.P.P.C.A.N., 2007) in spite of these, there has been reported cases of pupils and students indiscipline while majority of the cases go unreported for fear of government reprimand.

According to Ndichu (2005) guidance and counseling` in schools serves to fill in the gap in the society by equipping the students with skills to deal with the modern society challenges. Simatwa (2007) maintains that lack of serious guidance programmes in schools is the major cause of indiscipline cases in learning institutions. He contends that counseling is not given weight as a basis of enhancing students' discipline. In addition 50% of services in Kenyan schools are on the hands of teachers without professional training. Although punishments at school have changed and corporal punishment is no longer allowed, we can see from the offences that students have not changed (Henry Lawson 1961). Suspension or temporary exclusion is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to a few weeks, during

which time the student is not allowed to attend regular lessons. In some countries like US, Australian and Canadian schools, there are two types of suspension: In – school suspension (ISS) and outer school suspension (OSS).

A student who is not conforming to school rules and regulations can be given work to do using his or her own hand for example, caring for the school garden, cutting long grass in the field, by so doing the undesired behavior will be suppressed. Undisciplined student can be given some manual work to do basing on the belief that if students are made to suffer for doing wrong, they will not repeat their inappropriate behavior and therefore improve discipline in school. Educators in South Africa uses manual work like picking up papers as an alternative to corporal punishment but this never seem deterrent enough (Tauber, 2007). In some secondary schools monetary fines have been used as a means of instilling discipline among students.

According to Macharia (2005) in his study on challenges facing guidance and counseling in public secondary schools in Kiambaa Division of Kiambu District, monetary fines was one of the forms of punishment used to correct misbehavior. For instance, when a students sneaks out of school, they may be asked to buy a roll of barbed wire. In this case, the parent ends up being punished rather than the culprit-the student. It however works since the parent of such a student is likely to reprimand his or her child.

1.2 Statement of the problem

School unrest has been prevalent in many public secondary schools in Kenya (MOEST, 2001). Ajowi and Simatwa (2010) note that despite the efforts made by the ministry of Education Science and Technology to democratizes the school administrative system, as reflected by the ban of the cane in schools through legal Notice No. 56 of Kenya Gazette, indiscipline in schools increased with a new dimension. There are reported cases of violence and destruction of property which are premeditated and planned by students and have caused grievous harm to the lives of the learners in different parts of the country. For example at Kitogo secondary school a form four boy confessed he was paid Kenya shillings 300 by an outsider to assist him burn a dormitory. The dormitory was burnt on 1st April 2014 all the students were sent home. On 23rd March 2014 an alleged rape case was reported in Kambata secondary school. (DEO, Nyandarua South District, 2014)

Students of Nandarasi secondary went on strike during term one of 2012 protesting the sacking of a cook. They became unruly and walked out of the school compound and demonstrated in the nearby shopping centre (DEO Nyandarua South District 2014). Due to the ban of corporal punishment by the government of Kenya through legal notice No. 56 of 2001 and the persistent occurrence of student's indiscipline in public secondary schools, the study sought to establish influence of alternative disciplinary measures on students discipline in public secondary schools in Nyandarua south sub-county. This is because no

research has been conducted on influence of alternative disciplinary measures on students discipline in public secondary schools in Nyandarua south sub- county.

1.3 The purpose of the study

The purpose of this study was to investigate the implementation of alternative disciplinary measures on students' discipline in public secondary schools in Nyandarua south sub – county, Kenya.

1.4 Objectives of the study

The objectives of the study were:-

- i. To determine how use of guidance and counseling influence students' discipline in public secondary schools in Nyandarua south sub – county.
- ii. To establish how suspension of students influence discipline in public secondary schools in Nyandarua south sub- county.
- iii. To examine the extent to which manual work influences students discipline in public secondary schools in Nyandarua south sub – county.
- iv. To determine the extent to which monetary fines control students' discipline in public secondary schools in Nyandarua south sub – county.

1.5 Research questions

The study sought to answer the following research questions.

- i. How does use of guidance and counseling influence students' discipline in public secondary schools in Nyandarua south sub – county?

- ii. How does suspension of students' influence discipline in public secondary schools in Nyandarua south sub – county?
- iii. To what extent does manual work influence students' discipline in public secondary schools in Nyandarua south sub – county?
- iv. To what extent does monetary fine control students' discipline in public secondary schools in Nyandarua south sub – county?

1.6 Significance of the study

The findings of the study might help school principals by making suggestions on alternative disciplinary measures which when used may improve discipline in schools. The research findings might provide useful information for further research and managers of educational institution might use the findings. The findings of this study might help the principals and teachers to realize that alternative disciplinary measures could help to enhance discipline in schools hence leading to better performance.

1.7 Limitations of the study

It was impossible to control the attitudes of the respondents which might have affected the validity of the responses. This is because respondents might have given socially acceptable answers to please the researcher.

1.8 Delimitation of the study

The study was conducted in public secondary schools in Nyandarua south sub-county. Research could be carried to all other sub-counties in Nyandarua County as well as private secondary schools.

1.9 Assumptions of the study

This study was based on the following assumptions;

- i. That the respondents had knowledge of alternative disciplinary measures.
- ii. That guidance and counseling, suspension, monetary fines and manual work was useful in maintaining students discipline
- iii. That the correct information was given in the questionnaires
- iv. That discipline is imperative for teaching and learning process

1.10 Definition of significant terms

The following are definitions of significant terms as used in the study.

Alternative disciplinary measures refers to measures taken to replace corporal punishment

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

Counseling refers to dialogue between someone who has a problem and someone with specialized knowledge who can help in understanding of the problem.

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

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

Guidance and counseling refers to the concept of helping an individual discover and develop their educational career or to achieve objectives.

Manual work refers to physical work done by people with hands especially with contrast to that done by machine.

Monetary fine refers to a fine (penalty) money paid usually to superior authority as punishment for a crime or other offence.

Suspension refers to mandatory leave assigned to a student as a punishment.

1.11 Organization of the study

This study was organized into five chapters. Chapter one covered 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, limitation of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two dealt with review of related literature, concept of discipline and punishment, importance of students discipline, approaches to enforcement of student discipline, guidance and counseling, suspension, manual work, monetary fines and summary of literature review, theoretical framework and conceptual framework. Chapter three dealt 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 presented data analysis, interpretation and discussion of the findings. Finally, chapter five presented a summary of the entire study with conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is the review of literature on key aspects under the following sub headings concept of discipline and punishment, importance of students' discipline, approaches to enforcement of discipline, guidance and counseling as a basis for enforcing disciplines, suspension as a basis for enforcing discipline, manual work as a basis for enforcing discipline, monetary fines as basis for enforcing discipline, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of discipline and punishment

From Wikipedia, the free encyclopedia, discipline is defined as systematic instructions given to a disciple. To discipline thus means to instruct a person to follow a particular code of conduct "order". Usually, the phrase to discipline carries a negative connotation; this is because enforcement of order, that is ensuring instructions carried out are often regulated through punishment. Discipline is an important component of human behavior. It helps in regulating people's reaction to various situations. Without discipline an organization cannot function well towards the achievement of its goal (Simatwa, 2007).

According to Charles (1989) discipline is steps taken to cause students to behave acceptably in school and a system of guiding an individual to make reasonable decisions. Teachers can use discipline to suppress, control and re-direct misbehavior that is aggressive, immoral or disruptive to learning (Charles, 1989).

Blandford (1998) advances the view that effective and lasting discipline focuses on the ability of the individual to control themselves. Discipline is conceptualized as all the measures taken to enforce the rules either formal or informal governing an institution (Okumbe 2000). 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 consequences. It is the core business of all educational institutions to instill moral values and produce responsible men and women.

According to Okumbe (1998), discipline is the action by management to enforce organizational standards. School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Effective school discipline strategies seek to encourage responsible behavior and to provide all students with satisfying school experience as well as to discourage misconduct.

Discipline can generally be summarized as the willingness of an individual to demonstrate decent conduct, respect for authority, high sense of responsibility and love for orderliness, eagerness to discharge duties promptly and within efficiency.

Punishment is a controlling technique and is used to reduce or prevent bad behaviors from re-occurring (Barasa, 2007). Punishment is used as a mean of reform to attempt to change the individual from a wrong doer into well behaved individual (Mbiti, 1974). Punishment is any behavior that someone (usually an adult) applies to a child in order to change negative behavior and that causes either physical or emotional pain or both for the child. Punishment is harmful to the child's development (Charles, 1989).

Punishment by itself does not necessarily lead to appropriate behavior because an individual punished for one form of an inappropriate behavior may replace it with a different inappropriate behavior. For example, according to the report of the presidential committee on student unrest and discipline in Kenya secondary schools. Students at Mary Hill Girls' secondary school in Kiambu were sent home from school "for reportedly refusing to answer morning greetings from their Deputy headmistress. The remaining students staged a riot setting the school library and several classrooms a blaze (Republic of Kenya 2001) when executing any form of punishment extreme caution need to be exercised so that the form of punishment does not reduce only the external signs of misbehavior but also improve the attitude of the offender.

2.3 Importance of students' discipline

A lot of research has been done on students' 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. In schools, the discipline of the learner is a core factor that influence effective learning and character building.

According to Gichuki (2012), sound discipline is an essential ingredient in creation of an industrious school community. However, 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 school, administration in schools have gone a step ahead to form guidance and counseling departments to guide learners in whatever they do with the corporal punishment being outlawed in Kenyan schools, there seem as being 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. 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 (Gichuki 2012).

2.4 Approaches to enforcement of discipline

Administrators in secondary schools are expected to provide opportunities for their students to develop responsible attitude and moral training thereby preparing them for the future life. The development of good acceptable character among all the students is paramount. Administrators were cited as major contributors to schools unrest for failing to consider issues that affect their students (Republic of

Kenya, 2001). Discipline is more effective when it is part of caring human relationship if the learner perceives that 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.

Howard (1996) says that discipline makes one to make a choice and to understand the consequences of the choice made. The most essential objective of discipline in educational terms is to instill designed moral values in students. Griffins (1994), writing on school discipline said that, it is through good discipline that young people who will be responsible even to adulthood will be moulded. He further said that good discipline brings good results in every fields of school Endeavour whereby the students will carry good conduct up to adult life.

2.5 Guidance and counseling as a basis for enforcing discipline

Discipline can be enforced by establishing guidance and counseling departments where teachers teaches students' important moral values and the general principles of morality. Guidance and counseling are process used to solve problem of life. The basic difference is the approach. In the process of guidance, the clients problems are listened to carefully and readymade solutions are provided by the expert whereas in the process of counseling the client's problems

are discussed and relevant information is provided in between. In the end of the counseling process the client himself has the insight to the problem he became empowered with to take his own decision (Simatwa, 2007).

Musungu (2002) defines counseling as a healing process. According to her the troubled person is helped to examine the situation to reach various options and to make informed choices at resolving or coping with the situation. Counseling is considered with emotional disturbance and behavior. Counseling is usually initiated by a client and it is intimate, personal, private and confidential. The broad objective of counseling is to help the individual clear away the entangling and hampering tentacles so that a person can be what he really is and contributes more both to himself and other people. Counseling should therefore touch directly on the lives of students more than any other helping profession. Guidance and counseling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the society of guiding individual's behavior (Simatwa 2007).

