TEACHERS' PERCEPTION OF THE EFFECTIVENESS OF THE ALTERNATIVE FORMS OF STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA.

BY

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may should be reproduced without the prior written permission of the author and/or Moi University.

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Declaration by the Supervisor

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DEDICATION

This thesis is dedicated to the three men in my life whose love and unselfish support laid the foundations for the discipline and application necessary to complete this thesis: Jonathan Kimeli Rono, David Kipkosgei Singoei and Ben Mzee Rono

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ABSTRACT

Corporal Punishment was outlawed in Kenya in line with the Children's Act of 2001 and recommended alternative forms of discipline be used in its place. The purpose of this study was to investigate teachers' perception of the effectiveness of alternative forms of discipline in Kajiado County. This study was guided by the following objectives: investigate the alternative methods used to discipline students, teachers' perception of the effectiveness of alternative forms of discipline and establish the challenges that teachers face in administering discipline by use of the alternative methods in Kajiado County. This study was based on Diffusion of Innovation Theory. The target population was 363 teachers from 42 public secondary schools in Kajiado County. The study comprised of all public secondary school Guidance and Counseling teachers and teachers from the Disciplinary Committee purposively selected. Out of 20 teachers from 10 public secondary schools, 10 were female and 10 were male teachers a ratio of 1:1. The researcher utilized purposive sampling to select 10 Guidance and Counseling teachers and 10 teachers from the Disciplinary Committee from 10 schools. A guidance and counseling teacher and a disciplinary teacher were selected from each school. The research method was qualitative. The data was collected using a structured interview guide. The study employed phenomenological research design. These data were analyzed thematically using thematic analysis. Verbatim analysis was used to report direct quotations from the statements made by the participants to capture their feelings about the phenomenon. The study found out that the following methods were being used; Guidance and Counseling, Keeping school tradition, Mentor-ship, Praising a Student, Dialogue, Suspension, Expulsion and Detention. The study established that these alternative forms of discipline were effective except for suspension, expulsion and detention. The study also found out that, lack of counseling room, uncooperative attitude, an overloaded curriculum, no uniformity in disciplining students, blurred role of the guidance and counseling teachers and untrained Counseling teachers were the challenges faced. Teachers suggested that workshops should be conducted to make them aware of the alternative forms of discipline. The findings of this study will be useful to head-teachers, teachers and policy makers in education in terms of formulation of policy guidelines. The study concludes that the rise of the indiscipline cases in the Kenyan schools today could be attributed to the fact that the teachers were not prepared or consulted by the government on the alternative forms of disciplining students. It can be concluded from the study findings that the Ministry of Education should make sure that every school has a guidance and counseling room and trained guidance and counseling teacher in order to handle low levels of discipline in public secondary schools in Kenya.

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ABBREVIATIONS

ANPPCAN   The African Network for the Prevention and protection Against Child

Abuse and Neglect.

ASCA   American School Counseling Association

BSP   Behavior Specific Praise

CDE   County Director of Education.

HOD   Head of Department

MOEST   Ministry Of education, Science and Technology

NACOSTI   National Commission for Science and Technology

TSC   Teachers Service Commission

UNESCO   United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction to the Chapter

This chapter presents the Background to the study, the Statement of the problem, the Purpose of the study, Research objectives, Research Questions, Significance of the study, Justification of the study, the Assumption of the study, Limitation of the study, Theoretical Framework and finally Operational definition of key terms used in the study.

1.1 Background to the Study

In a Gazette Notice dated March 12, 2001, the then Minister of Education in Kenya outlawed canning with immediate effect (Republic of Kenya, 2001). The Notice was thus harmonized with the Children's Act 2001 Section 13 (1) that states a child shall be entitled to protection from physical and psychological abuse, neglect and any other forms of exploitation.

Having ratified the convention on the Rights of the Child and passing the Children Act in March 2001, the government of Kenya through the Ministry of Education had to issue another circular banning corporal punishment in Kenyan schools (Ochieng 2001). This ban, which remains in force up to date, was as a result of pressure from international organizations. The United Nations Educational, Scientific and Cultural Organization for instance, did a study in 1999 on corporal punishment in Kenya schools which reported that corporal punishment against children in Kenyan schools had reached dangerously high levels and has contributed to increasing drop-out rates and in a few cases even death.

In a personal communication with a Ministry of Education Officer (2015) the Ministry of Education in Kenya advice that teachers should ensure order prevails in classrooms and should develop their pupils' knowledge, skills, and aptitudes through means other than corporal punishment. For example, they claim that praising pupils' good behavior, imposing non-physical punishments, and involving children in making the school rules significantly reduce disciplinary problems.

The Officer stated that they encourage their teachers to practice Guidance and Counseling as a first step in the disciplinary process. "We are increasingly strengthening our Guidance and Counseling in the schools," said one Ministry official. "Now we have a guidance and counseling teacher in every secondary school"

Whereas the Catholic Church supported the ban claiming that the cane is not the solution to the problem of indiscipline because it has failed to act as a deterrent to indiscipline in schools and therefore, whatever the behavior, caning is not the cure; all what it does is to instill fear which is not good for learning. Learners should be taken through sessions of human growth so as to help them decipher and discern right from wrong (Kamau, 2004).

Since time immemorial, corporal punishment has been an integral part of maintaining discipline for the young people particularly in schools. According to Okumbe, (1998) the old scheme of discipline seems to be based on the idea that the child is naturally bad and that this badness must be controlled. The child's nature was thought to be evil and this evil was to be dealt with ruthlessly. This approach concurs with the Biblical teaching that admonishes the adults; "Do not withhold discipline from a child; if you punish him with the rod, he will not die. Punish him with the rod and save his soul from death" (Proverbs 23: 13 - 14).

Robert (2000) reports that for thousands of years, the rod or its substitute has been the emblem of the teachers and yet today few educational leaders support its use. Approaches on how to control the child are being advocated and implemented. The approaches were a direct desire to end corporal punishment but of late there has been a great emphasis on the avoidance of any sort of punishment not just corporal punishment. The purpose of discipline in school is primarily to create and maintain conditions favorable for learning and teaching.

However, many voices, some quite authoritatively, have disapproved this move, especially some parents who claim that shelving the cane is contradictory to their cultures and traditions. Education practitioners regarded this abolition as a recipe for indiscipline (Ligale, 2006). Members of parliament suggested the reintroduction of the cane to restore discipline in Kenyan schools. This was similar to a call by secondary school head teachers during their annual conference in Eldoret in July 2001 who agonized over the trend of indiscipline and blamed the Ministry of Education for taking away the cane without consulting them. Exactly 15 years later, when students burned over 100 schools countrywide, the debate to reintroduce corporal punishment drew mixed reactions among the education stakeholders. The senate speaker Ekwe Ethuro and the Kenya Union of post primary Education Omboko Milemba proposed the reintroduction of caning to instill discipline. However, the Kenya National Union of Teacher, secretary general Wilson Sossion warned that the cane might abuse students' rights (Okwany, 2016).

Kamogi (2002) points out that in most circumstances, beating a child is unlikely to be a productive punishment, according to educators and psychologists who oppose corporal punishment, a teacher is more likely to elicit appropriate behavior if the

teacher can understand the situation that the child faces and offer guidance and counseling to the student and the student's family.

Kahn (2000) states that with the training of more teachers and staff on alternative methods of effectively dealing with the troublesome students, teachers will no longer feel powerless and will have control of students in their classes. He further says that the training of teachers should be based on the use of non- aversive but effective techniques of student control. For this to be effective, a trained counselor who is willing to enter homes should be sent to work with the behavioral problems at their source.

Despite the fact that alternative methods of discipline such as counseling is being used in our schools, cases of indiscipline are still rampant. Wafula (2015) reported that high school students from Murang'a County were found smoking bhang and engaging in sex in a bus en route to Nairobi city. It took the intervention of the strong arm of the law to apprehend these students. Citizen Television (August 2015) reported that when the students were called back to school, the teachers were not able to handle them. The parents protested when the students were expelled. They said that they had paid fees and had the right to have their children remain in the school. This leaves the teachers in a situation that they do not know what form of discipline to be administered and in what situation.

Schools play an important role in the socialization process of the young people. Students learn to regulate their own conduct, respect towards others, manage their time responsibly and thus become responsible citizens (Tait, 2011). However, the current situation in Kenya's education system has been hit by a wave of indiscipline among students which is escalating rapidly with notable strikes, bullying, arson cases

in schools, vandalism of school property, general refusal to follow school rules and regulations as well as increasing alcoholism (Okwany, 2016).

The alternative forms of discipline known to teachers can sometimes cause them problems and this makes them vulnerable. This shows the dilemma schools face in trying to respect children's rights and at the same time finding adequate and meaningful measures to deal with learner indiscipline without infringing on the said rights (Chisholm 2007).

1.2 Statement of the Problem

This study sought to find out Teachers' perception of the effectiveness on the alternative forms of discipline. The government of Kenya did not involve the teachers on the alternative forms of discipline when corporal punishment was banned in March, 2001. Okwany (2016) reported that in the month of June and July 2016, cases of arson attacks were reported in over 100 schools across the country. This saw students disrupt learning, besides destroying property worth millions of shillings. The arson attacks drew mixed reactions among Education stakeholders. Teachers were unable to enforce discipline because their hands were tied by law. Wanzala (2016) reported that the Kenya Secondary School Heads Association met to review findings on causes of fires that prompted the arrest of more than 200 students and teachers. In a report given by the Kenya Secondary School Heads Association report, teachers complained that they are helpless when it comes to dealing with unruly students; they said that it is getting increasingly difficult to mete out any form of discipline on students as they are heavily protected by the law.

Chamberlain (1996) reports that, in her school in the United Kingdom, the classroom atmosphere is shockingly disrespectful compared to the 1950s and 1960s when

corporal punishment was in use. Students are noisy, easily distracted, and occasionally cheeky and rebellious and converse with their neighbors while the teacher is trying to teach. Family life is so much less orderly, society less formal, that children find it hard to understand the concept of appropriate behavior and terms of address. The educators and psychologists in the United Kingdom who oppose the use of corporal punishment state that teachers should impose non-physical disciplinary measures as an alternative to beatings. Advocates propose that teachers should instruct students to write a statement describing the negative effects of their behavior, or to apologize for the mistake in front of their classmates. Suspensions and expulsion are used where cases are extreme (Chamberlain, 1996).

Research findings by Nelly (2013) on the role of secondary school teachers in students' discipline in England established that all public secondary schools in England experience students' discipline problems of varying magnitudes. Random sampling was used to identify 10 secondary schools in Truro city in England. The study revealed that among other discipline cases, bullying was reported to affect students' learning process and behavior. Teachers reported that bad behavior is driving professionals out of the classroom. Teachers complained that they are confused about their powers under the law. The study revealed that the laws made it much harder for schools to have a clear and effective discipline policy. From the study, literature reviewed revealed that major assaults on staff were reported with 44 staff members having to be rushed to the hospital with serious injuries in 2010. Despite the appropriateness of study, quantitative method was used in the research as compared to my study where I used a qualitative research method. This study discussed the role of teachers in students' discipline but did not involve the alternative forms of discipline and hence the need for this study.

In Hong Kong, Chan (2005) did a study on the perception of teachers on the role school counselors. Quantitative research method was used. The investigator used semi-structured interviews and a questionnaire in order to allow him to develop a keen understanding of teachers' perceptions and lived experiences. Questionnaires were administered to the teachers while guidance and counseling teachers were interviewed. Data collected from the interviews were examined using thematic analysis to draw meanings from them. This study contained some elements of an insider research, which included the investigator's knowledge of the field through being a counseling practitioner who works around, and at times, within the school system. The investigator's experience in the field was beneficial in scooping the study, as he was able to obtain vital information to which an outsider would not have had access (Brannick & Coghlan, (2007). The study found out that teachers involved in guidance and counseling took a more humanistic view of guidance and counseling work when compared with those who were not so involved. This is important as it suggests that teachers might differ among themselves in their perception, depending on their roles in school. The study also highlighted that teachers believed that healthy personality is a major factor in delivering good quality counseling. This suggests that teachers consider personal qualities when viewing the school counseling service and the school counselor. This study was limited in terms of research instruments used because teachers were given forms to fill and were not given room to explain themselves as compared to my study.

Mandera (2013) did a study whose aim was to establish the perceptions of students and teachers towards guidance and counseling services in secondary schools in Ngong and Ongata Rongai Zones. After reviewing related literature on guidance and counseling, it was established that there was limited research on the same. Besides, it

was also found out that majority of the researchers employed the use of questionnaires only in the collection of data which do not gather in-depth information. The researcher found out that there is indeed a need for further research given the gap of knowledge on Teachers perception in guidance and Counseling in Secondary Schools. Despite the appropriateness of the study, the Teacher's Perception on the Effectiveness of the Alternative forms of Discipline was not addressed.

Little or no studies have been done to find out teachers' lived experiences in carrying out discipline in their schools. In the light of this problem, this study sought to identify the alternative forms of discipline, investigate the teachers' perception of the alternative forms of discipline and the challenges teachers face in administering this forms of discipline.

1.3 Purpose of the Study

The purpose of this study was to investigate the perceptions of secondary school teachers about the effectiveness of the alternative forms of discipline in Kajiado County.

1.4 Research Objectives

The study was guided by the following:-

1. To identify the various forms of alternative methods of discipline used in Kenya.

2. To investigate the teachers' perception on the effectiveness of the alternative forms of discipline used in Kenya.

3. To find out the challenges the teachers face in administering discipline by using the alternative methods.

1.5 Research Questions

Derived from the study objectives, this study answered the following research questions:

1. What are the alternative forms of discipline employed in our schools?

2. What are the teachers' perceptions on the effectiveness of the alternative forms of discipline?

3. What are the challenges faced by teachers in administering the alternative forms of discipline?

1.6 Significance of the Study

It is hoped this study will be useful particularly to policy makers in the bid to formulate policy guidelines for enhancing discipline in schools, teacher training colleges and the university's faculty of education. Head teachers and teachers in public secondary schools will find the findings of this study useful in administering discipline in their schools. The Ministry of Education may also use the findings of the study to advice teachers' training institutions on the training alternative forms of discipline. The researcher hopes the result findings of this research may be beneficial to all those directly or indirectly involved in educating teachers. The stakeholders will be able to take advantage of the acquired skills, knowledge and techniques.

1.7 Justification of the Study

The government banned corporal punishment in Kenya and recommended the use of alternative discipline. However, no empirical study has been done to find out how effective the alternative forms of discipline are in our schools. This study sought to

find out the effectiveness of the alternative forms of discipline from the teachers' perception.

1.8 Assumptions of the Study

The study was based on the following assumptions:-

a) That schools have put in place alternative methods of discipline.

b) That the teachers are charged with responsibility of ensuring discipline in schools.

c) The respondents will provide truthful and honest responses to the items in the study.

1.9 Limitation of the Study

Most schools in Kajiado County are Private and are concentrated around Rongai District. The researcher therefore was forced to travel around the entire County to find the required number of the public schools. In as much as the students would have given their perception of the effectiveness of the alternative form discipline, the study did not involve them because the study was limited to the teachers. The study therefore involved the disciplinary committee and the guidance and counseling teachers because they interact with the students. The empirical data on this research or of a related subject in Kenya is very limited, as a result, the researcher related mostly to researches done outside Kenya. Since the study involved long interviews, there was an ethical issue about misrepresenting, distorting or deleting findings which were provided in good faith by participants.

1.10 Theoretical Framework

The study was based on Diffusion of Innovations Theory which was developed by Rogers (1995). Diffusion of Innovation Theory describes the processes of individual and social change that occur with the introduction of an innovation. There are five steps in the success or failure of innovation adoption over time, these are knowledge, persuasion, decision, implementation, and confirmation. The persuasion is the most crucial step in determining whether an innovation is successfully accepted or declined. In this step, the perceived characteristics of the innovation play an important role in influencing potential adopters' decision to adopt or not to adopt the innovation. Rogers (2007) has incorporated five innovation characteristics as the antecedents to any adoption decision. These characteristics have relative advantage, compatibility, complexity, trialability, and observability. These perceived characteristics of an innovation explain 49 percent to 87 percent of the variance in the rate of adoption. The characteristics are explained as follows: Relative advantage is the degree to which an advantage is perceived as better than the idea it supersedes, compatibility is the degree to which an innovation is perceived as being consistent with the existing values, past experiences and needs of potential adopters, complexity is the degree to which an innovation is perceived as difficult to understand and use, trialability is the degree to which an innovation may be experimented with on a limited basis and Observability is the degree to which the results of an innovation are viable to others. The easier it is for individuals to see the results of an innovation, the more likely they are to adopt it (Rogers, 2007). These characteristics are relevant to the study because the diffusion of innovations theory describes the process of individual social change that occurs upon the introduction of an Innovation over time.

In reference to the five steps of the innovation adoption, Knowledge is one of them. The Ministry of Education has already made the teachers aware that corporal punishment has been outlawed. The alternative form of disciplining given to the teachers was Guidance and Counseling. This Study therefore sought to find out whether teachers had any knowledge of any other alternative forms of discipline. Another aspect of this theory is Persuasion. The researcher sought to find out about the perception of teachers if they are persuaded that this new way of discipline is effective. Alternative forms of discipline have been cited as requiring time, patience and skill, which educators often lack. Most teachers upon graduation are immediately employed by the government yet, they are not inducted on how to handle students' indiscipline cases. Most teachers upon graduation are immediately employed by the government yet, they are not inducted on how to handle students' indiscipline cases. Workshops are rarely conducted in order to make the new teachers aware of the alternative methods of discipline. Another success or failure of innovation over time is Decision. Teachers decide to use alternative forms of discipline that is applicable at the time. This means that if guidance and counseling is applicable to the student who is being disciplined, then the teacher decides. The magnitude of the case informs the decision to be used by the teacher.

Another step is Implementation which is the process of putting a decision or plan into effect. Teachers have to carry out the decision by making sure that the student has been disciplined or punished in case of unruly behavior. The last stage of Diffusion of Innovations Theory as developed by Rogers is Confirmation. A teacher who disciplines the student will eventually confirm if the process of disciplining the student was actually helpful to the student.

1.11 Operational Definition of Key Terms used in the Study

Perception:- teachers' held views about the alternative forms of discipline

Effectiveness: - refers to how successful the alternatives are in modifying the learner's behavior.

Alternative: - these are forms of discipline that are being used in our schools in place of corporal punishments

Discipline: - refers to the ability of students to control themselves (self-discipline) and to adhere to the rules and regulations set in the school and refrain from breaking them

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of Literature

This chapter presents a review of related literature. It covers the concept of discipline, the role of teachers in disciplining the students, the alternative methods used by teachers to instill discipline, how discipline is administered in other parts of the world and the summary.

2.2 The Concept of Discipline

Blandford, (1998) describes discipline as a system of guiding the individual to make reasonable decisions responsibly. It is the control of a class to achieve desired behavior. According to Charles (1989) most people think of discipline as punishing actions used against children in times of conflict. Good discipline however has little to do with punishment. It requires freedom of choice and the understanding of consequences.

Howard (1996) notes that discipline refers to the system of teaching and nurturing that prepares people to achieve competence, self-control, self-direction and caring for others Good discipline must be based on self-discipline, that is, individual's understanding and accepting rules to govern their own behavior. In similar vein, Jones (1989) notes that good behavior and discipline in a school involves the whole school community displaying mutual respect and consideration for each other.

A teacher who could keep a classroom so quiet such that you could hear a pin drop was considered the best disciplinarian (Warner, 1995). In most cases, teachers were promoted on the basis of their ability as disciplinarians. Those who used the cane regularly to enforce discipline were considered the best teachers.

Dull (1989) has the opinion that discipline is vital because no group of people can work together successfully without established standards of behavior, mutual respect and a desirable system of values. It is these values that lead each person in the group to develop self-control and self-direction. Thus, without discipline, aims and aspirations of a school cannot effectively be realized. Discipline is therefore necessary in the raising and teaching of children if they are to become social, productive and responsible adults.

Sanderson (1996) observes that punishment is only one method of disciplining students. Students should be made to see punishment as a natural and understandable consequence of   unacceptable behavior. According to Charles (1989), punishment should consist of planned unpleasant consequences, the purpose of which is to modify behavior in positive directions. That punishment should not be physical nor should it involve angry outbursts that indicate lack of self-control on the part of the teacher. Instead it should require them to make amends for breaking rules, do correctly what was done incorrectly, and forego activities they enjoy. However, this study neither shows the intensity nor the magnitude of these unpleasant consequences. As a sequel, the punished might end up being excessively punished.

According to Jones (1998) sound discipline allows an organization to function as a harmonious and humane community. Docking (2000) observe that in school, discipline is central to providing an environment, which is conducive to serious learning.

Docking (2000) views discipline as being significant in establishing an orderly system that creates conditions conducive for learning. Osighembe (1997) shares this view when he points out that discipline has a direct relation to academic standards with

both moving in sympathy, discipline taking the lead. Cohen and Manoin (2006) state that discipline is based on conformity to norms or rules of conduct that govern the behavior of members of a group. They further point out that norms lay down the agreed forms of behavior within a particular culture, society or group and this kind of prescription brings order to the social environment.

All social organizations have rules governing their procedures, which they serve as an overall framework that regulates behavior declared appropriate to the ongoing purpose of an organization. The school being a social organization has norms which regulate students' behavior as well as staff behavior. Chamberlin (1999) suggests that school norms need to fit into the broad principles of behavior that is valued by the society. Wilson (2001) states that as an active processing agency, the school takes the parental role of enabling the students to gain self-discipline based on generally acceptable forms of behavior to which they are expected to conform. Similarly Tattum (1999) notes that overt compliance to school rules by students would mostly occur when they have expressed their unanimous agreement with those rules and have consequently valued them. This agreement reinforces their commitment to those rules. Total conformity to school rules by students may not be possible.