On the role of guidance and counseling the school administration and management of students' discipline. Simatwa (2007) indicated that if well guided by teachers students will do the right things related to learning and will become disciplined. Manoti (2002) states that the head teacher has the responsibility to appoint a teacher to be in charge of guidance and counseling where the teachers' service commission (TSC) has not appointed one. He should also appoint school

guidance and counseling committee that is professionally prepared defining, clarifying and allocating responsibilities to them. However, guidance and counseling in secondary schools has not yielded to 100% compliance to discipline. This is so because even after its implementation most secondary schools still have cases of indiscipline for instance in Kitogo secondary school, school dormitory have been banned twice by the students inspite of the school having a strong guidance and counseling department (DEO, Nyandarua South 2014).

2.6 Suspension as a basis for enforcing discipline

According to Henry (1961) suspension or temporary exclusion is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to a few weeks, during which time the student is not allowed to attend regular lessons. In some countries like US, Australia and Canada the schools have two types of suspensions: In – school suspension (ISS) and out school suspension (OSS). In-school suspension requires the student to report to school as usual but sit in one room all day. Out – school suspension bans the student from being on school grounds. The student’s parents/guardians are notified of the reason for and duration of the out-School suspension and usually also for in-school suspensions. Sometimes students have to complete work during their suspensions, for which they receive no credit (Arum 2003).

In United Kingdom more than 2000 primary school pupils were suspended in 2009 as principals struggled to cope with the violence of unruly pupil's (Mucmahron, 2009). Opposition leader Baillieu agreed by pointing out that poor discipline was increasing among children of all ages and school principals should be given power to search for fire arms in the pupils to tackle the problem. Herald sun magazine published that the number of assaults in and around schools increased by more that 150 percent between 2000 and 2001. In 2009, 16393 public primary and secondary students were suspended, more than 200 were expelled (Mucmahron, 2009).

In American schools, student indiscipline is a serious problem facing the education system. According to Clarke (2002), about 45% of the teachers in America leaving the profession annually cite students' behaviour as one of the reasons for doing so. However, while enhancing students' discipline, school principals in America face several challenges. The legal service for the children normally seeks legal action / redress whenever principals suspend or expel misbehaving students. A suspension for instance, cannot be more than five days. Equally an expelled student must be allowed to apply to be re-admitted not later than the end of a semester after the incident occurred or one year after. Teachers are even ordered by some boards to use "suspended expulsion" (students on probation but can remain in school). The legal service for children helps to find a lawyer for an expelled student (legal service for children, 2003). The teachers are

restricted to few alternatives disciplinary measures and often result to ineffective measures like ignoring the students misconduct altogether. Furthermore, the suspended or expelled student is allowed certain right by the United States Supreme Court and more often when cases are taken to court, school principals lose and students care is re-admitted to the school unconditionally (Student Advocacy Center, 2003).

In South Africa for example it is very difficult to suspend a learner from school. There should be permission from Education Department and the justification for suspension has to be substantiated and a decision is arrived after many long and winding meetings. Justice is actually delayed and at times never realized. A learner may commit a very serious act of misconduct and remains in the school while the hearing meetings are held and letters are written. The process is long, tedious and boring that it really sends wrong signals to other would be offenders (Masitsa, 2008).

Afullo (2005) observed that teachers apply various methods to cope with the tasks of managing students discipline through suspension, canning, pinching, ridiculing and forcing students to kneel for long hours outside the classroom. On their part deputy headteachers noted that pupils need friendly environment to make them develop good habit and incase of any indiscipline tendency, they need to be handled with caution so as not to discourage them from coming to school. However one deputy headteacher noted that they were using suspension and

stated; “we hope that when they are away from school, they will have enough time to reconsider whether they want to be learners or not”. Discipline is essential for creating a positive school environment as it reinforces good learners behavior, especially in learners who have little interest in school. Such learners may find ways to stay away from school and suspension may have the unintended consequences of promoting these learners use of inappropriate behavior to provoking disciplinary action that will allow them to stay out of school (Afullo, 2005). .

According to Alex (2013) in the year 2011-2012 there were 269 suspensions against 111 individual students indicating that many students were suspended repeatedly. Ayieko (1988) found that teachers used counseling, withdrawal of privileges, suspension, detention and referral as alternatives to corporal punishments. According to the manual for Heads of secondary schools Kenya (MoE, 1987), the principal is responsible for the overall running and control of the schools. Though the deputy principal is incharge of discipline and helps in minor disciplinary cases, serious disciplinary matters are referred to the principal. The principal can suspend an indisciplined student after which he or she has to notify the Board of Management (BoM) of the suspension. The BoM decides either to allow the student back to school after completion of suspension period or recommend their expulsion to the Ministry of Education.

2.7 Manual work as a basis for enforcing discipline

Manual work or manual labor is physical work done by people with the hand especially with contrast to that done by machine according to Wikipedia free encyclopedia. Because it can be difficult for adult to see alternative ways of bringing up children and youths especially on context where physical and humiliating punishment is a social norm, save the children promotes “positive discipline”. A student who is not conforming to school rules and regulations can be given work to do using his or her own hand for example, caring for the school garden, cutting long grass in the field, by so doing the undesired behavior will be suppressed. Undisciplined student can be given some manual work to do basing on the belief that if students are made to suffer for doing wrong, they will not repeat their inappropriate behavior and therefore improve discipline in school. Educators in South Africa uses manual work like picking up papers as an alternative to corporal punishment but this never seem deterrent enough (Tauber, 2007).

Manual labour as a method of maintaining student discipline is frequently used by teachers in public secondary schools since it does not breach the young person right (Simatwa, 2007). Afullo (2005) in his study observed that manual labour was being administered during games and lunch breaks hence did not interfere with the students learning in accordance with the ministry of education regulations on punishment. On the other hand the deputy headteachers noted that manual labour was commonly used in public primary school because it was not

only punishment but also a way of training young people to do other manual jobs which some of them might fall back to after school.

Okumbe (2007) identifies manual work as one form of correction of infraction used in many schools. He however notes that it is time consuming for both the student and the teacher. Another demerit is that it may make the victim to associate manual work with some subjects like Agriculture that involve practical training with punishment or something unpleasant. The same applies for situations where a physical drill like running is used as a form of punishment.

2.8 Monetary fines as a basis for enforcing discipline

According to Wikipedia free encyclopedia a fine is money paid usually to superior authority, usually government authority, as punishment for a crime or other offence. The amount of a fine can be determined case by case, but it is often announced in advance. The most usual use of the term fine, relates to a financial punishment for the commission of crimes, especially minor crimes, or as the settlement of a crime.

In New Britain, a new superintendent of schools wanted to end high truancy rates among public school students and he proposed monetary penalties to get the job done. A plan to fine students to the tune of \$75 per skipped school day was considered by new British council members. Students in Los Angeles could be hit

with a \$250 penalty for each count of truancy. In UK more than 127,000 fines have been issued since the law took effect in 2004 Brad Tuttle (2012).

2.9 Summary of literature review

The chief aim of school discipline is to endow each student with respect which helps them to develop self-confidence and control of their behavior. Discipline has to be maintained in school because Kenyan education system continues to experience an unprecedented number of strikes in which the students express the frustrations as a result of accumulated grievances which go unresolved until they are triggered off by some incidents, for example the complaint from form one students of Endarasha boys High of the principals high handedness (Ngigi 2010).

Corporal punishment has been used 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 provide clear guidelines on the implementation strategies (Wango, 2012). The recommendations 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. Guidance and counseling plays a pivotal role in management of students' discipline. It helps them make choices in accordance with socially acceptable norms and values, Okitaba (2008). Discipline in secondary schools such as destruction of school property can also be managed

by improving leadership styles in schools, which can be achieved by training principals and teachers on guidance and counseling (Mutua, 2004).

2.10 Theoretical framework

Douglas Mc Gregor (1960), the proponent of theory X and theory Y, has philosophical understanding of human nature. Theory X assumes that workers are lazy and dislike work. Therefore, workers must be coerced, controlled, directed or threatened with punishment in order for them to put effort towards the achievement of organizations objectives (Okumbe, 1998). Principals who look at discipline as punishment subscribe to theory X because they use discipline as a means to enforce responsible behavior on teachers and students. The principal believes that orderly behavior depends mainly on fear of penalties and does not recognize the importance of self-discipline. In this case, discipline is exercised as punishment to determine and to reattribute the offenders.

Theory Y employs a human and supportive approach to management. It assumes that work is as natural as a play or rest to the worker. The worker does not need to be forced; workers exercise self-control and direction towards organizations' achievement if they are committed to work. Workers learn to accept and seek responsibility. Principal who employ theory Y approach to discipline uses discipline as an effective by product of leadership skill so as to gain cooperation from teachers and students with rules and regulations set by the educational institution. This approach inculcates voluntary self discipline among all

organization members (Okumbe, 1998). This can help in restoring discipline in schools where students are self driven. Thus, principals, who know their staff and students' are essential in management of discipline in their schools because they know that people do not need to be coerced to work or to be disciplined. Administrators uses theory X to control discipline in schools. They use monetary fines to control indiscipline cases like destruction of properties, theft and sneaking.

2.11 Conceptual framework

Relationship between alternative disciplinary measures in influencing students' discipline and the effect of student's discipline.

Figure 2. 1: Conceptual framework

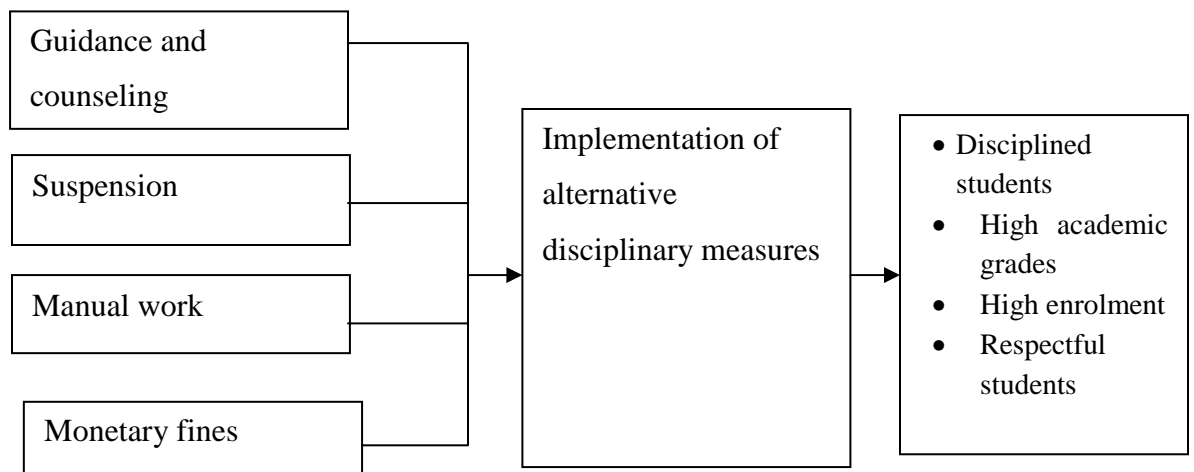


Figure 2.1 indicates how the independent variables such as guidance and counseling, suspension, manual work and monetary fines interact with the

dependent variables like adherence to school rules, strikes vandalizing school property and academic achievement. The use of guidance and counseling, suspension, manual work and monetary fines may help in modifying their behavior and this maintains discipline without using corporal punishment. The use of these strategies will influence the way student behave. The conceptual framework suggests that when disciplinary measures such as guidance and counseling, suspension, manual work and monetary fines are well used in the management of students discipline the result would be disciplined students, high academic grades, high enrolment and respectful students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in this study. It consists of the following subtopics: research design, target population, sample size and procedures, validity of the research instruments, reliability of instruments, data collection procedure and analysis techniques.