According to Johnson (1998), interest may refer to benefit, profit, advantage, concern, right or a claim. In this background of conflicting interests among the students, school authorities encounter a great deal of challenge in maintaining student discipline at satisfactory standards.

Ministry of Education in Kenya (2000) states that in a secondary school context, the principal has an ultimate responsibility of ensuring discipline is maintained in school. The principal is directly involved in establishing the rules of behavior, the penalties to

be applied, and the approaches to be used in enforcing discipline among the students and other school members. However, as Docking (2000) recommends that principals should work in liaison with other teachers in enforcing student discipline in schools. How teachers in schools tackle discipline problems among the students is mainly a matter of judgment and experience. Different solutions will be used by different teachers. Cohen and Manoin (2006) notes that the traditional approach to discipline lays emphasis on enforcing obedience and self-control among the students through authoritarian methods. Chamberlin (1999) observes that the traditional approach required students to have an unquestioning obedience to and trust in, the directives given by the teachers. But Wilson (2001) claims that the traditional education did not encourage self-expression among the students. Teachers had the attitude that they knew everything and therefore students were supposed to listen, observe and work as directed by the teachers.

Chamberlin (1999) discredits this traditional approach in that it led to forced submission, which sometimes infringe on student's rights. The method would also produce timid conformers with negative attitudes towards the issues they would be directed to observe. This is a poor preparation of productive citizens. Modern scholars such as Hargreaves (1998), Duke (2002), Montenego (2002) and Griffins (2004) suggest flexibility in school disciplinary systems. Duke (1999) suggests that school discipline plans should not be rigidly fixed and immutable, but open to interpretation, negotiation, and modification. Similarly, Rutter (1997) assert that school discipline outcomes tend to be better when approaches to discipline are agreed upon and supported by the staff and students acting together.

In such a collectivity, a school functions as a coherent whole, with generally accepted ways of doing things which are consistent throughout the school. Participation of students in school decision-making processes has been underscored as a better method to reinforce discipline. Student participation promoted commitment and ownership of the rules. Wilson (2001), Jones (1999), and Wynne (1998) are of the opinion that teachers and students should be closely involved in the creation and review of school rules. Tattum (1999) concurs with this contention when he argues that an open discussion would bring about a better understanding of the purpose of school rules and the problems they create for both parties.

Jones (1999) notes that when students are involved in decision -making and the execution of the school policy, they are more likely ready to behave in a socially accepted way. This contention is further supported by Chamberlin (1998) who claims that students are people with current feelings and wants, who feel oppressed or undervalued if their own views are silenced or ignored, or their wants dismissed as unimportant or irrelevant.

Literature reviewed shows that maintaining discipline in schools is very important. It has also been recommended that students should participate in school decision – making processes. It therefore left the gap on teachers' perception on the alternative forms of discipline in secondary schools in Kenya and particularly in Kajiado County as the cane is no longer in use.

2.3 The Role of Teachers in Disciplining Students

Wanzala (2016) cites that an increasing number of secondary school head teachers and teachers are reporting a wide range of potentially disruptive behaviors in the classrooms and around the schools. Many students are seen loitering in town streets,

villages, cinema halls and other places in their uniforms. This is an indication of disrespect to school rules and regulations as well as poor time management. This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their academic work for attainment in the tests, internal exams and national level examinations as well as the nature of future citizens. The effect of this increasing trend of indiscipline on students' academic performance countrywide therefore remains unknown, and thus a need for this study.

Le Surf (2014) asserts that following the students' unruly behavior, the British government has put up measures to curb the problem. Teachers have a legal power to use reasonable force. They can use force to remove a student who is disrupting a lesson or to prevent a child leaving a classroom. Heads can also have the power to discipline students who misbehave outside school premises and outside school hours. School heads can as well search for an extended list of items including alcohol, illegal drugs and stolen properties. The government policy protects teachers from malicious allegations and strengthens their authority in the classroom

Teachers are charged with the responsibility of managing discipline in schools. According to Blandford (1998), maintaining a pattern of behavior that enables all pupils to learn and all teachers to teach will be defined in practice by a teacher's ability to prevent disruptive behavior in the classroom. The majority of teachers have a fairly well-defined idea of the boundaries between acceptable and unacceptable behavior as agreed by their schools' discipline policy.

On the other hand, according to Jones (1989), teachers who cannot control classes find that they have to combat more misbehavior than others. Kimani (2016) observes

that teachers should empower individual students by deliberately focusing on them. Unfortunately he says, in many schools, the only time students receive any form of empowerment is during school assemblies. This is done in form of edicts directed to everyone and no one in particular. Students hardly get a chance to ask questions or seek clarifications during school assemblies (Kimani, 2016)

Khan (2000) found out that teachers are often pressured by parents to ensure that discipline occur in schools because discipline is the most important aspect in Education. Failure to instill discipline is often interpreted as a demonstration of a lack of concern for the child.

This study found out that the appointment to school leadership in Kenya is currently based on merit where one has to be interviewed before appointment by the Teachers Service Commission. This implies that despite the challenging role played by teachers in management of students discipline by use of alternative forms of discipline, they must be professionally qualified whether male or female for them to be able to effectively handle the students' discipline.

Cotton (2005) maintains that a teacher is required to provide a conducive environment, emotionally or otherwise which facilitates learning in the classroom and makes the students feel as part of the program of the school. However, the increased violence perpetrated on teachers by their students has led to teachers laying blame on the parents. One of the major tasks of implementing any innovation or change in the school system is changing attitudes of people concerned because change is usually resisted (Hawes, 2000).

Cotton (2005) asserts that discipline refers to educating someone to acquire desired behavior for both remediation and prevention purposes. The quality of students'

discipline in schools is an important factor in determining the intellectual outcome of students and schools (Reynolds, 1999). According to Rogers (2001), discipline has to do with guidance and instruction to teach and enhance a social order where rights and responsibilities are balanced. Discipline is about positive behavior change (Squelch, 2000). Rossouw (2003) observes that when educators discipline learners, they are making disciples or disciplined persons. In this sense, discipline is regarded as training that develops self-control.

The management of school discipline is however a corporate responsibility between the principal, the teachers and parents. School heads should therefore create a democratic managerial environment in schools so as to enhance teachers and parents' capacity to play their role expectation of shaping the behavior of learners in the desired direction (Bosire, Sang, Kiumi & Mungai, 2009). This view is consistent with Sheldon and Epstein (2002) who maintained that an active partnership between parents and schools has great benefits and parents can have a powerful effect on children behavior.

Buchanaan (2001) noted that managing students' behavior requires a concerted effort of teachers and school principals as the key players. This means that there are many key players in shaping the discipline of students in schools. If effective learning is to be realized in use of alternative disciplinary methods in schools, all stakeholders who include Ministry of Education officials, teachers, Board of Governors and the students themselves who ought to participate in shaping the desired school discipline hence realization of organizational goals.

According to Okumbe (1998), there are two types or approaches to discipline which include methods that have a potential to cause pain or discomfort punitive or deterrent

and methods that do not cause physical discomfort normative or preventive. Preventive type of discipline focuses on establishing a set of standards of behavior, that is, norms, values and beliefs that are looking at relationship - building, self-determination, selfregulation, intrinsic control and commitment to morals and ethics whereas the punitive approach is mainly characterized by rules, extrinsic control, inspection and policing and is intended to punish to discourage further infringement of a rule. Presently a range of measures exists from preventive action by individual teachers to punitive measures such as suspension and expulsion (Stewart, 2004). Kimani (2016) is of the same opinion that teachers should empower individual students through rigorous and wellstructured programs such as regular forums designed to address the needs of particular classes with a chance to ask questions, seek clarifications and offer suggestions (Daily Nation, 2016).

According to Oosthuizen (1998), discipline must always be prospective and directed at the development of the adult of the future. Okumbe (1998) asserts that discipline is the action by management to enforce organizational standards. In an educational organization, there are many set standards or codes of behavior to which learners must adhere or uphold in order to successfully achieve the objectives of the school. Any serious learner misconduct involving violent or criminal behavior defeats achievement of educational goals (Gaustad, 2005).

On the other hand, Nyongesa (2007) states that discipline is a learning process and entails a willingness to put forth all the effort that is required to achieve a chosen objective. It is a system of guiding the individual to make reasonable decisions. It is also a mode of behavior that ensures the smooth running of an organization. Chiuri and Kiumi (2005) allude that discipline plays the vital role of influencing and

furthering learning goals in a school. Rogers (2002) also state that discipline enables individuals to take ownership of and be accountable for their behavior to enable learners to develop self-discipline in school as well as building a workable relationship between teachers and learners. Secondary school teachers play a very important role in the management of school discipline in all learning institutions in Kenya. Teachers are charged with the responsibility of implementing school discipline policies in learning institutions and this justifies the critical role played by the teachers in management of school discipline (Odundo 1999).

This implies that the teachers should be aware of the alternative forms of discipline and appropriate efforts should be made to bring on-board all the other stakeholders and ensure that they are properly equipped with relevant information pertaining the use of alternative disciplinary methods on students' discipline in schools (Odundo 1999).

In congruence with the existing culture or status quo, insecurity and ignorance accounts for this resistance to change. Teachers can reward students in a variety of simple ways.

An instructor can praise a pupil in front of the student's classmates or other instructors, award special certificates to children who perform well or are particularly caring, or list their names on notice boards (Mkhatswa, 2000).

Odundo (1999) advices that a teacher can write positive comments in a child's exercise book. Teachers can hold school-wide competitions and give material rewards like exercise books or pens to those who do well. If a teacher rewards students by giving them positive attention, the teacher can punish a particular pupil by ignoring that pupil's attempts to be disruptive. Epstein (2002) notes that a student may break

rules because he or she wants the teacher's attention. If the teacher is not ruffled or angered by the pupil's misdeed, then the student is likely to perform the act in the future denial of what the child has come to value is a form of punishment, according to educators and psychologists opposed to physical punishment of children.

The literature review on the role of teachers in discipline shows that teachers should be role models in discipline and pass the same to their students. However, their views were not sought when important decision such as the ban of corporal punishment and introduction and alternative methods are recommended, yet they are supposed to implement such decisions.

2.4 Alternative Forms of Discipline

Assertive discipline is an approach to classroom management developed by Lee and Marlene Canter. It involves a high level of teacher control in the class. It is also called the "take-control" approach to teaching, as the teacher controls their classroom in a firm but positive manner. The approach maintains that teachers must establish rules and directions that clearly define the limits of acceptable and unacceptable student behavior, teach these rules and directions, and ask for assistance from parents and/or administrators when support is needed in handling the behavior of students. The underlying goal of assertive discipline is to allow teachers to engage students in the learning process uninterrupted by students' misbehavior.