3.2 Research design

According to Kombo and Tromp (2006), a research design can be thought as the structure of the research undertaking. They further refers the design as the “glue” that holds all the elements in the research project together. This research adopted 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 found the survey as the most appropriate design as the study was out to establish among others the opinions of the people with regards to influence of alternative disciplinary measures on students’ discipline in public secondary schools.

3.3 Target population

Population refers to the entire group of people, event or things of interest that the researcher wishes to investigate (Mbwesa, 2006). A target population is group of individual, objects or items for which sample are taken for measurement (Kombo and Tramp, 2006). The target population for the study was all the 24 public secondary schools categorized into mixed boarding, boys' boarding, girls boarding, and mixed day and boarding, and mixed day schools. Teachers are categorized as 134 males and 83 females totaling to 217. The target population constituted of all the 24 public secondary schools, 24 principals, 24 deputy principals, 217 teachers and 6648 students in the schools (Nyandarua South district D.EOs office 2014).

3.4 Sample and sampling procedure

Sampling is the process of selecting a number of individuals for a study. The individuals selected should represent the large group from which individuals are selected Mulusa (1988). According to Orodho (2005), good representative sample should constitute at least 20% of the entire population where population is small. However Kothari (2004), added that a bigger sample better represents a population hence for the case of this study the research sampled 15 principals, 15 deputy principals and 75 teachers using stratified sampling. Stratified sampling was used to pick the sample size due to the different categories of public schools in Nyandarua south sub-county (Boys boarding, girls boarding, mixed day, mixed

day and boarding) so that each participant had an equal chance of participating using the method of proportional allocation as recommended by Kothari, (2004) where sizes of the sample are kept proportional to the size of strata. Sampling was done as follows; 1 girls boarding, 1 boys boarding, 3 mixed boarding, 2 mixed day and boarding and 8 mixed day secondary schools. Mixed day secondary schools were more because of their high proportion in the sub county.

3.5 Research instruments

The researcher with assistance from the supervisors designed the research instruments. The researcher used questionnaires as research instruments for the principals, deputy principals, teachers and structured interview schedules as research instrument for District Education Officer (DEO). The principals, deputy principals and teachers questionnaires were divided into five parts. Part one contained items soliciting demographic information of the respondents. Part two, three, four and five contained questions on uses of guidance and counseling, suspension as a basis for enforcing discipline, manual work as a basis for enforcing discipline and monetary fines as a basis for enforcing discipline respectively.

3.6 Instrument validity

Validity is the degree to which an instrument measures what it purports to measure (Kothari, 2004). This is determined by its content. Content validity refers to the degree to which the research instrument or test measures what it should

measure (Kasomo, 2007). According to Mugenda and Mugenda, (2003). Content validity is established through the use of professionals or experts in that particular field. The researcher consulted the supervisors to assess whether the items that made the instrument was accurately addressing the objectives of the study.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda and and Mugenda, 2003). An instrument is considered reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions. Test – retest method was used to test the reliability of the instruments.

According to Punch (2008). Test-retest is the administration of an instrument at two points in time. Punch (2008), contends that a correlation co-efficient of above 0.70 indicates that instrument is reliable. Principals, deputy principals and teachers questionnaires were administered at two weeks interval to check their reliability. The supervisors advice also helped in determining the reliability of the instruments.

3.8 Data collection procedure

The researcher sought a permit from the National Council of Science Technology and Innovation (NACOSTI). The researcher presented the permit letter to all the relevant authorities who included county director of education and county commissioner Nyandarua County. DEO and principals of the sampled schools

were served with the introduction letter and at the same time booked for an appointment. The selected schools were visited and the questionnaires were administered to the respondents with assistance from the school authority. The respondents were assured that strict confidentiality was to be maintained in dealing with their identities. The questionnaires were collected the following day to give the respondents ample time to fill them. The same instruments were administered to the same respondents without prior notice to ensure that the answers were not rehearsed. The District Education Officer was interviewed in his office.

3.9 Data analysis techniques

The raw data obtained from the questionnaire and interview schedule were analyzed qualitatively by using the detailed information from the questionnaire about influence of alternative disciplinary measures and try to establish their patterns, trends and relationship with the teacher's age, gender, academic qualification teaching experience and schools size. Quantitatively data from questionnaire was summarized using descriptive statistics. This was done by ordering the teachers teaching experience, age, gender, academic qualification and school size using ordinal scale by use of mode. Quantitative data was then categorized. Categorized data was transferred to a computer sheet using Statistical Package for Social Sciences (SPSS), with assistance from computer specialist. The data was interpreted and conclusion drawn.

Inferential statistics was used to explore the relationship between disciplinary measures used and age, gender, teaching experiences, academic qualifications of the teachers and school size. This formed the basis for drawing conclusions and recommendations.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and findings of the study. The study investigated the influence of alternative disciplinary measures on student's disciplines in public secondary schools in Nyandarua sub-county, Kenya. It consists of the following sub-topics: questionnaire return rate, respondents data demographic information of the respondents, indiscipline problems experienced amongst students in schools, measures used to deal with discipline issues in schools, influence of guidance and counseling on students' discipline, influence of suspension on students' on students' discipline, influence of manual work on students' discipline in school, extent to which monetary fines control students discipline in schools. The findings are based on data collected using questionnaires from the principals, deputy principals and teachers in Nyandarua South sub-count, Kenya.

4.2 Questionnaire return rate

The study was conducted in 15 secondary schools in Nyandarua south sub-county. The researcher administered questionnaires to 15 principals, 15 deputy principals and 75 teachers. The researcher collected the questionnaire from the respondents after completion. The return rate of the questionnaires is tabulated in table 4.1.

Table 4. 1 : Questionnaire return rate

Respondents	Target population	Sample size	Questionnaire returned	Returned rate %
Principals	24	15	11	73
Deputy principals	24	15	12	80
Teachers	217	75	61	81
Total	265	105	84	80

Data presented in table 4.1 shows that the questionnaires return rate was high enough to guide credible research findings. This good response rate was attributed to the fact that the participants were informed well in advance of the purpose and objectives of the research. Secondly acceptance from the principals and teachers on influence of alternatives disciplinary measures on the students' discipline in public secondary schools made it easy in administering the questionnaires. Failure to secure 100% return rate was due to failure by some of the respondents to return their questionnaires despite a constant appeal from the researcher. Secondly some questionnaires were not completely filled in. They were discarded completely. However, Rea and Parker (1992) contend that a questionnaire return rate of 60% is usually considered to be a good response rate, while 70% is good enough very good. The response rate was therefore considered adequate for the study.

4.3 Respondents' bio data and school profiles

This section presents data from the respondents based on the demographic information of the respondents, characteristic of the schools relating to types of schools and number of streams, state of discipline among students in secondary schools in Nyandarua south sub-county, alternative disciplinary measures used by teachers and relationship between disciplinary measures used and age, gender, teaching experience, academic qualifications of teachers and school sizes.

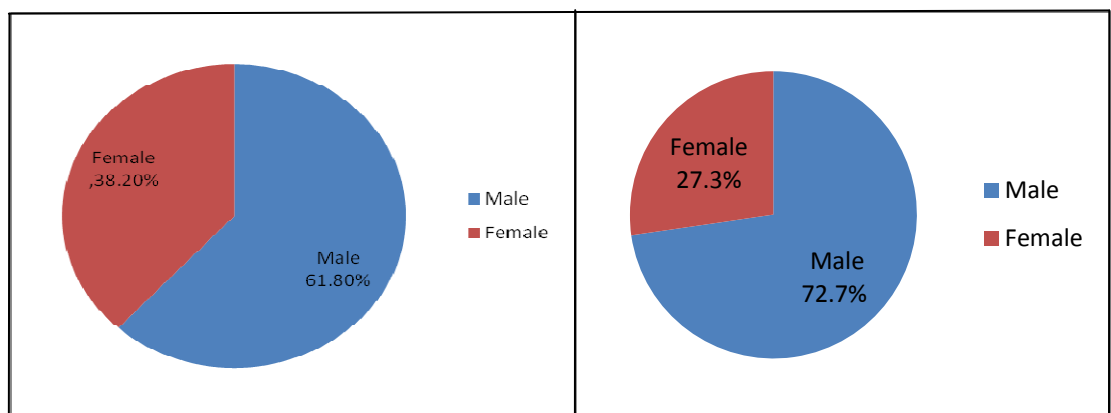
4.3.1 Demographic information of respondents

This section analyses the information of respondents.

4.3.2 Respondents' gender

Respondents were asked to indicate their gender. The gender of the respondents is summarized in figure 4.1.

Figure 4.1 : Gender of the respondents



Teachers

Principals

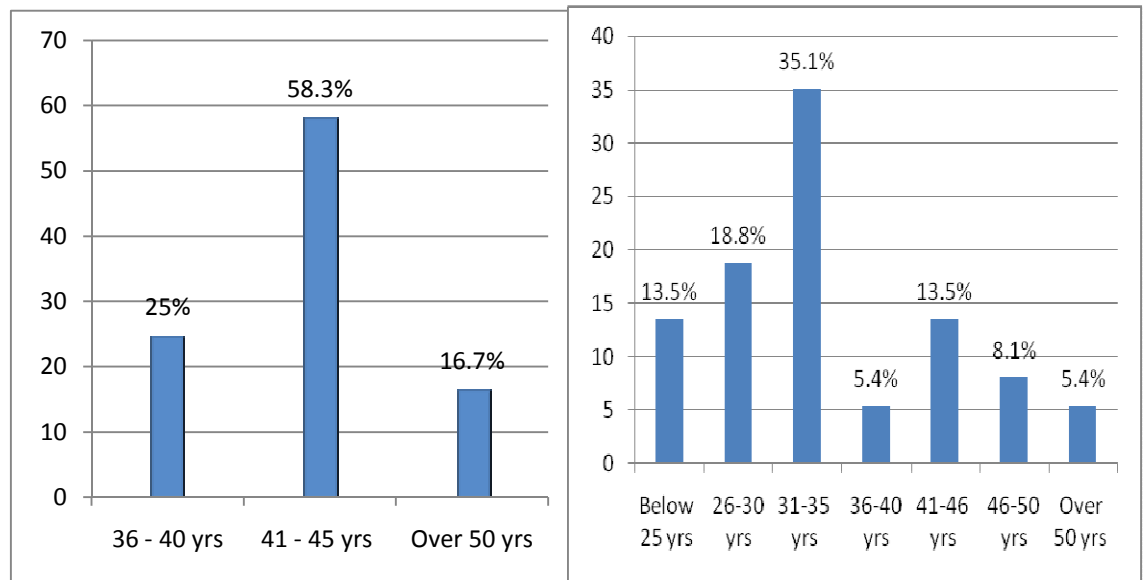
Data presented in figure 4.1 shows gender imbalances both at the levels of school administration and in teaching positions. The majority of the principals 72.7%

were male. The majority of the teachers 61.8% were also male. This is consistent with Kiumi, Bosire and Sang (2009) and Gachoki (2006) who showed that male respondent were the majority in administrative positions in secondary schools in Kenya.

4.3.3 Respondents age

Respondents' age is important to establish the relationship between the age and experience in handling discipline issues. Participants were asked to indicate their age bracket the result is as shown in figure 4.2.

Figure 4. 2: Age of the respondents



Deputy Principals

Teachers

Data presented in figures 4.2 shows that the majority of the deputy principals 58.3% were in the age bracket of 41-45 years. This may be explained by the fact that the more advanced in age the teacher is the more the teacher is experienced in

handling discipline issues. Most proportion of the teachers 35.1% was in the age bracket of 31-35years. This has the implication that the schools were under relatively young teachers which according to Chapman (2003) is the most active cohort of personnel in teaching and managing school affairs.

4.3.4 Academic qualification

The academic qualification of the respondents is important in establishing the influence of students' discipline in school. The respondents were asked to provide information on their academic qualification. The data obtained are summarized in table 4.2.

Table 4. 2: Academic qualification of respondents

Academic qualification	Principals		Deputy principals		Teachers	
	Freq	%	Freq	%	Freq	%
Diploma					9	14.8
B.ED (Arts)	7	63.6	7	58.3	35	57.4
B.ED (Sc)	2	18.2	2	16.7	5	8.2
B.A with PGDE			1	8.3	2	3.3
B.Sc. with PGDE	1	9.1	2	16.7	1	1.6
Masters Degree	1	9.1				
B.Com					4	6.6
PI					3	4.9
KCSE					2	3.3
Total	11	100	12	100	68	100

Data summarized in table 4.2 shows that the majority of principals 63.6% and deputy principals 58.3% had B.Ed (Arts). The majority of teachers 57.4% also

had similar qualifications. This may have negative influence when it comes to use of alternative measures of handling of discipline because it is believed that teachers with higher education level handle discipline issues with a lot of expertise due to education knowledge acquired in higher level of learning.

It was also notable that the majority of respondents were university graduates training in education. This is in line with TSC guideline for hiring secondary school teacher. A secondary school teacher must have either a Bachelor of Education degree (B.Ed Arts or B.Ed Science or Bachelor of Arts (BA) or Bachelor of Science coupled with a post graduate diploma in education. Thus, majority of teachers in the study were qualified to teach in secondary schools and were also considered conversant with discipline issues from the perspective of an educator. Two teachers has a KCPE qualification.

4.3.5 Administrative experience of principals and deputy principals

The experience of the administrator helps him or her to handle discipline cases with a lot of expertise. Principals and deputy principals were asked to indicate their administrative experience. The administrative experience of the principals and their deputies is summarized in table 4.3.

Table 4. 3 : Administrative experience of principals and deputy principals

	Principals		Deputy principals	
	Frequency	%	Frequency	%
1-5 years	5	45.5	6	50
6-10 years	3	27.2	3	25
11-15 years	1	9.1	2	16.7
16-20 years	1	9.1	1	8.3
20-25 years	1	9.1		
Total	11	100	12	100

Data presented in table 4.3 shows that most principals 45.5% and equal number of deputy principals 50% had administrative experience of 1-5 years. This shows that majority of administrators had little experience. It is possible therefore that they were learning on the job and may have influenced their disciplinary measures.

4.3.6 Types of schools

Type of schools is important in establishing the various types of indiscipline found in each type of school. Respondents were asked to indicate the type of school. The various type of school that participated in the study are summarized in table 4.4.

Table 4.4: Types of school

Types of school	Frequency	Percentage
Girls' boarding	1	7
Boys' boarding	1	7
Mixed boarding	3	20
Mixed day and boarding	2	13
Mixed day	8	53
Total	15	100

Data in table 4.4 shows that equal number of the schools 53% were mixed day school. Day schools may be many because the tuition fee is lower for day school so parents can easily pay the school fees. This is followed by mixed boarding and mixed day and boarding schools. This implies that discipline problems could be minimally contained because most students commuted from their home. Many mixed day and boarding schools may mean that there are incidences of boy-girl relationship.

4.3.7 Number of teachers involved in the study from different categories

To ensure equal distribution of teachers in each category of school respondents were asked to indicate the type of school. Teachers were distributed in different categories as shown in table 4.5.

Table 4.5: Number of teachers involved in the study from different categories of schools

Category of school	No of teachers	Percentage
Girls' boarding	5	7
Boys' boarding	5	7
Mixed boarding	15	20
Mixed day and boarding	10	13
Mixed day	40	53
Total	75	100

Table 4.5 shows that seven percent of teachers who participated in the study were from girls' boarding schools, seven percent from boys boarding schools, twenty percent from mixed boarding, thirteen percent from mixed day and boarding schools and fifty three percent from mixed day school. This was based on the number of schools in each category.

4.3.8 Distribution of teachers in different categories of schools

For fair distribution of the number of teachers who participated in the study, teachers were asked to indicate the type of school. The result is as shown in figure 4.3.

Figure 4.3: Distribution of teachers in different categories of schools

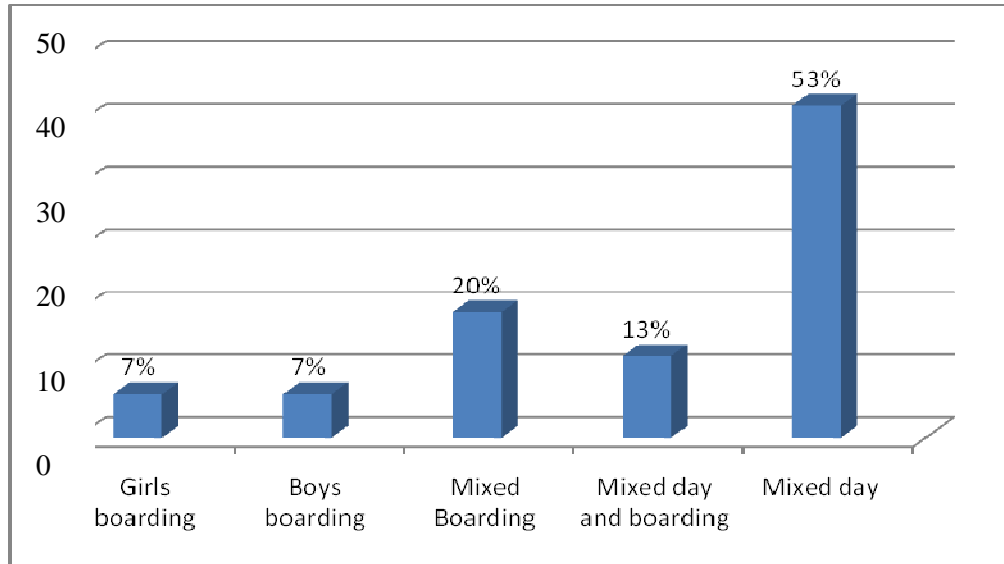


Figure 4.3 shows that 36 teachers (53%) who participated in the study were from mixed-day secondary schools which were more in the sub-county.

4.3.9 Number of streams in schools

To establish teacher, students' ratio which is important in dealing with indiscipline problems teachers were asked to indicate the number of stream in their school. The number of streams of the schools that participated in the study are summarized in table 4.6.

Table 4.6: Number of streams in school

Number of streams	Frequency	Percentage
Single	2	6.7
Double	9	60
Triple	4	26.6
Four	1	6.7
Five		
Total	15	100

Data in table 4.6 shows that most of the schools 60% in the sub-county were double streamed. Increase in number of streams in a school reflects increasing number of students especially in the context of free tuition in secondary schools that was introduced in 2008. Considering that there is documented shortage of teachers in secondary schools in Kenya (Sirima and Poipoi, 2010), increase in number of students with fewer teachers in posting may result to more discipline problems at school due to lack of individual learner attention from the teachers (Cotton 1996) demonstrated that small schools had lower drop out rates as compared to bigger schools.

4.4 Discipline problems experienced in the schools

To establish discipline problems experienced in schools, the respondents were asked to outline discipline problems they experienced in their schools. The number of respondents per each discipline problem is tabulated in table 4.7.

Table 4.7: Discipline problems experienced in schools

Discipline problem	Deputy principal		Teachers	
	N	%	N	%
Absenteeism	7	58.3	39	63.9
Lateness	9	75	38	62.2
Sneaking out of school	5	41.7	32	52.5
Theft	7	58.3	28	45.9
Boy-girl relationship	5	41.7	16	26.2
Noise making	10	83.3	24	39.3
Vernacular speaking	6	50	12	19.6
Drug and substance abuse	4	33.3	8	13.1
Destruction of properties	4	33.3	14	23
Fighting amongst students	8	66.7	20	32.8
Disrespect for authority	3	25	12	18.6
Not wearing uniform	2	16.7	4	6.6
Incomplete homework	2	16.7	6	9.8
Oversleeping	3	25	8	13.1
Teenage pregnancy	1	8.3	1	1.6
Homo sexuality (lesbianism)				
Rape	1	8.3	1	1.6
Possession of pornographic materials	1	8.3		
Possession of gadgets such as phones	2	16.7	2	3.3
Arson at schools	1	8.3	1	1.6

Data presented in table 4.7 shows that most the deputy principals as well as majority of the teachers indicated that the most prevalent discipline problems in

secondary schools in Nyandarua south, sub-county include, absenteeism, theft, lateness, sneaking out of school, noise making, boy-girl relationship and fighting among students. According to deputy principals and teachers these were relatively high among students because most students were day-scholars. Arson cases in schools are minimal due to stringent rules put in place by the government to curb it. These findings concur with the report of the presidential committee on students unrest and indiscipline (MOEST, 1991) and Kindiki (2009) that the level of discipline in many secondary schools in Kenya is very low. The report and Kindiki identified the most prevalent cases of indiscipline as fighting amongst the students, insubordination, sneaking from schools and stealing other students' property.

From the findings, it is notable that while the report of the presidential committees on students' unrest and indiscipline was conducted almost twenty five years ago when corporal punishment was allowed in schools, almost the same discipline problems persist. However, there are emerging discipline problems such as students having pornographic materials and possession of gadgets such as phones, which may be associated with technological changes in the society.

The government of Kenya implemented several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units, in all secondary schools (MOEST, 2005). The findings therefore imply that management of discipline in secondary schools in

Nyandarua south sub-county might not have been effective using guidance and counseling which proactively would have deterred the occurrence of the identified disciplinary problems. The findings may further imply that guidance and counseling alone will not solve all the discipline problem experienced in schools.

4.5 Measures used to deal with discipline issues in schools

To examine the alternative measures of dealing with indiscipline cases in the sub-county. The respondents were asked to explain how the school deals with the indiscipline challenges that they encounter at school. The data obtained is summarized in table 4.8.

Table 4. 8: Measures used to deal with discipline issues

Measure	Deputy principals		Teachers	
	Frequency	%	Frequency	%
Guidance and counseling	6	54.5	40	58.8
Manual work	8	72.7	47	69.1
Suspension	4	36.4	29	42.6
Parental involvement	3	27.3	15	22.1
Dialogue	1	9.1	8	11.7
Monetary fines	2	18.2	12	17.6
Close supervision of students			13	19.1

Data presented in table 4.8 reveals that manual work was the most frequently used alternative disciplinary measure as indicated by 72.7% of the deputy principals and 69.1% of the teachers. This is in agreement with Afuullo (2005) manual work

was being administered during games and lunch breaks hence did not interfere with the students' learning in accordance with ministry of education regulations on punishment. Dialogue was the least preferred alternative disciplinary measure as indicated by 9.1% of the deputy principals and 11.7% of the teachers. Other measures used to deal with discipline issues in order of preference include guidance and counseling, suspension, parental involvement, monetary fines and close supervision of students. The finding concurs with Kabiru (2007), Kindiki (2009) and Alawo (2011) reveals that secondary schools in Kenya, use suspension, manual work and guidance and counseling for dealing with indiscipline cases in secondary schools in Kenya.