Part of this approach is developing a clear classroom discipline plan that consists of rules which students must follow at all times, positive recognition that students will receive for following the rules, and consequences that result when students choose not to follow the rules. These consequences should escalate when a student breaks the rules more than once in the same lesson. But (except in unusual circumstances) the

slate starts anew the next day. Assumptions of this approach include; Students will misbehave, Students must be forced to comply with rules, Teachers have needs, wants and feelings and the right to teach without interruption by students misbehaving, Punishment will make students avoid breaking rules and positive reinforcement will encourage good behavior.

The United Nations Children's Rights committee on the rights of the child has stated consistently that corporal punishment is incompatible with the convention. It has therefore recommended to over 120 states in all continents that they should abolish all corporal punishment including in the home, and develop public education campaigns to promote positive, non-violent discipline in the family, schools and other institutions.

By 2001, ten states had prohibited all corporal punishment of children: Austria (1989), Croatia (1999), Cyprus (1994), Denmark (1997), Finland (1983), Germany (2000), Latvia (1998), Norway (1987), Sweden (1979) (Save the Children Sweden, 2003). Corporal punishment in schools and penal system is prohibited in more than half of the world's countries (Save the Children Sweden 2003). Those that have banned corporal punishment in schools recently include: Kenya, Ethiopia, Korea, South Africa, Sri Lanka, Thailand, Trinidad, Tobago and Zimbabwe (Save the Children Sweden 2003).

Rutter (1997) states that teachers in the United States of America use suspensions and expulsions to discipline their students. The government promotes a wider debate on how to discipline students by using case studies to demonstrate the negative effect of practices such as caning. Teachers are encouraged to share their best practice in regard to student discipline are being put into practice in the States.

Mardem (2013) did a study that sought to establish the effectiveness of the alternative forms of discipline in the American High schools. The study used purposive sampling to identify Cleveland City, Ohio as the location of the study. Stratified and simple random sampling was used to select 10 high schools and 20 respondents. The study used qualitative research design. Two teachers in each sampled school were interviewed. Content analysis was used to analyze data. 6 (six) respondents revealed that they were not aware of the alternative forms of discipline since they are not trained on how to handle students. Some participants mentioned that they apply the forms of discipline known to them from their school days. Twelve (12) teachers revealed that they use suspensions and expulsions, reward good behavior and explaining the consequences of bad behavior to the students. The study recommended that the US government should design ways of re-training teachers in order to handle the low levels of discipline in American High schools. Explaining the consequences of bad behavior to students and rewarding good behavior was rated the best method approach. Despite the appropriateness of the research method, the researcher selected both private and public high schools as compared to my study where I used only public secondary schools. The assumption is that teachers in public secondary schools are employed by the government and are therefore trained to handle student discipline.

The United States Department of Education, in collaboration with the United States Department of Justice, released a school discipline guidance package in 2014 for the schools. The act states that each year, significant numbers of students miss class due to suspensions and expulsions even for minor infractions of school rules and students of color and with disabilities are disproportionately impacted. The United States Secretary of Education Arne Duncan said that effective teaching and learning cannot

take place unless students feel safe at school. He points out that positive discipline policies can help create safer learning environments without relying heavily on suspensions and expulsions (www.schooldisciplineinus).

Reiner (2009) did a study on teachers' perceptions of the professional school counselor's role. The study used mixed method, explanatory study that examined multiple stakeholders' perceptions of school counseling in America. All the participants completed a questionnaire which formed a quantitative aspect of the main study. The study revealed that teachers agreed to carry out appropriate counseling responsibilities as defined by the American school counseling Association (ASCA). Interestingly, the respondents also indicated an agreement to only 5 out of 12 inappropriate activities to be engaged by school counselors as defined by ASCA. This highlights the fact that teachers' perceptions of the role and tasks of a school counselor might differ from those laid down by a professional school counseling association, suggesting that fundamental differences exist between the counseling and teaching professions' perspectives on guidance and counseling in schools. This study was limited in terms of the research design and the sample size used. The teachers were given questionnaires to fill as compared to my study where teachers were interviewed and were able to give lived experiences.

Peer counseling which is a component of guidance and counseling is an alternative form of discipline. It traces its roots to the development of psychology in the USA. It came about as a reaction to change in the industrialized society. In 1911, Goodwin organized a wide range of programs in guidance and counseling in high schools in America (Lee, 2006).

This is achieved through coaching and training students who are trained in basic listening and helping skills of problem solving and decision making (Borders & Drury, 1992). Corey (1991) maintains that effective peer counseling is characterized by quality leadership, excellence in training and consistent supervision. Peer counselors assist school counselors in showing new students around the school, listening to peers who have concerns and providing outreach activities (Lee, 2006). Steynand (1999) elude that due to a long history of oppression and struggle, teachers lack the necessary motivation and are not easily motivated to participate in new projects that would expect more effort from them.

Wissow (2002) states that in Britain, discipline is the process of teaching children the values and normative behaviors of their society. The law requires that the child be thoroughly explained to what wrong they have committed and a standard punishment is meted on them accordingly. Punishments include, detention, writing a given number of copies of the codes of conduct applicable in school, being sent out of class in the event of gross class misconduct, suspension and expulsion where cases are extreme and out of hand. Hurst (2015) affirms that most counseling in United Kingdom is conducted on one to one basis. This is conducted by qualified counselors who have typically completed a two year part time degree or a diploma.

Keele (2013) conducted a study on effectiveness of counseling on students' discipline in secondary schools in St.Ives, Britain. The study utilized quantitative approach. Questionnaires, interviews and documentation were used as instruments for collecting data. Purposive sampling was used to identify St. Ives as the location of the study. Stratified and simple random sampling was used to identify 10 secondary schools and 200 respondents from these schools.

Ten (10) students and five (5) teachers in each sampled school were given the self-administered questionnaires while all the 5 head teachers were interviewed. The data collected was analyzed descriptively. A basic descriptive analysis of data involves the calculation of simple measures of composition and the distribution of variables between different groups of population. Furthermore, when necessary, such as in the case of sample surveys, measures of association between variables can be used to decide whether the differences observed are statistically significant or not. The study found that most schools with guidance and counseling programs have reduced indiscipline cases compared with schools without. Counseling within secondary schools has shown to bring about significant reductions in psychological distress in the short term and has helped young people move towards their personal goal. The study also found out that counseling was viewed as an accessible service, increasing a range of options available to students who need to talk to a professional about issues in their lives. Guidance and counseling program was seen to be an effective way of communication to assist students change their behavior. The study recommended the utilization of guidance and counseling in handling low levels of discipline in secondary schools which was rated the best method of approach.

Despite the appropriateness of the research methodology, the study was limited in terms of data analysis techniques used. Other forms of discipline were not involved and hence the need for this study.

Parents in Finland are fully involved in ensuring discipline in schools. The teacher will always call the parent once a student does a mistake. Instructors discipline a misbehaving student by telling him/her to sit on a chair or a mat at the back of the room to think about their mistake and of ways to improve their behavior. Teachers

can ask the student to perform additional academic work. They can require the student to bring the student's parents to school to talk about the student's behavior. The teachers and the parents are therefore in a close working relationship in monitoring the behavior of the students in school and at home. Every single moment ensures that the student is not given room to misbehave (Rutter, 1997). Heizenge (2014) adds that teaching work involves tasks relating to guidance and counseling and students' welfare. Any support needs in terms of learning and school attendance are met by differentiating instruction, through co-operation among teachers and by modifying teaching groups in a flexible manner. The role of these arrangements becomes pronounced in combined class instruction.

Akun (2006) did a study that investigated the students' attitude towards teacher counselor and student peer counselors in municipal schools of Helsinki, Finland. Research methodology involved the use of ex-post design. Stratified and cluster sampling was used to obtain a sample of 10 upper secondary schools and 20 teacher counselors who participated in the study. The study used a questionnaire as the main research instrument. Both descriptive and inferential statistics were used to analyze data and conclusions were drawn based on the findings. The findings indicated that students experienced a myriad of problems while in school. They were more comfortable opening up their concerns to peer counselors than to teacher counselors. Peer counselors existed in only 76% of the schools but were largely dormant. This could perhaps explain why the guidance and counseling departments in secondary schools is not effective in handling students' counseling needs. The study recommended the need to identify and train teachers and peer counselors who would be equipped with helping skills to enable teachers   and the peer counselors to reach out to students. The study investigated the students' attitude towards teacher counselor

and therefore left out a gap on teachers' perception of the effectiveness of the alternative forms of discipline in public secondary schools in Kajiado County.

Literature on formal guidance and counseling in African countries traces the guidance and counseling movement in Africa in the fifties in Nigeria and sixties in Botswana, Nigeria, Tanzania, Zambia and South Africa (Biswalo, 1999). Guidance and Counseling is an alternative form of discipline in Zimbabwe. The major causes of suspension is when students are found fighting, stealing of other students' properties; disobedience/ defiance and breaking of school rules and regulations. Literature reviewed revealed that students' suspension negatively affected their psychological wellbeing and their academic work.

Chireshe (2013) did a study that sought to establish the status of peer counseling in Zimbabwean secondary schools as perceived by school teachers. The study used qualitative design. Twenty six (26) secondary school teachers participated in the study. An interview schedule was used in the study as a tool for data collection. Data was thematically analyzed. The results revealed that most of the secondary schools from which the respondents came from, did not have peer counselors. Some participants mentioned peer counselors in the form of peer educators from HIV and AIDS related organizations or Non-Governmental Organizations who sometimes visited secondary schools. The few teachers whose schools had peer counselors revealed that the peer counselors were selected on the basis of their good characters. Despite the research methodology used, it was limited in terms of data analysis techniques and data collection instruments as compared to my study.

Chireshe (2006) conducted a study that attempted to assess the perception of the school counselors on the effectiveness of guidance and counseling in Zimbabwean

secondary schools. The survey method was used in the empirical study. A questionnaire was used to collect data. The respondents for the study included 314 school counselors and 636 students. Chi-square tests were also calculated. The study revealed that there were differences between the level of the school guidance and counseling services in Zimbabwean secondary schools and the international arena. The Zimbabwean school guidance and counseling services were not always planned for at the beginning of each year. Students and parents were not frequently involved in needs assessment while the services were not frequently evaluated in comparison with those in the international arena. The study also revealed that some biographical variables significantly influenced the way the respondents responded to given items while others did not.

The study revealed that the majority of both school counselors and students viewed the school Guidance and Counseling services as beneficial and school counselors as effectively playing their role. Zimbabwean secondary school Guidance and Counseling services was negatively affected by lack of resources and training in guidance and counseling and non-counseling duties performed by school counselors. Despite the importance of Guidance and Counseling program, it is faced with challenges which need to be addressed hence a research gap of the teachers' perception in discipline. However, the study is limited in terms of the technique used to collect and analyze data. The study also used a very large sample size compared to my study.

Riteng' (2006) states that surveys in the mid-1980s found twelve percent of the school population, and thirty percent of black pupils reported being beaten once a day in South Africa. The democratization of the South African school system is in line with

new democratic constitution enacted upon attainment of independence in 1994 has brought with emphasis on respect and preservation of Children's right. As signatory on the rights of the child, the country is compelled to take social, educational and administrative measures to protect the child. Resultantly, disciplinary measures like corporal punishment were abolished. Schools have to come up with functional alternative measures in order to deal with indiscipline. This shows the dilemma schools face in trying to respect children's rights and at the same time finding adequate and meaningful measures to deal with learner indiscipline without infringing on the said rights (Chisholm 2007).