4.6 Influence of guidance and counseling on students discipline

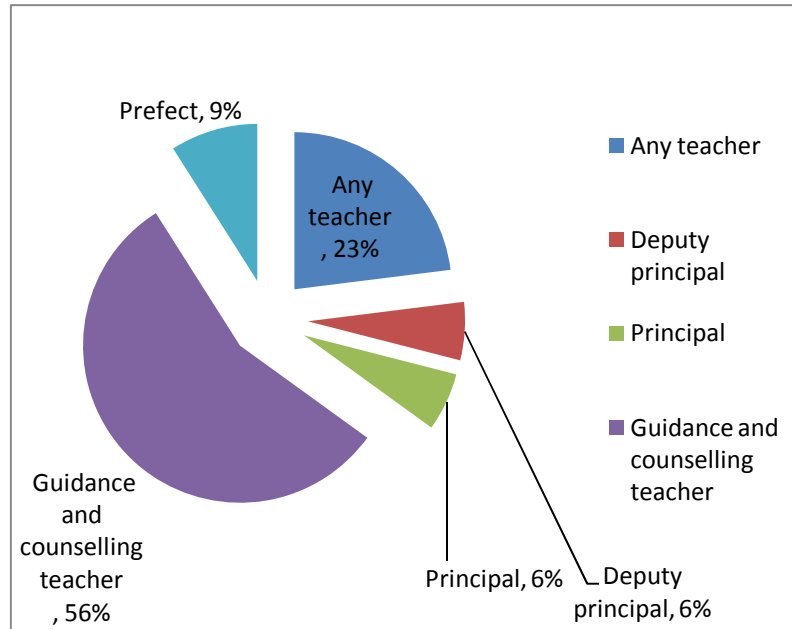
The first objective of the study sought to determine the how use of guidance and counseling influence students' discipline in public secondary schools. The findings of the study indicated that guidance and counseling programmes in schools seeks to establish the cause of behavior thereby enabling teachers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

4.6.1 Guidance and counseling roles in public secondary schools

When respondents were asked if they have guidance and counseling teachers in their schools 81.8 percent of the deputy principals and 83.8 percent of the teachers agreed. This meant that secondary schools had established guidance and

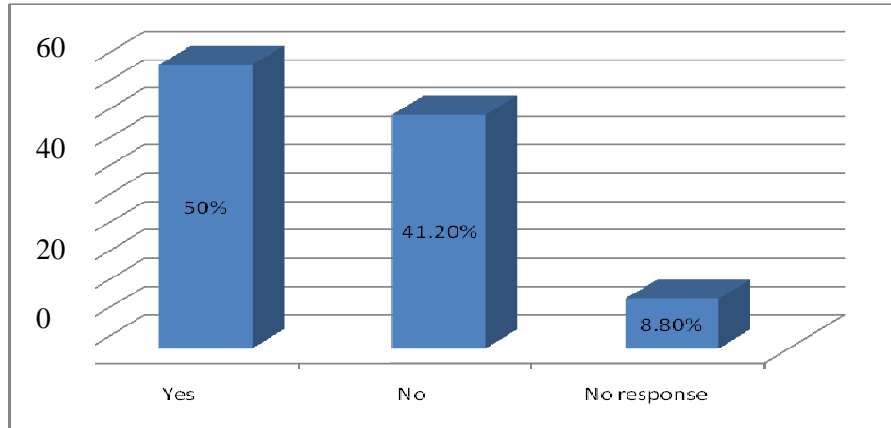
counseling programme in their schools. When they were asked who conducts guidance and counseling, the result was presented as shown in figure 4.4.

Figure 4. 4: Teachers responses on who conducts guidance and counseling



As shown in figure 4.4, the guidance and counseling is mainly conducted by guidance and counseling teachers as indicated by 38 teachers 56%. Guidance and counseling help the teacher to understand the student better and more so if the teacher is trained on guidance and counseling.

Figure 4. 5: Involvement of students in peer counseling in schools



As illustrated in figure 4.5, 34 teachers 50 % indicated that students participated as peer counselors. This is important because it shows the students are ready for correction.

4.6.2 Training of teachers on guidance and counseling

Training help one to handle issues professionally to establish whether guidance and counseling teachers are trained in handling students' problems respondents were asked whether the guidance and counseling teachers are trained, the responses were presented as shown in Table 4.9.

Table 4. 9: Are the guidance and counseling teachers trained

Response	Principals		Teachers	
	Frequency	%	Frequency	%
Yes	4	36.4	26	38.3
No	6	54.5	36	52.9
No response	1	9.1	6	8.8
Total	11	100	68	100

As shown in table 4.9, the majority principals 54.5% and the majority of teachers 52.9% agreed that guidance and counseling teachers are not trained. Lack of trained personnel makes guidance and counselling an ineffective measure of handling indiscipline cases in schools. This is why indiscipline cases continue to be reported despite the fact that they are guidance and counseling department in schools. This is in line with a study done by Chepkerui (2011) which indicated that 62% of the guidance and counselling teachers in Buret district were just appointed to head the guidance and counseling department.

4.7 Influence of suspension on students discipline

The study sought to establish how suspension of students influence discipline in secondary schools. When asked if they suspend indisciplined students, 27.3% of principals, 33.3% of deputy principals and 42.6% of teachers agreed. This means the minority of the respondents agreed they suspend the students. This means therefore suspension as an alternative disciplinary measure was not used in most schools.

4.7.1 Principals' responses on the type of suspension applied in schools

To establish the type of suspension used in school. Respondents were asked to indicate the type of suspension applied in their school. The results are as indicated in figure 4.6.

Figure 4.6: Principals' responses on the type of suspension applied in schools

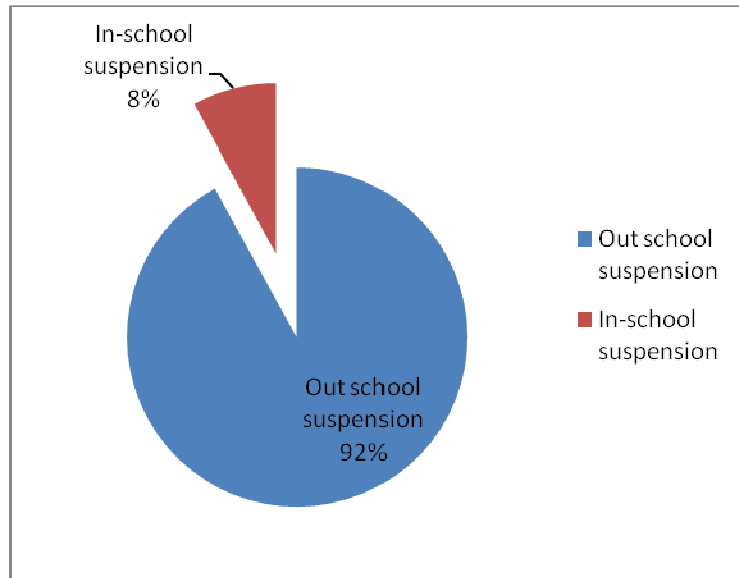


Figure 4.6 indicates that the majority of the secondary schools 92% in Nyandarua south sub county where indisciplined students were suspended uses out-school suspension. Nyaga (2010) in his findings indicated that effective disciplinary action should start with a preliminary investigation, then a temporary suspension followed by oral or written warning and finally dismissal from school.

4.7.2 Frequency of suspending indisciplined students

Frequency of suspending students is important because it affect their performance when asked to rate instances of suspension in their schools the responses are as shown in table 4.10.

Table 4. 10: Frequency of suspending indisciplined students

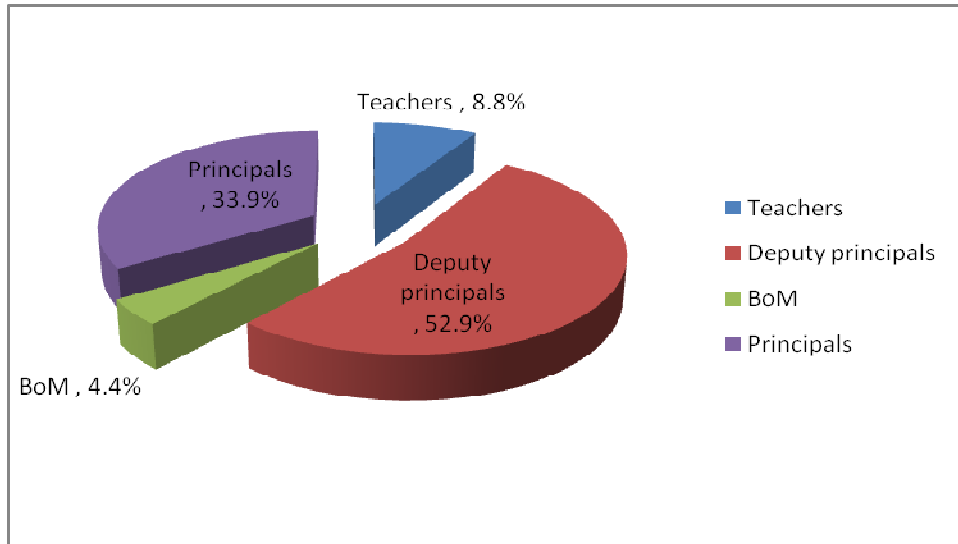
Response	Principals		Teachers	
	Frequency	%	Frequency	%
Always			1	1.5
Often	1	9.1	5	7.4
Occasionally	3	27.3	15	22.1
Rarely	1	9.1	8	11.8
Never	5	45.5	20	29.4
No response	1	9.1	19	27.9
Total	11	100	68	100

As indicated in table 4.10 most of the respondents showed that students are not frequently suspended from schools due to indiscipline cases. This could be attributed to the fact that majority of principal's would prefer students remaining in school for better performance.

4.7.3 Teachers Reponses on who is responsible for suspending indisciplined students

In order to establish the person involved in suspending students, teachers were asked to indicate who is responsible for suspending the indiscipline students in the schools. The data obtained is summarized in figure 4.7.

Figure 4.7. Teachers Reponses on who is responsible for suspending indisciplined students

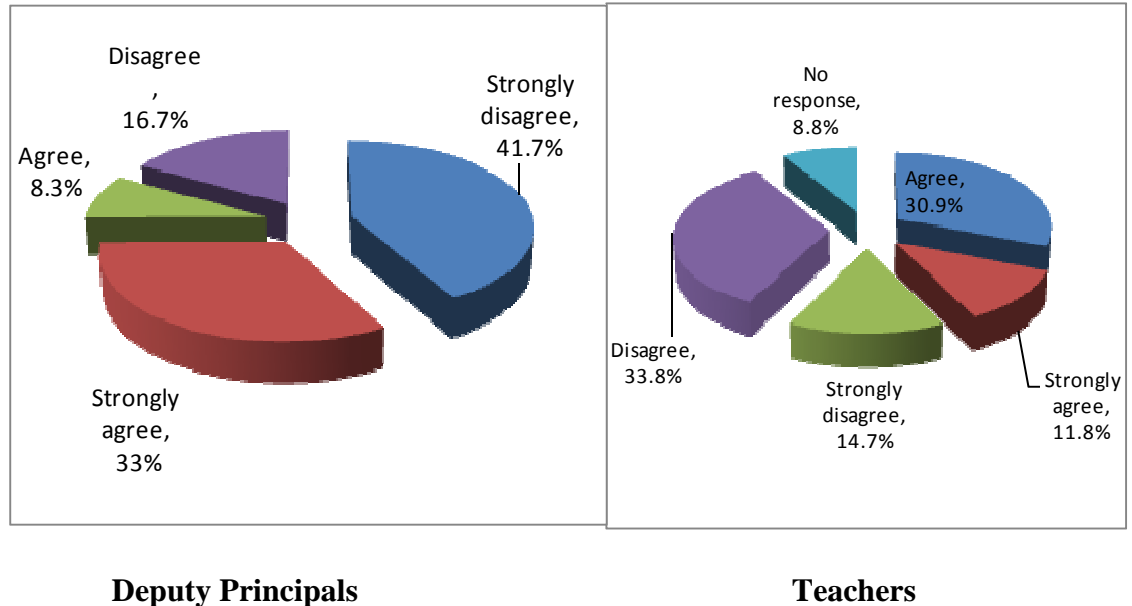


As shown in figure 4.7, suspension is mainly done by the deputy principal. This is because Deputy Principal is the one in-charge of discipline in school. This is in agreement with heads manual for secondary schools (MoE, 1987).