Moyo (2015) did a study to determine the consistency prevailing between the disciplinary practices in the schools and the principles of the alternatives to corporal punishment strategy. 29 schools participated in the survey and 5 schools participated in the case study. 58 people participate in the study one principal and one orientation teacher participated in the study. The results revealed that 66.6% of the variation in the difference of vandalism was explained by predictors. When vandalism was predicted it was found that school identification, gender, coordination of disciplinary committee meetings, communication with parents and monitoring compliance to the Disciplinary Committee was significant predictors. The results revealed that there was no established consistency between the disciplinary practices in the schools and the principals of the alternatives to corporal punishment strategy. The study was limited in terms of data collection instruments, the research method and the sample size as compared to my study. The study also left a gap in teachers' perception of the alternative forms of discipline.

In contrast, in 1992, the Supreme Court of Namibia declared corporal punishment unconstitutional in the school and penal system. Corporal punishment is not permitted in Botswana, but is apparently still common, and in Burkina Faso it was prohibited by a decree in 1965 (Franklin, 1996). The studies in reference here show that though corporal punishment is banned in most countries, it still goes on unabated.

A teacher is forbidden from administering corporal punishment by the law in Nigeria. This responsibility is vested only on the school principal or his/her delegate. Even where such punishment is given, it should be properly recorded in the corporal punishment book. It is further provided that no female pupils shall receive corporal punishment from a male teacher (Adesina, 1994). This view is biased as it applies double standards in administration of corporal punishment. It is imperative to note that justice should apply equally to all regardless of the gender of the culprit.

Many opponents of corporal punishment in Namibia argue that instructors may also discipline a child by assigning non-abusive physical tasks. They state that teachers can ask students to perform light chores, to water or weed a school shamba, or to fix what they have broken: "Learners who build chairs are not apt to break them. Learners who wash walls are not apt to make them dirty on purpose. If learners are reinforced for keeping their schoolyard neat and clean, they are less likely to throw trash on it" (Namibian Ministry of Education and Culture). Advocates state that these punishments should be administered in a thoughtfully and not in an excessive or exploitative manner (Khumalo, 1997).

Ikubeti (2012) conducted a study that sought to investigate the alternative methods which teachers use instead of corporal punishment and the efficacy of these methods on student behavior management. The study was conducted in Windhoek, Namibia.

The study population comprised of secondary school teachers in Windhoek. Proportionate sampling technique was used to select 161 teachers from the 10 municipality secondary schools representing all the secondary schools in Windhoek. The respondents included 10 head teachers, 10 deputies, 10 guidance and counseling masters/mistresses, 40 class teachers and 91 classroom teachers. Data was collected using a closed-ended questionnaire. Data collected was analyzed using frequencies, percentages, mean and standard deviation.

It was found that rewarding good behavior, praising the student and guidance and counseling were the alternative methods of discipline. Although teachers used these alternative methods, they believed that they are less effective compared to corporal punishment. Guidance and counseling and positive reinforcement were suggested as alternative methods to corporal punishment. In view of the findings, the study recommended urgent need to create awareness on alternative methods to corporal punishment and on the overall effects of corporal punishment on the child. Despite the effectiveness of the research methodology, this study used a quantitative research while I used a qualitative research method.

Adejimola (2009) did a study on students' perception on the role of counselors in the choice if a career. The study was investigated in Mfantseman Municipality, Ghana. The study aimed at finding out the available counseling services in schools, the frequency of access to counseling in schools and the perception of students on the role of counselors in the choice of a career. The descriptive research design was used in the study. 349 students and 2 counselors participated in the study. Questionnaires and interview guides were used to gather the necessary data. The study revealed that counseling services are available in schools and this includes educational and

vocational and personal counseling. The study recommended that counselors should be trained so that they can have the necessary skills of handling students.

Despite the appropriateness of the study, it was limited in terms of the research method which was quantitative as compared to my study where qualitative method was used. The sample size and data analysis techniques were also limited.

Kazungu (2008) states that corporal punishment is there by law in Tanzania. The 1978 Education Act allows the teacher to use the cane on the palms of female students and on boys' buttocks. The regulations specify that there should not be more than six strokes and those measures should be administered only for serious breaches of school discipline or other grave offenses and that every beating should be recorded in a book. Tanzania also mandates Counseling in schools.

Peer counselors assist in identifying students with problems and making referrals to the school counselors (Kavirenda, 2006). Peer counseling in Uganda enables students to discuss freely and express personal problems about parents, the authority and themselves in a free frank manner. Peer educators provide information that the adults would normally not be prepared to discuss (Rutondoki, 2000). Mutie and Ndambuki (2004) aver that peers in the African communities had control over each other's behavior through open disapproval of an unacceptable behavior, continuous rebukes till unacceptable behavior ceased. This implies that the peers played a supervisory role in shaping each other's behavior.

Guidance and Counseling section was established in Kenya by the Ministry of Education in 1970. The Ministry of Education recognizes the need for strengthening guidance and counseling services as an essential service that must be offered to every student in all educational institutions in Kenya. The Ministry expects all secondary

schools and tertiary institutions to establish and sustain viable guidance and counseling programs. In many schools, a teacher is appointed by the Teachers service Commission (TSC) or internally appointed by the head teacher to co-ordinate the guidance and counseling services these teachers are designated as Head of Departments, (HOD) and are teacher counselors (TC). Guidance and Counseling has come in strongly in Kenyan schools as a preventive form of discipline.

Guidance and counseling are processes by which an individual is helped to explore, understand, accept and use his abilities, aptitudes and interest in relation to his world and society so that he may become developed, matured, responsible and fully functioning person. It is an experiential helping relationship where one of the participants intends that there should come about in one of both parties more appreciation of more functional use of the latent inner resources of the individual (Adesina, 1994). However, this alternative takes a process and its effects are long term rather than being immediate.

The Koech Education Commission Report of 1999 also emphasized on the need for Guidance and Counseling to be strengthened in schools and colleges. It recommended that Guidance and Counseling be made an active service on a day to day basis, advising students on academic, social and practical aspects of life, being undertaken by teachers trained in guidance and counseling to work closely with other teachers, parents and religious bodies where necessary with children being consistently counseled against the use of violence as a solution to encountered problems (Republic of Kenya, 1999).

Wango and Mungai (2007) report that serious offenses like theft or crime committed by students in school or away from school should be reported to the police.

Furthermore, fines should be imposed to cover loss or damage to school property through a pupil's carelessness and bad behavior. This makes children have more respect to school property and take care of books and other equipment. This is in agreement with the Kenyan Education Cabinet Secretary who affirmed that parents should pay for school property that were destroyed through vandalism and arson in over 100 schools countrywide (Wanzala, 2016).

Kimaru (2016) asserts that head teachers should cultivate a democratic and participatory environment in the school and encourage regular 'barazas', that is, dialogue. There is need for the head teacher to establish clear channels of communication with built in feedback. The system should link all the stakeholders of the school to the principal office. All information that is received should be synthesized, prioritized and acted upon without delay. Head teachers have been accused of absenting themselves from the schools and without even informing their deputy head teachers. This should never be the case as it was observed by the 2001 Task Force being a major cause of indiscipline.

This is in harmony with the report given by Kubania (2016) that the government moved to create a link between students and teachers following arson attacks that hit 120 public boarding secondary schools country wide. Kenya Secondary School Heads Association in a meeting resolved that principals would be required to work with stakeholders to schedule regular 'barazas' to involve students in decision making. Students in the past accused head teachers of high handedness, saying their grievances were never heard or addressed. Okwany (2016) also reported that other measures taken included putting in place mechanisms to continuously retrain teachers and

principals to equip them with the necessary skills to manage the students and handle emergencies (Kubania, 2016).

In a meeting with the Kenya Secondary Schools Head Teachers' Association, it was agreed that in all boarding schools, all principals, all deputies, teachers in charge of all boarding aspect and other key administrative staff must reside in school at all times. Teachers Service Commission Chief Executive Nancy Macharia said that the government will hire counselors for all schools as part of measures to create harmony between teachers and students. These counselors would be responsible for students' social and academic development needs in order to address grievances (Kubania 2016)

A senior Ministry of Education official said that today's child has evolved and innovative ways of punishment must be explored. He said that the ground has shifted and stricter ways of Punishment can be thought through. Students should be told that their choices have stern consequences (Okwany, 2016).

Children have assumed powerful roles in the learning process and even get away with serious crimes. John Awiti who is the current chairman of the school heads said that age is prohibitive because most students are under 18 years and when presented in courts of law, they are categorized as minors; this in turn slows down punishments (Wanzala, 2016)

In case of a breach of the school code of regulation the following corrective measures derived from the Ministry of Education Act Cap. 211 should be used:

A student may be suspended from attendance of school by the head teacher or a teacher acting on that capacity, if his/her behavior or language is habitually or continually such as to endanger the maintenance of a proper standard of moral and

good conduct in the school, or if any single act or series of acts subversive to discipline are committed:

A Student who has been suspended by the head teacher or teacher acting in that capacity shall not be allowed to attend classes and shall be required to be physically away from the school and its precincts until he/she is informed of outcome of his/her case by the head teacher or teacher acting in that capacity. The Board of Governors shall after considering the report, recommend to the Director of Education through the Provincial Director of Education responsible for the area in which the school is situated, the punishment that in the opinion of the Board is commensurate with the offense committed. A student may, on order of the Director of Education be excluded from school if after consideration, the Director is of the opinion that it is not in the interest of that pupil to remain in school.

The Director may recommend any other punishment that is commensurate to the offense which does not include inflicting pain in the student and which is not perceived as excessive.

A study by Ajowi and Simatwa (2010) sought to examine the role of guidance and counseling in promoting students' discipline in secondary schools was in Kisumu district Kenya. The study population comprised of 4,570 students, 65 head teachers, 65 deputy head teachers, and 65 heads of Guidance and Counseling Department from all the 65 secondary schools in the District. Out of this, a sample of 22 head teachers, 22 deputy head teachers, 22 heads of Guidance and Counseling and 916 students from 22 secondary schools was selected through the simple random sampling technique. Two instruments were used to collect data for the study. These were interview schedule and a questionnaire. The data collected through questionnaire were analyzed

using descriptive statistics in form of frequencies and percentages. While data collected using interview schedule were audio taped and transcribed into themes, categories and sub-1 categories as they emerged from the data. They were analyzed using summary tables for the purpose of data presentation and interpretation. The findings revealed that guidance and counseling was minimally used to promote students' discipline in secondary schools in Kisumu District. Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools. It was however; found that there were no policy guidelines from the Ministry of Education on how the schools could use guidance and counseling to the student disciplinary cases. Based on the findings, it was recommended that the Ministry of Education should provide policy guidelines on the use of guidance and counseling for the management of discipline in secondary schools. It is however noted that these findings are inconsistence with the ban on corporal punishment through legal Notice. Corporal punishment is against the provisions provided for in international instruments on child protection to which Kenya is a signatory. The two instruments are in agreement with child protection and welfare provision as contained in the Children Act No. 8 of 2001. This implies that every secondary school principal must obey the law and any contravention of the Act (Legal Notice No. 52/2001) may result to prosecution. Although the study was conducted 9 years after the ban of corporal punishment, the study revealed that corporal punishment is illegally practiced in schools to deal with learner indiscipline.