4.7.4 Implementation of suspension on students discipline

To determine the implementation of suspension on students' discipline deputy principals and teachers were asked to indicate in four point scale and the results are shown in figure 4.8.

Figure 4.8: Deputy Principals and teachers' views of the implementation of suspension on students discipline in schools.

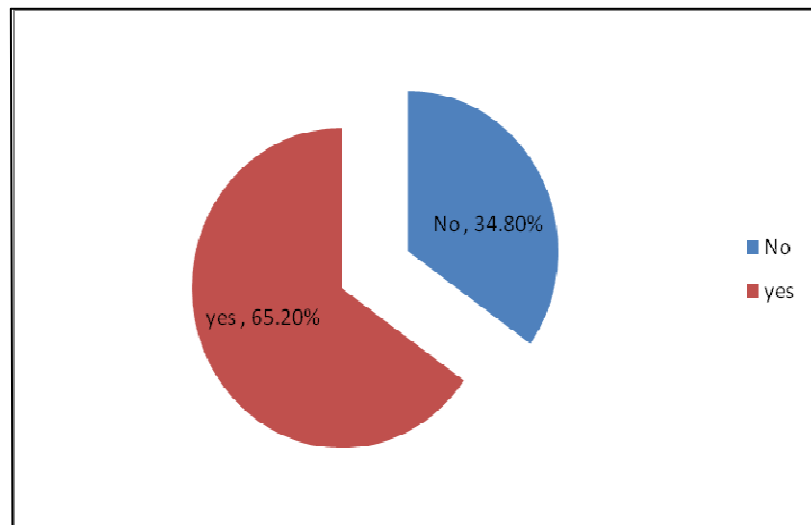


According to the figure 4.8 most of the deputy principals strongly disagree with suspension as a measure of discipline. However good number of deputy principals strongly agreed with suspension as a measure of discipline. Most of the teachers as it was with the case of deputy principals agreed with suspension as a measure for discipline. Some teachers however disagree with suspension as a measure of discipline. This implies the majority of the respondent agreed suspension is not an effective way of instilling discipline because despite the fact that it has been used in most schools discipline is not at 100% percent effective.

4.8 Influence of manual work on students' discipline in schools

To establish whether manual work influence students' discipline principals were asked whether manual work should be used as an alternative to corporal punishment the results are as shown in figure 4.9.

Figure 4.9: Principals view of manual work on influence of students discipline in schools

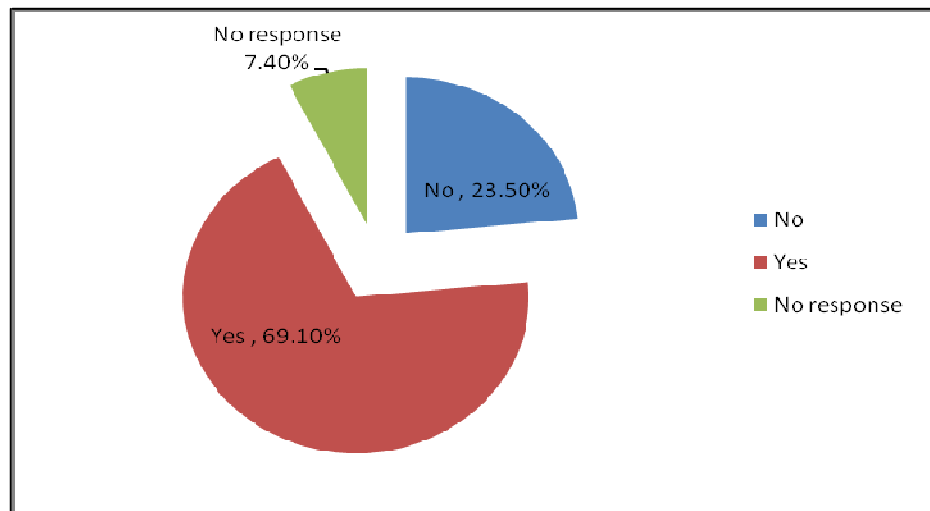


As illustrated in figure 4.9, 7 principals 63.6% agreed that manual work influence students discipline to a large extent. However despite its use to influence students' discipline, indiscipline cases are increasing at alarming rate.

4.8.1 Teacher view of the influence of manual and students' discipline in schools

To examine whether manual work influence students' discipline teachers were asked to indicate to what extent manual influence students' discipline. The results are as shown in figure 4.10.

Figure 4.10: Teachers view of the influence of manual work on students' discipline in schools



According to the data in figure 4.10 most teachers agreed with what the principals had said. They agreed that manual work was an effective way of instilling discipline in schools. This would imply inspite of manual work being used as an alternative measure for instilling discipline, some students are still indisciplined.

4.8.2 Deputy principals and teachers responses on who is responsible for giving manual work

To examine the person responsible for giving manual work to indisciplined student, deputy principals and teachers were asked to indicate who is responsible for giving manual work. The results are as indicated in table 4.11.

Table 4. 11: Deputy principals and teachers responses on who is responsible for giving manual work

Response	Deputy principals		Teachers	
	Frequency	%	Frequency	%
Principal	2	16.7	4	5.9
Deputy principal	3	25	21	30.9
Teachers	2	16.7	16	23.5
BoM	1	8.3		
Prefects	1	8.3	6	8.8
Not applicable	3	25	13	19.1
No response			8	11.8
Total	12	100	68	100

Data presented in table 4.11 shows that the deputy principals are the one responsible for giving manual work in schools. This is in line with government policy (MOE, 1987) that states that the deputy principal is the one in charge of discipline in school.

4.8.3 Type of punishment through manual work

To establish the type of discipline cases punished by manual work respondents were asked to list some of the indiscipline cases that make students to be given manual work the result are as shown in table 4.12.

Table 4.12: Principals and teachers view on discipline cases leading to manual work to influence students' discipline in schools

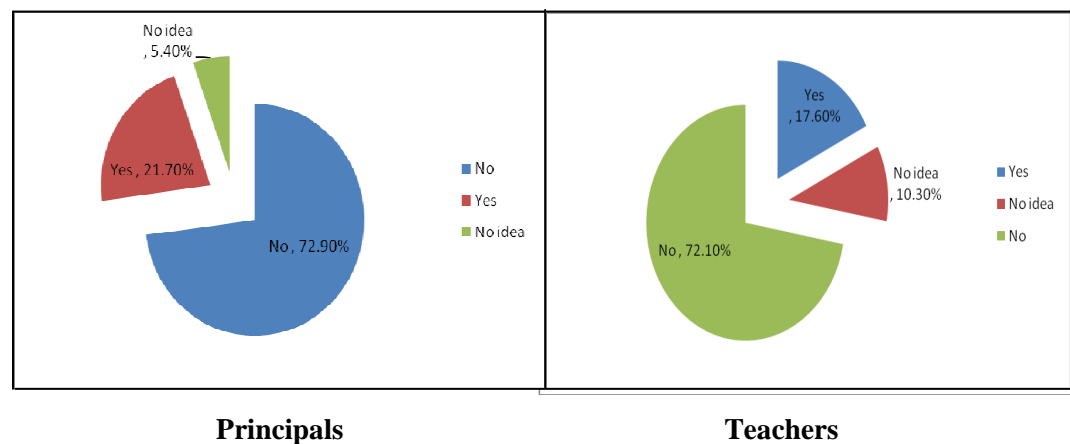
Discipline case	Principals		Teachers	
	Frequency	%	Frequency	%
Noise making	7	63.6	39	57.3
Absenteeism	6	54.5	31	45.6
Fighting among students	6	54.5	29	42.6
Lateness	5	45.5	27	39.1
Boy-girl relationship	4	36.4	12	17.6
Sneaking out of school	3	27.3	12	17.6
Mother tongue speaking	3	27.3	9	13.3
Rudeness among students	2	18.2	3	4.4

According to the data represented in table 4.12 the most prevalent discipline cases that lead to manual work in Nyandarua south sub county includes noise making, absenteeism, fighting among students and lateness. Absenteeism and lateness were relatively high among students because most students were day scholars. This is in line with objective iii which sought to examine the extent to which manual work influence students discipline in secondary schools in Nyandarua south sub county.

4.9 Extent to which monetary fine control students discipline in schools

To determine the extent to which monetary fines control students' discipline in schools both the principals and teachers were asked whether indisciplined students pay monetary fines. The results are as indicated on figure 4.12 for principals and teachers.

Figure 4.11: Respondents' view of monetary fines in controlling of students discipline in schools



According to the data in figure 4.11 the majority of principals as well as teachers agreed that monetary fines do not control student's discipline. Instead it end up punishing the parents as per the findings of a study carried out by Macharia (2005) on challenged facings guidance and counseling in public secondary school in Kiambu district.

4.9.1 Offences that indisciplined students' pay monetary fines for

To establish offences that leads to payment of monetary fines respondents were asked to indicate some of the offences that lead to payment of monetary fines by indisciplined students in schools the results are as indicated in table 4.13.

Table 4.13: Deputy principals and teachers view on offences that leads to payment of monetary fines by students in schools

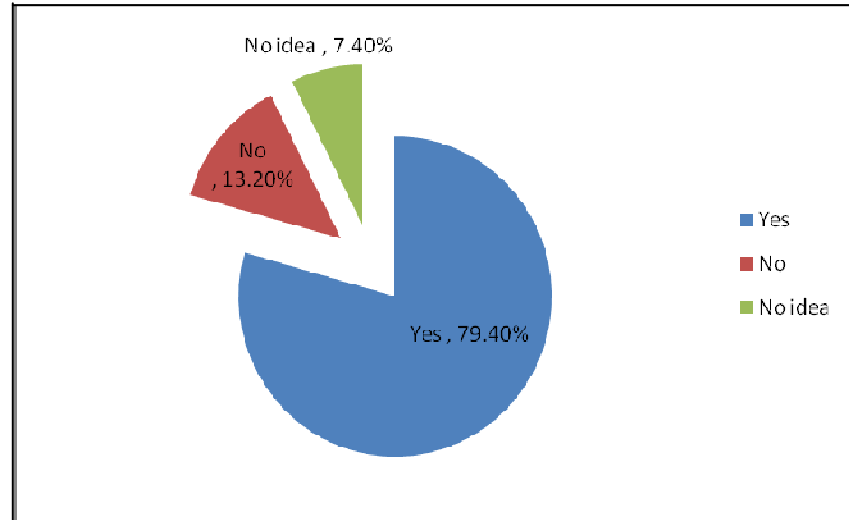
Offences	Deputy principals		Teachers	
	Frequency	%	Frequency	%
Stealing	3	21.7	12	17.6
Destruction of property	3	21.7	10	14.7
Sneaking through the fence	2	17.4	6	8.8

Data presented on table 4.13 indicates that stealing and destruction of school properties are the most common offences that lead to payment of monetary fines as indicated by 21.7% of the deputy principals.