However, despite the research methodology used, the study did not use inferential statistics to establish relationships between observed variables and the sample size was also limited since it was conducted in only one district whereas investigations for my study were conducted in 10 Districts in Kajiado County. It was also limited in

terms of the data analysis techniques used, the research design and the sample size as compared to my study where I used a Qualitative research design. This study however did not involve alternative forms of discipline while my study investigated other forms apart from guidance and counseling.

Though guidance and counseling has been emphasized by the government as an alternative form of discipline, the study by Ajowi and Simatwa was minimal and teachers still use corporal punishment though it was outlawed. My study now seeks to find out teachers' perception of the effectiveness of the alternative forms of discipline.

The government of Kenya recommends that guidance and counseling be used to discipline students in schools. Expulsions and suspensions are other alternative forms of discipline that are recommended by the Ministry of Education in Kenya. Kindiki (2009) in a study on Effectiveness of Communication on Students' Discipline in public secondary schools in Kenya observed that suspension was the most common discipline technique used to deal with students' discipline. Okumbe (1998) asserts that suspension helps the educational management to gain enough time for thorough investigations. This is inconsistent with Nyang'au (2013) who noted that suspension from school was effective in improving student behavior.

According to Kajiado County Director of Education, when students are suspended from school, some parents side with their children claiming that their children are innocent and that they are being intimidated. (Personal Communication, 2015).

A head teacher in Ong'ata Rongai in May 2015 stated that "If a child fights in the school, we summon the parents. The student is then counseled and warned. For

instance, there are times when the big boys and girls fight. When this happens sometimes it is something at home that is causing it, so we speak to the parents.

Students should not be punished for the sake of punishing, but so that they will reform. A student is falling asleep in class because he did not take food. If the student is punished he will be frustrated and drop out of school" (Personal Communication, 2015).

Reviewed literature has identified a gap on teachers' perception of the effectiveness of the alternative forms of discipline for none of the conducted studies investigated the perception of the teachers on the effectiveness of the alternative forms of discipline in public secondary schools hence the need to fill the knowledge gap. Literature reviewed also revealed how discipline is administered in other parts of the world. Various forms of discipline in other parts of the world have been given. However, teachers' perception on the effectiveness of the alternative forms of discipline has been left out and hence the reason for this study.

2.5 Summary

Not much has been done to show if teachers are enforcing the alternative methods of discipline. There is no study that has been carried out on the teachers' perception of the effectiveness of the alternative methods of discipline. The findings are more of the views on what they should do rather than what is actually on the ground. Literature reviewed shows that most research that has been done is quantitative and did not give teachers a voice to be heard. The researcher therefore sought to use qualitative method where teachers gave their direct views on the use of alternative methods of discipline.

CHAPTER THREE

RESEARCH DESIGN METHODOLOGY

3.1 Overview

This study was conducted to determine the perception of teachers regarding the effectiveness of the alternative forms of discipline. The study explored issues raised in the research questions among teachers. The valuable and authentic data from teachers are provided in chapter four in form of direct extracts. The procedures used in the study to investigate the teachers' perception on the effectiveness of the alternative forms of students' discipline in secondary schools in Kenya.

This chapter gives a description of the area, the research design used, the research variables, the target population of the study, the sample size and the procedure used in the selection of the subjects are discussed herein. In addition, the data collection procedures, finally, this section will discuss on how the data was collected and analyzed.

3.2 Geographical Location of the Study

The study was conducted in public secondary schools in Kajiado County. It is geographically located between 35° E and 36 11W and has an altitude of 3600 m above sea level. The mean annual rainfall is 2000mm and the temperature range from 15°C to 20°C. Kajiado County is within the out skirts of Nairobi City and extents/to the Kenya, Tanzania border further south. It was former Rift Valley province. Kajiado comes from the word 'olkejuado' which means the long river in Maasai language. The main ethnic community is the Maasai who are renowned for their strong cultural heritage and exquisite jewelry. There is an increase influx of other people from various regions from the country who flock the area and the boost millions acquired

from tourism sector Kajiado. The major towns are Kajiado town (capital), Kiserian town, Ngong town and Ongata Rongai. Kajiado County has 42 public secondary schools.

These schools are scattered all over the county. There are 15 secondary schools around Ongata Rongai. The rest of the schools are unreachable due to bad roads and there are no public means to those schools.

This study chose Kajiado County because public secondary schools in Kajiado County experience students' discipline problems of various forms. Kajiado County Director of Education (2016) reported that some secondary schools within the county experienced destruction and arson. Such cases were also experienced in 2013 whereby 15 public secondary schools from 7 districts respectively experienced destruction and attempted arson in Kajiado County (Personal Communication, 2015).

According to Kajiado CDE (2013) students' indiscipline problems in public secondary schools in Kajiado County manifest themselves in form of truancy, incitement by students from other schools, defiance to school authority, rudeness, use of hard drugs, attempts to burn schools for flimsy excuses, burning of schools and destruction of school structures.

3.3 Research Design and Method

The research method used in this study is qualitative. A variety of methods may be used in phenomenologically-based research, focused meetings and analysis of personal texts (Measor, 1985). In this design, the researcher studied the experience from the perspective of the individual. This method was used because it attempts to gather deep information and perceptions through inductive and qualitative methods such as interviews and presented it on the perspective of the research participant(s).

Verbatim transcription was used to report the direct quotations from the statements made by the participants to capture their feelings about the phenomenon. Verbatim transcription is the art of converting spoken word into text such that a message is captured exactly the way it has been spoken. This requires a keen ear and attention to detail. Verbatim transcripts cannot be created by mindlessly listening and typing. One has to pay close attention to every sound, tone, word and make intelligent use of punctuation to convey the correct message (Khan, 2000).

Phenomenological design is good at surfacing deep issues and making the participants voices heard and since the teachers are the ones who have lived experiences this research design was very useful. Phenomenological design is interested in the individual experiences of people. It usually involves long, in-depth interviews with subjects, and researchers will interview the same subject several times to get a full picture of their experience with the phenomenon. This provides a very rich and detailed description of the human experience.

Since Kajiado County is composed of many schools that have discipline cases, the research design was used to establish the perception of teachers on the effectiveness of the alternative forms of students' discipline at the ground. The design was appropriate in this study since it was used to illuminate the specific and to identify the phenomena through which they are perceived by the actors in the situations.

3.4 Target Population

The target population was 363 teachers from 42 public secondary schools in Kajiado County. The study comprised of all public secondary school Guidance and Counseling teachers and teachers from the Disciplinary Committee purposively

selected. Out of 20 teachers from 10 public secondary schools, 10 were female and 10 were male teachers a ratio of 1:1.

The research targeted 10 public secondary schools in Kajiado County randomly selected. The logic behind simple random sampling is that it removes bias from the selection procedure and should result in representative samples as compared to other samples.

3.5 Sample Size

The researcher selected 4 County Public Secondary Schools and 6 Sub-County Public Secondary Schools. Purposive sampling was used to select twenty (20) teachers from 10 public secondary schools, representing all the strata of secondary schools in the County. Purposive sampling was used because it is cost and time effective when using an interview schedule as an instrument for data collection.

The public secondary schools are far apart and the roads to these schools are poor. Since the researcher was using an interview as an instrument of collecting data, a total number of 20 teachers were selected because purposive sampling is effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives. The schools have streams averaging 1- 2 classes per form. The respondents included 10 teachers from the disciplinary committee and 10 Guidance and Counseling masters/mistresses purposively selected.

The study purposively chose teachers from the disciplinary committee because the assumption is that they have more than 5 years in teaching experience. Teachers with more than 5 years teaching experience are more likely to be appointed to be in the disciplinary committee. A teacher can be employed and may be immediately be assigned a duty to be a class teacher and may not know the alternative forms of

disciplining students. The other assumption is that since the schools are public, the teachers are employed by the Teachers Service Commission which has its codes of regulations which govern the teachers. Some of these trained teachers from the Disciplinary Committee also hold the position of the Deputy Head teacher and are responsible for the student discipline in the school.

3.6 Pilot Test

Tuckman (1988) observes that it is highly desirable to run a pilot test in an Interview. The pilot study was important because it enabled the researcher to test the instruments and make the necessary changes on the adequacy of language and any other errors of the instruments. Ten (10) teachers from 10 schools were purposively selected from public secondary schools in the neighboring county which is Nairobi County. Five (5) were males and 5 were females. Five (5) guidance and counseling teachers were randomly selected from five schools and 5 teachers from Disciplinary Committee were also selected from 5 schools. The researcher first identified the teachers to be interviewed and then used a structured interview guide to ask questions. This tested the consistency and ability of the respondents to respond to the questions for the study in Kajiado

3.7 Validity

Validity is the degree to which results obtained and data analyzed represent the phenomenon under investigation (Mugenda, 19899). Validity, according to Mugenda and Mugenda (1989), is the measure of accuracy of data obtained from the instruments used in the study. If the data collected is the true reflection, then the inferences made thereof, made on such data, will be accurate and meaningful. Validity refers to whether an instrument provides adequate coverage of a topic.

Depending on their philosophical perspectives, some qualitative researchers reject the framework of validity that is commonly accepted in more quantitative research in the social sciences. They reject the basic realist assumption that there is a reality external to our perception of it. For instance, Guba and Lincoln (2005) proposed four criteria for judging the soundness of qualitative research and explicitly offered these as an alternative to more traditional quantitatively-oriented criteria. They felt that their four criteria better reflected the underlying assumptions involved in much qualitative research. These criteria are; Credibility, Transferability, Dependability and Confirmability.

3.8 Credibility

According to Trochim (2006) the credibility criteria involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. Since from this perspective, the purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes, the participants are the only ones who can legitimately judge the credibility of the results.

In order to understand the phenomena of interest from the participant's eyes, the researcher administered the interview to the respondents from the sampled schools. The questions were constructed properly. The researcher therefore ensured that the questions are clear and easy to comprehend. The researcher made notes on the statements made by teachers on their perceptions on alternative forms of discipline in their schools. The researcher then looked at the research work with the supervisor after administering the interview and found out that the information collected

described the perception of the participant. The terms which did not make sense were discarded.

3.9 Transferability

Another criteria proposed by Guba and Lincoln (2005) is transferability. This refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing. The researcher enhanced transferability by doing a thorough job of describing the research context and the assumptions that were central to the research. The instruments were therefore prepared in close consultation with the supervisors in order to ensure that the items in the Interview guide covered all the areas under investigation. Expert judgment enabled the researcher to successfully capture and record the participants' perspective during the interview.

3.10 Dependability

The idea of dependability, on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The research is responsible for describing the changes that occur in the setting and how these changes affected the way the research approached the study. The traditional view of reliability is based on the assumption of replicability or repeatability. Essentially it is concerned with whether we would obtain the same results if we could observe the same thing twice (Guba and Lincoln, 2005). The information from the study is responsible for describing the changes that can occur in the setting. To achieve this, a pilot study was done to test the research instrument to establish possible causes of error and variance which could occur as a result of wording of the instrument,

respondents' mood during the instrument administration, ordering of the instrument items or maybe because of the content of the instruments. Instrument reliability was established by a pilot study which was carried out in 10 public secondary schools in Kajiado County that did not participate in the main study. From each school two respondents were purposively selected that is the teachers from the disciplinary committee and Guidance and Counseling masters/mistresses. Purposive sampling was done in schools because the respondents had relevant information in relation to the study. The actual test was done on 10 respondents; the study was able to achieve its objectives in finding out the teachers' perception of the effectiveness of the alternative forms of discipline in Kajiado County. This means that given the alternative forms of discipline from the study, the policy makers and stakeholders will find it useful in the bid to formulate policy guidelines for enhancing discipline in schools, teacher training colleges and the university's faculty of education. Head teachers and teachers in public secondary schools will find the findings of this Study useful in administering discipline in their schools. The Ministry of Education may also use the findings of the study to advice teachers' training institutions on the training alternative forms of discipline.

3.11 Conformability

The fourth criteria for judging the soundness of qualitative research proposed by Guba and Lincoln (2005) is confirmability. Qualitative research tends to assume that each researcher brings a unique perspective to the study. Confirmability refers to the degree to which the results could be confirmed or corroborated by others. To enhance confirmability, the researcher documented the interview by writing down the words of the participants. The researcher then checked the data first with the research assistant. The data was also rechecked by the supervisors. The researcher then discarded the

negative instances that contradicted prior observations. After the study, a data audit was done to examine the data collection and analysis procedures. The researcher then discarded any information that could bring biasness or distortion.

3.12 Data Collection Procedures

Permission and authority to conduct the study was sought from the National Commission for Science, Technology and Innovation (NACOSTI). Permission was also sought from the Kajiado County Education Officer, the District Education Officers and the respective and all principals from the sampled schools were contacted by paying a courtesy call to their schools. The researcher personally visited the sampled schools and interviewed the respondents within the agreed schedule. The instructions to the participants were then repeated verbally by the researcher. The researcher then administered the instruments to the participants. The researcher looked for a research assistant who was experienced in research work so as to assist in data collection. A tape recorder was used to record the interview. The researcher then serialized the answers given by the participants in readiness for analysis. The research which took one month used a structured interview guide.

3.13 Data Analysis

Mugenda (1999) points out that thematic analysis is one of the most common forms of analysis in qualitative research. Thematic analysis is an important tool in accessing the meanings and real world experiences of interviewed participants. It emphasizes pinpointing, examining, and recording patterns (or themes) within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question. The themes become categories for analysis. Thematic analysis becomes the categories for analysis. Thematic analysis is

performed through the process of coding in six phases to create established, meaningful patterns. These phases are: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Ogula, 1998).

Relevant themes and their codes in the data collection templates were identified. Patterns emerging from conversations during the interviews were developed into subthemes. During the course of interviewing, the investigator also used the emerging patterns to establish the subsequent interview questions. The steps taken in the examination were similar to those suggested by Downey (1991). The investigator listened to each audio recording of the interviews with each participant's and reviewed the associated notes taken during the respective interviews. This initial exercise allowed the investigator to gain a general idea of each interview at the same time develop a list of major discussions and themes of each individual recording, through repeatedly replaying each interview. In the third exercise, the investigator listened to all interview recordings in order to compare the recorded data to the earlier themes on a sheet of paper. The patterns were also recorded in a reflexivity journal which the researcher used when coding and checking for accuracy. This led to the final stage of coding, in which the investigator examined the themes that were present across all interviews. Each overlapping theme was given an additional attention and was identified through repeatedly listening to the relevant recordings, comparing the respective transcribed extracts and reviewing the researcher's field notes. This process was repeated and the themes were clustered to form the sub-themes and finally the overarching theme. A trained research assistant also reviewed the notes to confirm the themes and discuss the interpretation of the information. The researcher grouped the themes in close consultation with the supervisors in order to ensure that the items in

the Interview Guide covered all the areas under investigation. Minimum editing was carried out in the extracts to preserve the participants voices (Downey, 1991).

3.14 Ethical Considerations

The researcher first requested for a respondents consent to participate in the study. The respondents had the option of participating or declining to the process. Confidentiality of all participants was assured at all levels of the research. A copy of the findings shall be given to Kajiado Education office and to those participants who may be interested in knowing the results of the study. The aim here was to be faithful to the participants, and to be aware insofar as is possible, of biases being brought to the inevitable editing which is needed.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Overview

The teachers' perception regarding alternative forms of discipline are presented here under different themes. The valuable and authentic data from teachers are provided in form of direct extracts. The presentation and interpretation of the teachers' perceptions are presented under the different themes. The Data was collected through an Interview guide. The findings are presented according to themes derived from the key research questions of the study as follows:

1. What are the alternative forms of discipline employed in our schools?

2. What are the teachers' perceptions on the effectiveness of the alternative forms of discipline?

3. What are the challenges faced by teachers in administering the alternative forms of discipline?

4.2 Results

4.2.1 Alternative forms of discipline

This study established that the following forms of discipline are used by teachers in Secondary Schools in Kajiado County: Guidance and Counseling, School Tradition, Mentorship, Dialogue, Praising the Student, Suspension, Expulsion and Detention.

Guidance and Counseling

Participants reported that Guidance and Counseling was the most common alternative form of discipline used in schools. Eighteen (90%) out of 20 respondents interviewed reported that they offer Guidance and Counseling services to students. The rest of the

two respondents reported that they preferred to mentor students in class. One participant who is a full time female guidance and counseling teacher of a school reported that:-

> *"My office ... has been of much help because we find out cases that would not have been revealed to any teacher or parent. I had to request that I be given few lessons in order that I carry out my work effectively. The students are counseled and after the sessions they are able to behave well."*

Another male guidance and counseling teacher reported that:-

> *"Guidance and Counseling should be a process of helping an individual become fully aware of himself and the ways in which he is responding to the influences of his environment. As a guidance and Counseling teacher, I assist students to establish some personal meaning for their behavior and to develop and classify a set of goals and values for future behavior....I have seen students benefit from the sessions..."*

The researcher asserts that guidance and counseling remains the most effective way of empowering the youth to be independent thinkers. Unfortunately in many schools, guidance and counseling services are only reserved for students with discipline issues. Students are sent to see the guidance and counseling teacher whenever they are in trouble and often against their will. Never mind that in some cases the guidance and counseling teacher has been assigned that role because they are expected to be busy all the time.

Armo (2015) reported that students receive guidance and counseling throughout their basic education in Finland. Guidance and counseling covers study skills, self-knowledge, further education and training options, occupations and the world of work. The purpose of guidance and counseling in Finland is to help the students become better people in the society.

Expulsion

Expulsion was reported by fifteen (75%) participants out of the 20 interviewed. The response concerning Expulsion could be attributed to the fact that guidance and counseling teachers who play a reconciliatory role in school viewed expulsion as a punitive measure which does not help the student to reform because the student may not get a chance in another school.

One of female disciplinary mistress reported that:

> *"Our main goal is to control students' behavior and guide them on how to behave and learn from their mistakes. If we threaten them, they may comply due to fear of the punishment, but as soon as we remove the threat, they will likely revert back to the original behavior. Helpful teachers do not try to control the students by opting to expel. Instead, they strive to show the children the error in their behaviors and create an environment within which students can learn from their mistakes"*

Another male guidance and counseling teacher reported that:

> *"Expulsion is the last form of discipline that we use in this school after trying all other forms. By this I mean the teacher concerned or a guidance and counseling teacher first of all has to talk with the student and give a punishment if necessary. If the student does break the school rules for the second time, we then suspend the student for at least two weeks. If the same student repeats the same mistake again, that is when we expel. However, students who are violent or threaten the teachers or fight other students are expelled with no discussion".*

Two participants from two different schools gave almost the same opinion concerning

One guidance and counseling female teacher explained,

> *"In extreme cases like stealing and sneaking out of school or cases of drugs, we expel the student. When we expel the student, he or she will be disadvantaged because they may never get any other admission to another school. Guidance and counseling is not active in this school. I believe that if this service is offered, we shall have less disciplinary cases in this school."*

While the first of the preceding extracts suggested that the need for guidance and counseling in schools, the second considered that it was the changing times and the changing profile of the students that facilitated the need for guidance and counseling service in schools. These intriguing reflections came from the two most experienced teachers among the participants, who had 10 and 15 years of experience respectively. This however lends credence to the fact that understanding and appreciation of the need for counseling services in schools vary among the teachers. In addition, teachers are important observers of the social developments in any given Community and even more importantly, in their schools. It is intriguing to note that teachers' awareness and their ability to link social problems and societal changes, which are ultimately reflected in the education system, support the demand for more counseling services in schools.

According to the Policy of Education in Kenya (2003), the Cabinet Secretary may make regulations to prescribe expulsion or the discipline of a delinquent pupil for whom all other corrective measures have been exhausted and only after such a child and parent or guardian have been afforded an opportunity of being heard provided that such a pupil shall be admitted to an Institution that focuses on correction in the context of Education.

Students' expulsion is done as a last resort after a school has tried other disciplinary procedures like suspension in extreme indiscipline cases.

Sitiawan (2015) in a study on management of students' discipline in Bungoma County noted that many infractions were experienced in secondary schools and teachers used a wide range of methods to manage students' discipline. Expulsion was one among

the methods used by teachers to manage infractions but the effectiveness of expulsion depended on traditions, ethos, and schools and their environment.

Detention

This alternative form of discipline was reported by thirteen (65%) participants. The purpose of detention as reported by the respondents is to deter inappropriate behavior and have an immediate response to such behavior.

A participant, who was a disciplinary mistress reported that:

> *"Detention promotes student behavior and emphasizes understanding of the effects of their actions and the fact that their behavior impacts on the whole school community."*

Another male disciplinary master reported that:

> *"The detention policy in this school encourages respect for the rules and regulations of the school community. It also helps to eliminate disruptive behavior and preserve the high standard of behavior in this school. Our selected approach brings the student to a point of setting goals for behavioral improvement. Each student will write a personal goal that point to an alternate behavior to the one he or she has previously chosen. We will prompt the student to move from past mistakes and rethink old habits and actions. "*

Another female guidance and counseling teacher reported that:

> *"The detention policy in this school is devised as a means to address all issues that are most disruptive to the teaching and learning environment. These issues include tardiness, disobedience, mischief, and littering, eating or displaying food in class, loitering, lack of class materials, disrespect, disturbing class and missing classes."*

Detention is the supervised retention of students beyond the regular school schedule when a teacher requests the student show improvement of behavior resulting from violation of the school rules and regulations.