4.9.2 Students awareness of the fines in advance

To establish whether awareness of fines in advance influence students discipline, teachers were asked whether the students are aware of the monetary fines in advance the result is as shown in figure 4.12.

Figure 4. 12: Teachers view of the students’ awareness of the fines in advance

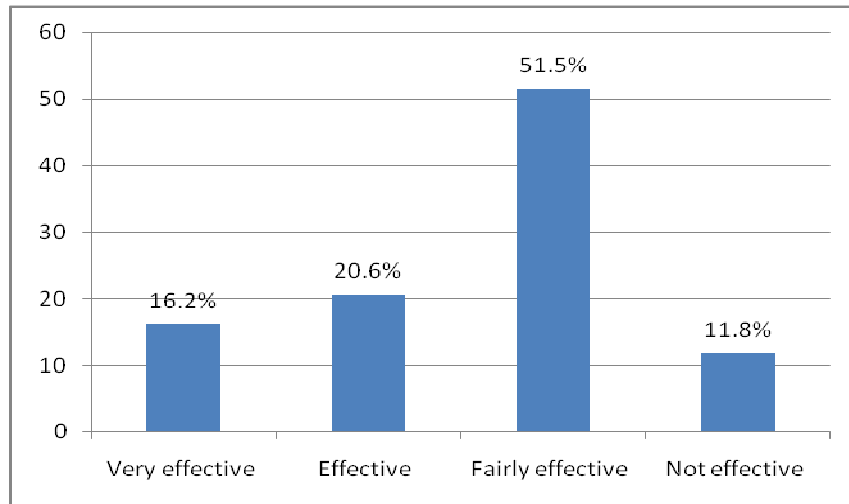


As shown in figure 4.12, 54 teachers 79.4% agreed that the students are aware of the fines in advance. 10 deputy principals 83.3% have the same view with the teachers.

4.9.3 Teachers rate of effectiveness of monetary fines in controlling students discipline in schools

To examine the effectiveness of monetary fines in controlling students’ discipline, teachers were asked to rate effectiveness of monetary fine in controlling students discipline in schools. The data obtained is summarized on figure 4.14.

Figure 4.13: Effectiveness of monetary fines in controlling students discipline



Data presented in figure 4.13 shows that monetary fines were fairly effective used to control students' discipline as was indicated by 35 teachers 51.5%.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of the summary of the study, conclusion, recommendations and suggestion for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of alternative disciplinary measures on the students' discipline in public secondary school in Nyandarua south sub-county, Kenya. The objectives of the study were to determine how use of guidance and counseling influence students' discipline in public secondary schools, to establish how suspension of students influence discipline in public secondary schools, to examine the extent to which manual work influence students' discipline in public secondary schools and to determine the extent to which monetary fines control discipline in public secondary schools in Nyandarua South sub-county, Kenya.

The study adopted a descriptive research design that attempted to determine and report things the way they were. Possible behavior, attitudes, values and characteristics were described. The target population for the study was 24 public secondary schools in Nyandarua south sub-county. These schools have 217

teachers and 6648 students. (Mulusa, 1988) advocated for a third of this population which is; 8 principals, 8 deputy principals and 73 teachers.

However, the number was increased by the researcher to 15 principals, 15 deputy principals and 75 teachers for more reliable outcome. Stratified sampling was used to pick the sample size due to the different categories of public schools in Nyandarua south sub-county (Boys boarding, girls boarding, mixed day, mixed day and boarding) so that each participant had an equal chance of participating using the method of proportional allocation as recommended by Kothari, (2004) where sizes of the sample are kept proportional to the size of strata. District Education Officer also participated in the study. Data was collected by the researcher using questionnaires for the principals, deputy principals and teachers. Structured interview schedule was also conducted on the District Education Officer. The principals' instrument gave a correlation coefficient of 0.8027 indicating strong reliability. The teachers and deputy principals' instrument gave correlation coefficient of 0.7642 and 0.753 indicating a moderate reliability. The questionnaires and interview schedule were therefore considered reliable.

The first objective of the study sought to determine how use of guidance and counseling influence students' discipline in public secondary schools. The study findings from deputy principals revealed that majority of them fifty seven percent (56.5%) preferred using guidance and counseling to enhance discipline in schools the same idea is supported by fifty nine percent (58.8%) of the teachers.

Counseling programme enhances 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 establish how suspension of students influence discipline in public secondary schools, highest proportion (34.8%) of deputy principals agreed that suspension influence students' discipline in schools. The highest proportion (42.6%) of the teachers concurred with the deputy principals. Findings shows that suspension at a low percent influence students' discipline though this may be attributed by the fact that majority of the schools uses out school suspension where the students loses a lot and it become difficult to catch up with others. Some students also enjoy when they are out of schools.

To examine the extent to which manual work influence students discipline in schools (72.7%) of the deputy principals indicated that manual work is used as an alternative disciplinary measure to corporal punishment. They were supported by most of the teachers (69.1%). Among the most prevalent discipline cases that lead to manual work in Nyandarua south sub-county include noise-making, absenteeism, fighting among students and lateness. Forty five percent (45.4%) of the teachers were of the opinion that manual work was effective in influencing students' discipline. This view was supported by forty seven percent (47.3%) of

the deputy principals. This implies that manual work influence students discipline to a large extent.

To determine the extent to which monetary fines control students' discipline in schools public secondary schools, stealing and destruction of property were the most common offences that students pay monetary fines for. Majority of the principals (72.7%) indicated that monetary fines have very low influence in managing students' discipline in public secondary schools therefore they do not apply it. The same percentage of the teachers concurred with the principals and deputy principals. Equal number of the teachers (51.5%) were of the opinion that monetary fine was fairly effective in controlling students discipline in public secondary schools.

The study reveals that manual work and guidance and counseling were the most preferred alternative disciplinary measures to corporal punishment. However there are insufficient trained personnel to offer guidance and counseling in schools. The study also reveals that fifty five percent (54.7%) of guidance and counseling teachers in Nyandarua south sub-county reported that they were just appointed to head guidance and counseling department and were not trained on the new role.

5.3 Summary of the findings of the study

- i. In spite of implementation of the alternative disciplinary measures the discipline of students is not improving this is as evidence by various cases of

indiscipline noted in many secondary schools such as abusing alcohol, sneaking out of school through the fence noise making, absenteeism, boy-girl relationship among others.

- ii. It was noted that guidance and counseling as a disciplinary measures was not effective since it was handled by untrained personnel's. This means it could not be effectively be used as a disciplinary measure.

5.4 Conclusions

The study concluded that;

- i. Guidance and counselling has been used in most secondary schools as an alternative disciplinary measure as per the agreement by the respondent that is the principals, deputy principals and teachers.
- ii. Implementation of suspension as an alternative disciplinary was fairly used in secondary schools.
- iii. Monetary fines as an alternative disciplinary measure was not commonly used in most secondary schools.
- iv. The majority of the secondary schools uses manual as an alternative disciplinary measure.

5.5 Recommendations

a) The Ministry of Education should:

- i. Sponsor workshops annually to train teachers on alternative disciplinary measures that are not abusive to provide additional

- instruction to principal and deputy principals regarding the harm of corporal punishment and the alternatives to corporal punishment.
- ii. Ensure that those conducting guidance and counseling programs for students receive professional training and oversight.
 - iii. Sensitize parents, community and sponsors occasionally on their roles on students' discipline management in schools in order to curb disciplinary problems experienced in public secondary schools through workshops and seminars.
- b) Teachers' training colleges and universities should increase instruction of future teachers on classroom management techniques, including lessons on the harms of corporal punishment and the alternatives to corporal punishment make instruction on alternatives to physical means of discipline a mandatory and significant part of the curriculum.

5.6 Areas for further research

From the findings of the research, further research has been suggested in the areas below:

- i. Since this study was limited to one sub-county, there is need for replication of the study using a larger area to elicit more information show national perspective on the influence of alternative disciplinary measures used by secondary school teachers after the ban of corporal punishment.

- ii. There should be a comparative study on alternative disciplinary measures in private secondary schools in Kenya.
- iii. A similar study to be carried out to investigate why there are indiscipline cases inspite of the implementation of alternative disciplinary measures.

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APPENDICES

APPENDIX A

INTRODUCTION LETTER

University of Nairobi,
P.O.Box 30197 – 00100,
Nairobi.

The principal,
_____Secondary School,

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student undertaking Master of Education Degree Course in Educational Administration at the University of Nairobi.

Currently, I am carrying out a research on **influence of alternative disciplinary measures on students' discipline in Nyandarua South Sub-county**. The study has been designed to collect data from public secondary schools and your school has been sampled in this study.

I wish to assure you that the information obtained in this exercise is purely for academic purposes and your identity will be treated with utmost confidentiality. Findings of the study shall upon request be availed to you.

Yours Sincerely

Ngunyi Joseph Chege.

APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather general information about alternative disciplinary discipline used by public secondary schools in Nyandarua south sub county. Please respond to the questions by ticking (✓) the appropriate response or by writing the relevant response. You are kindly request to respond to all times.

Part I: Demographic information

1. What is your gender? A) Male () b) Female ()
2. Please indicate you age bracket in the bracket provided
 - a) Under 25 years b) 26-30 years c) 31-30 years d) 36-40 years
 - e) 41-45 years f) 46 -50 years g) Over 50 years
3. What is your highest academic qualification?
 - a) Diploma () b) B.ED Degree () c) Master Degree ()
 - d) Any other specify
4. For how long have you been teacher in the present school? Please indicate in the spaces _____
5. What is the type of your secondary school?
 - a) Mix day school () b) Mix boarding school ()
 - c) Girl boarding () d) Boys boarding () e) Mix day and boarding ()
6. Indicate the number of streams in your school?
 - a) Single stream () b) Double stream () c) Triple stream () d) Four ()
7. a. Does your school experience any indiscipline problem? Yes () No ()

b. If yes, what kind of indiscipline is it?

.....

8. Kindly explain how the school deal with the indiscipline challenges indicated in question 8 (b) above_____

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

Part II: Use of guidance and counseling

10. Does your school have guidance and counseling master ? Yes ----- No –

11. If Yes, who does guidance and counseling in your school?

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

d) Any teacher

e) Others. Please specify -----

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

Part III: Suspension as a basis for enforcing discipline

13. Do you suspend students when they are indiscipline? Yes () No ()

14. If yes, which type of suspension do you apply in your school?

a) In – school suspension () b) Out – school suspension

15. How would you rate instances of suspension school?

a) Always () b) Often () c) Occasionally () d) Rarely ()

e) Never ()

16. Below are some alternative disciplinary measures used to influence students discipline in schools? Please the most commonly applied in your school.

a) Guidance and counseling _____

b) Manual work _____

c) Peer counseling _____

d) Suspension _____

e) Monetary fines _____

f) Expulsion _____

Any other specify_____

17. Who is responsible for suspending the in disciplined students in your school?
a) Principal () b) Deputy principal () c) Teachers () d) B.O.M ()
18. Suspension of indiscipline students influence students' discipline in school
a) Strongly agree () b) Agree () c) Neutral ()
d) Disagree () e) Strongly disagree ()

Part IV Manual work as a basis for enforcing discipline

19. Are indiscipline students punished by being given manual work in your school? Yes () No ()
20. If your answer is yes in 19 above, who punishes them?
a) Principals () b) Deputy Principal () c) Teacher ()
d) Prefect () e) BoM ()
f) Others specify
21. What are some of the indiscipline cases that makes students to be given manual work?
.....
22. How effective is manual work in influencing students' discipline?
a) Very effective () b) Effective () c) Fairly effective ()
d) Not effective ()

Part V Monetary fines as a basis for enforcing discipline

23. Do indiscipline students pay monetary fines? Yes () No ()
24. What are some of the offences that indiscipline students pay fine for
a) Sneaking through the fence () b) Stealing () c) Truancy ()
d) Fighting () (e) Destruction of property ()
f) Any other specify.....
25. Students are aware of the fines in advance. Yes () No ()
26. How do you rate effectiveness of monetary fines?
a) Very effective () b) Effective ()
c) Fairly effective d) Not effective ()

APPENDIX C

QUESTIONNAIRE FOR DEPUTY PRINCIPLES

This questionnaire is designed to gather general information about alternative disciplinary discipline used by public secondary schools in Nyandarua south sub county. Please respond to the questions by ticking (✓) the appropriate response or by writing the relevant response. You are kindly request to respond to all times.

Part I: Demographic information

1. What is you gender? a) Male () b) Female ()
2. Please indicate you age bracket in the bracket provided
 - a) Under 25 years b) 26-30 years c) 31-30 years
 - d) 36-40 years e) 41-45 years f) 46 -50 years
 - g) Over 50 years
3. What is your highest academic qualification?
 - a) Diploma () b) B.ED Degree () c) Master Degree ()
 - d) Any other specify
4. For how long have you been teacher in the present school? Please indicate in the spaces _____
5. What is the type of your secondary school?
 - a) Mix day school () b) Mix boarding school ()
 - c) Girl boarding () d) Boys boarding ()
 - e) Mix day and boarding ()
6. Indicate the number of streams in your school?
 - a) Single stream () b) Double stream () c) Triple stream () d) Four ()

7. a. Does your school experience any indiscipline problem? Yes () No ()
 b. If yes, what kind of indiscipline is it?
8. Kindly explain how the school deal with the indiscipline challenges indicated in question 8 (b) above.....
9. How many teachers in your school are trained in guidance and counseling?

Part II: Use of guidance and counseling

10. Does your school have guidance and counseling master ? a) Yes () No ()
11. If Yes, who does guidance and counseling in your school?
 a) Counseling teacher () b) Principal () c) Deputy Principal ()
 d) Any teacher
 e) Others. Please specify -----
12. Is the teacher trained in that area? Yes () No ()

Part III: Suspension as a basis for enforcing discipline

13. Do you suspend students when they are indiscipline? Yes () No ()
14. If yes, which type of suspension do you apply in your school?
 a) In – school suspension () b) Out – school suspension
15. How would you rate instances of suspension school?
 a) Always () b) Often () c) Occasionally () d) Rarely ()
 e) Never ()
16. Below are some alternative disciplinary measures used to influence students discipline in schools? Please the most commonly applied in your school.
- | | |
|----------------------------------|----------------------|
| a) Guidance and counseling _____ | b) Manual work _____ |
| c) Peer counseling _____ | d) Suspension _____ |
| e) Monetary fines _____ | f) Expulsion _____ |
| g) Any other specify _____ | |

17. Who is responsible for suspending the in disciplined students in your school?
 a) Principal () b) Deputy principal () c) Teachers () d) B.O.M ()
18. Suspension of indiscipline students influence students' discipline in school
 a) Strongly agree () b) Agree () c) Neutral ()
 d) Disagree () e) Strongly disagree ()

Part IV Manual work as a basis for enforcing discipline

19. Are indisciplined students punished by being given manual work in your school? Yes () No ()
20. If your answer is yes in 19 above, who punishes them?
 a) Principals () b) Deputy Principal () c) Teacher ()
 d) Prefect () e) BoM ()
 f) Others specify
21. What are some of the indiscipline cases that makes students to be given manual work?.....
22. How effective is manual work in influencing students' discipline?
 a) Very effective () b) Effective () c) Fairly effective ()
 d) Not effective ()

Part V Monetary fines as a basis for enforcing discipline

23. Do indiscipline students pay monetary fines? Yes () No ()
24. What are some of the offences that indisciplined students pay fine for
 a) Sneaking through the fence () b) Stealing () c) Truancy ()
 d) Fighting () (e) Destruction of property ()
 f) Any other specify.....
25. Student are aware of the fines in advance. Yes () No ()
26. How do you rate effectiveness of monetary fines?
 a) Very effective () b) Effective ()
 c) Fairly effective d) Not effective ()

Thank for your participation

APPENDIX D

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather general information about alternative disciplinary discipline used by public secondary schools in Nyandarua south sub county. Please respond to the questions by ticking (✓) the appropriate response or by writing the relevant response. You are kindly request to respond to all times.

Part I: Demographic information

1. What is you gender? Male () Female ()
2. Please indicate you age bracket in the bracket provided
 - a) Under 25 years ()
 - b) 26-30 years ()
 - c) 31-30 years ()
 - d) 36-40 years ()
 - e) 41-45 years ()
 - f) 46 -50 years ()
 - g) Over 50 years ()
3. What is your highest academic qualification?
 - a) Diploma ()
 - b) B.ED Degree ()
 - c) Master Degree ()
 - d) Any other specify
4. For how long have you been teacher in the present school? Please indicate in the spaces _____
5. What is the type of your secondary school?
 - a) Mix day school ()
 - b) Mix boarding school ()
 - c) Girl boarding ()
 - d) Boys boarding ()
 - e) Mix day and boarding ()

6. Indicate the number of streams in your school?
 a) Single stream () b) Double stream () c) Triple stream () d) Four ()
7. a. Does your school experience any indiscipline problem? Yes () No ()
 b. If yes, what kind of indiscipline is it?

8. Kindly explain how the school deal with the indiscipline challenges indicated in question 8 (b) above_____
9. How many teachers in your school are trained in guidance and counseling?

Part II: Use of guidance and counseling

10. Does your school have guidance and counseling master ? Yes () No ()
11. If Yes, who does guidance and counseling in your school?
 a) Counseling teacher () b) Principal () c) Deputy Principal ()
 d) Any teacher
 e) Others. Please specify -----
12. Is the teacher trained in that area? Yes () No ()

Part III: Suspension as a basis for enforcing discipline

13. Do you suspend students when they are indiscipline? Yes () No ()
14. If yes, which type of suspension do you apply in your school?
 a) In – school suspension () b) Out – school suspension
15. How would you rate instances of suspension school?
 a) Always () b) Often () c) Occasionally () d) Rarely ()
 e) Never ()
16. Below are some alternative disciplinary measures used to influence students discipline in schools? Please the most commonly applied in your school.
 a) Guidance and counseling _____

- b) Manual work _____
- c) Peer counseling _____
- d) Suspension _____
- e) Monetary fines _____
- f) Expulsion _____
- Any other specify _____

17. Who is responsible for suspending the in disciplined students in your school?

- a) Principal () b) Deputy principal () c) Teachers () d) B.O.M ()

18. Suspension of indiscipline students influence students' discipline in school

- a) Strongly agree () b) Agree () c) Neutral ()
- d) Disagree () e) Strongly disagree ()

Part IV Manual work as a basis for enforcing discipline

19. Are indiscipline students punished by being given manual work in your school? Yes () No ()

20. If your answer is yes in 19 above, who punishes them?

- a) Principals () b) Deputy Principal () c) Teacher ()
- d) Prefect () e) BoM ()
- f) Others specify

21. What are some of the indiscipline cases that makes students to be given manual work?

.....

22. How effective is manual work in influencing students' discipline?

- a) Very effective () b) Effective () c) Fairly effective ()
- d) Not effective ()

Part V Monetary fines as a basis for enforcing discipline

23. Do indisciplined students pay monetary fines? Yes () No ()
24. What are some of the offences that indisciplined students pay fine for
- a) Sneaking through the fence () b) Stealing () c) Truancy ()
 - d) Fighting () (e) Destruction of property ()
 - f) Any other specify.....
25. Students are aware of the fines in advance. Yes () No ()
26. How do you rate effectiveness of monetary fines?
- a) Very effective () b) Effective ()
 - c) Fairly effective d) Not effective ()

Thank for your participation

APPENDIX E

INTERVIEW SCHEDULE FOR DEO

1. Name of District _____
2. Number of secondary schools in the District _____
3. Number of teachers in the District _____
4. Which indiscipline cases do you have in your district? _____
5. What are the indiscipline cases that are ram pant in your District?

6. Are there indiscipline cases that principals are unable to handle in the schools in your District? Please highlight them. _____
7. In case of school unrest, what action do you take?

8. What are the influence of alternative disciplinary measures used instead of corporal punishment in your District? i).....
ii.....iii.....
9. As a DEO how do you handle indiscipline cases brought to you? _____
10. What other comment would you like to make concerning discipline?

Thank for your participation

APPENDIX F

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOSEPH CHEGE NGUNYI
of UNIVERSITY OF NAIROBI, 142-20318
Kinangop, has been permitted to
conduct research in Nyandarua County

Permit No. : NACOSTI/P/14/5389/2097
Date Of Issue : 27th June, 2014
Fee Received : Ksh. 1,000

on the topic: INFLUENCE OF
ALTERNATIVE DISCIPLINARY MEASURES
ON STUDENTS' DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN NYANDARUA
SOUTH SUB COUNTY, KENYA.

for the period ending:
31st December, 2014


Applicant's
Signature


Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A
2014

CONDITIONS: see back page

APPENDIX G

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

27th June, 2014

NACOSTI/P/14/5389/2097

Joseph Chege Ngunyi
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 Nyandarua south sub-county, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Nyandarua County for a period ending **31st December, 2014.**

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

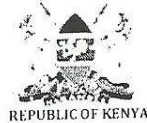
The County Commissioner
The County Director of Education
Nyandarua County.



APPENDIX H

RESEARCH PERMISSION

MINISTRY OF EDUCATION



Telegram:
Telephone: 05050234
FAX: 05050234
E - Mail: nyasoueduc@gmail.com

District Education Office
Nyandarua South
P.O. BOX 18
North Kinangop

When replying please quote;

NYA/S/ED/GEN/64/30


DATE: 20th June, 2014.

**All Principals
Secondary Schools
Nyandarua South Sub - County**

**RE: INFLUENCE OF ALTERNATIVE DISCIPLINARY MEASURES ON
STUDENTS: JOSEPH CHEGE NGUNYI- REG.NO.E55/72862/2012**

The above mentioned person is authorized to carry out a research on the above mentioned topic in all our Public Secondary Schools in Nyandarua South Sub County.

Please accord him the necessary assistance.


Ndung'u Kang'oro
For: Sub -County Director of Education
Nyandarua South.

FOR DISTRICT EDUCATION OFFICER
NYANDARUA SOUTH

APPENDIX I
AUTHORIZATION OF RESEARCH



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams:
Fax No. 020-2196509
Email: countynyandarua@yahoo.com

COUNTY COMMISSIONER
NYANDARUA COUNTY
P.O. BOX 3
OL KALOU

When replying please quote

REF. NO. CTY/CORR.3/3/VOL.1/31

30th July, 2014

Joseph Chege Ngunyi
UNIVERSITY OF NAIROBI

RE: RESEARCH AUTHORIZATION - JOSEPH CHEGE NGUNYI.

The above named has ~~been~~ been authorized to carry out research on *“Influence of Alternative Disciplinary Measures on Students Discipline in Public Secondary Schools in Nyandarua South Sub-County Nyandarua County (Kenya).”*

Ensure that you report to the **Deputy County Commissioner, Nyandarua South.**




D.J. RONO
FOR: COUNTY COMMISSIONER
NYANDARUA COUNTY

cc. Deputy County Commissioner
NYANDARUA SOUTH SUB-COUNTY