Franklin (1996) asserts that with detention, students need to think about how their actions affect the other person, and how other students feel when they become subjects of disrespect. By emphasizing the feeling and rights of others, this alternative form of discipline attempts to lead the students to a more emphatic and social understanding of the effects of their actions and the fact that their behavior impacts on the whole school community. Within this framework, the role of detention teacher is to reinforce the behavioral goal for each student.

In similar view, Wilson (2007) emphasizes that during detention period, causes, consequences, prevention and goal setting is topics that the student will consider. Each lesson also contains several vignettes or stories about other students who have made similar mistakes. Through reading about how others have made bad decisions, the students serving the detention will be able to look at his/her misbehavior from an outsider's perspective, and understand more clearly the faulty thought process behind the unacceptable behavior.

Suspension

Suspension was another dominant form of alternative form of discipline. Twelve (60%) participants from the disciplinary committee reported that they suspend students basically when they fail to observe school rules and regulations, steal other students' properties and disobedience/defiance. One of the male guidance and counseling teacher reported that:

> *"A school is a social institution of learning and these students are often than not found on the wrong. By this I mean when they are found with stolen properties, it is a rule that they should be expelled. From the time they set foot on this school, they are made to know that fighting and stealing will definitely earn them a suspension. Some students also disobey their teachers, more so when they are*

told to do a punishment. We are left with no other option but to suspend them"

Another female disciplinary mistress reported that:-

"Suspension is one of the common alternative forms of discipline in this school. As a member from the disciplinary committee, we first encourage the student to get the guidance and counseling services. It they continue with the same mistake even after counseling sessions, we send them home for two weeks"

Another male guidance and counseling teacher reported that:

"I have actually discovered that lengthy and repeated suspensions results in lost learning. It also contributes to students' feelings of alienation from school and perhaps most importantly does little or nothing to address the root cause of the behavior."

Jones (2004) noted that suspension is a temporary exclusion of a student from school. Suspension in USA is a popular tool for administrators because it takes less time than other alternatives and school officials feel that it is effective. Chisolm (2007) observed that Suspension rarely encourages students to control their behavior. Jones (2004) states that suspension is used in United States of America (USA) for serious misconducts such as drug possession, the carrying of illegal weapons, poor attendance and truancy.

However Suspension of misbehaving learners should be treated with caution for they might not reflect accepted international principles and practices and should only be exercised in the most extreme circumstances. Mwangi (2002) found out in their studies that suspension was commonly used as a form of discipline. Mandera (2013) adds that suspension of indiscipline students was used in extreme cases and for habitual offenders.

Praising Students.

This form of discipline was reported by ten (50%) participants. The rest of the teachers did not use this alternative form of discipline. One of the male guidance and counseling teacher reported that:-

> *"Before each class, I jot down the names of 4-5 students to single out for praise. I do this as an extension of lesson planning. After the class, I engage in self-monitoring by placing a check mark next to the names of those students whom I praised at least once during the class period."*

Another male guidance and counseling teacher reported that:-

> *"We teachers are quick to notice any sign of change in behavior or an improvement in academics in a student. Students feel good when they are praised. When the student discovers that they are being helped and not being pushed away, they tend to work with the teachers and the Guidance and Counseling office."*

Another female guidance and counseling teacher reported that:

> *"Teachers in this school have posted positive behavioral expectations around the classroom, notice boards and students' residence as a reminder for us to praise those specific behaviors whenever students act upon them. This also serves as a reminder for students to display the desired, specific, appropriate behaviors. When students behave well according to the behavioral expectations posted around the school we praise them. They feel good and we find this very effective"*

Teacher praise is one tool that can be a powerful motivator for students. Surprisingly, research suggests that praise is underused in both general- and special education (Burnett, 2001). Teachers can deliver praise in a variety of ways and contexts. For example, an instructor may choose to praise a student in front of a class or work group or may instead deliver that praise in a private conversation or as written feedback on the student's assignment or behavior.

Charles (1989) advices that when possible, a teacher should determine and abide by a student's preferences for giving individual praise. This is inconsistent with Burnett

(2001) who states that it is worth noting that, while most students in elementary grades may easily accept public praise, evidence suggests that middle and high school students actually prefer private praise. So, when in doubt with older students, deliver praise in private rather than in public.

Whedall (2001) asserts that praise is a powerful motivating tool because it allows the teacher to selectively encourage different aspects of students' production or output. For example, the teacher may use praise to boost the students' performance, praising effort, accuracy, or speed on an assignment. Or the teacher may single out the student's work product and use praise to underscore how closely the actual product matches an external standard or goal set by the student.

On the contrary, Whedall (2001) states that the more praise you give does not make much of a difference. Skinner (2003) observes that more than 30 years of research, has indicated teacher praise is an effective management strategy for increasing students' appropriate behavior. Further, an increase in teacher BSP- Behavior-Specific - Praise, can also improve academic outcomes for students.

When implemented consistently and correctly, Skinner (2001) asserts that BSP increases instructional time, on-task behavior, and correct academic response. It may also decrease the teacher's time spent on correcting inappropriate behaviors. This helps create a more positive and productive classroom environment, where students know the behavioral expectations. It also builds students' confidence as they receive BSP for their actions and accomplishments (Skinner, 2003).

Dialogue with the students

Dialogue was reported by eight (40%) teachers out of the twenty teachers interviewed.

One of the female disciplinary mistress reported that:

> *"Tuesdays are special days in this school for the students as they get a chance to talk freely to their teachers. They are called to the dining hall at 4pm so that they can have this talk. Usually, all teachers and students gather in this hall. A teacher then brings up a concern or an issue to be discussed by both teachers and the students. Students open up and at the end of the day, everyone is happy and we keep the students' strikes at bay."*

Another male disciplinary master reported that:-

> *"Inasmuch as we encourage students to air their grievances during the class meetings and the house meetings, we do not expect them to change any of the school rules but adhere to them because rules are rules. Any student who bends the school rules face the consequences…but it depends on the nature of the indiscipline case…others we send them to the guidance and counseling office but others just need to be either suspended or expelled."*

This is consistent with the Republic of Kenya (2013) which stated that Head Teachers could encourage a culture of dialogue and participatory democratic governance at the learning institutions. This practice is in consistent with a study by Njenga (2004) which sought to investigate attitudes of secondary schools towards the involvement of students in school administration found that the amount of participation in school administration allowed in the school was not sufficient to give students a chance to practice democratic skills.

The need for students' involvement in secondary school administration began in 1960s in the United States of America (Powers &Powers, 1984). According to Mandera (2013) lack of dialogue between the administration and students has been identified as a factor leading to indiscipline in secondary schools in Kenya. Chamberlain (1977) noted that learners do not use dialogue when they are aggrieved. In most cases they resort to strikes when they assume that no one is listening to their grievances.

Since students are key stakeholders in schools, their participation in decision making would nurture decision making capabilities among students hence promotion of critical thinking skills in collaborative decision making practices hence improved discipline in schools (Wekesa, 2005).

School Tradition

This form of discipline was reported by six (30%) participants. Tradition is a belief, custom, or a way of doing something. The study revealed that among the ten (10) interviewed respondents in Kajiado County, four (4) schools had a tradition that students go through an orientation on the school rules, motto and values upon arrival.

One of the male disciplinary master reported that:

> *"The school is firm on the school rules students must adhere to. I say this because I have been to several schools. Students in some schools I taught were not aware of school values, motto or rules and several indiscipline cases were reported daily. Keeping the school tradition is very effective. The school is known throughout the County for its excellent performance and student discipline. The teachers also collaborate with the students in managing the school discipline by involving the students in planning, implementation and evaluation of appropriate governance activities in schools."*

Another female disciplinary mistress reported that:

> *"Enthusiastic students are great ambassadors for schools as they share their pride in their school with their family and community. The school will gain a reputation for being outstanding. In their direct and indirect representation of the school, you will see the positive effect of implementing the positive and acceptable behavior even after high school."*

This is consistent with Dewey (2010) who explains that the core business of traditional education is to transmit to the next generation skills, facts and standards of moral and social conduct that adults consider to be necessary for the next generations' material and social success. Induction programs for students can also help. A disciplinary master reported that:

"I have found these induction programs especially helpful in passing the spirit and traditions of the school to new students. One of the things I explain to them is that as a school we are family and one of the characteristics of a functional family is the care and respect for facilities. A good example I gave them is that the dorms have been in existence for over 40 years and the reason why they are able to use the facilities because their predecessors did not find the need to vandalize or destroy school property. I then invite them to preserve them so that their sons are able to use them when they take their turn in the school. This makes the students have a sense of pride and ownership of the school property"

Mentorship

Another emerging alternative form of discipline reported by six (30%) participants was mentorship.

One of the female disciplinary mistress reported that:

"When students enroll in a high school, much of their time will be spent in school than with their parents. It is true that a lot of changes take place in the life of the students for the four years. We encourage them to have mentors. We first make them aware of who a mentor is and what to expect from a mentor. Teachers in this school are more than willing to mentor students. By the time they leave school, they develop into successful professional who are proud to associate with us."

Another male disciplinary master reported that:-

"I like mentoring students. There is some sense of pride in me when students tell me that they want to become great people after school. I have enough experience because I have taught schools for sixteen years now. The students I mentored come back to thank me because I took time to mentor them..."

The notion of mentoring is ancient. The original mentor was described by Homer as the "wise and trusted counselor" whom Odysseus left in charge of his household during his travels. Athena, in the guise of mentor, became the guardian and teacher of Odysseus' son Telemachus. In modern times, the concept of mentoring has found application in virtually every forum of learning. A fundamental difference between mentoring and counseling is that mentoring is personal, as well as, professional

relationship (Whedal, 2015). According to Sanderson (1996), a counselor might or might not be a mentor, depending on the quality of the relationship. A mentoring relationship develops over an extended period. During which a students' needs and the nature of the relationship tend to change. A mentor will try to be aware of these changes and vary the degree and type of attention, help, advice, information, and encouragement that he or she provides. This is in agreement with Burnett (2014) that a mentor takes special interest in helping another person develop into a successful professional. In general, an effective mentoring relationship is characterized by mutual respect, trust, understanding and empathy.

Wanzala (2016) reported that the Kenya secondary schools heads association chairman John Awiti in a meeting with the Education stakeholders said that "We would love an opportunity where we sit with the students and share with them the way we would like them to grow up but when the time tables is loaded and everything has to be examined in tests, students find the school to be tense and rigid. He added that the current system forces students to study compulsory subjects which they do not need, at the expense of creating time for them to exploit their talents. "We want the subjects reduced and students given reasonable subjects so that by the time they are leaving school at 18 years of age, they already know their talents which they can use to earn a living" (Wanzala, 2016). This confirms that students do not get mentorship from teachers. It may also mean that teachers are not aware nor are they informed on how to mentor students.

4.2.2 Teachers' Perception on the Effectiveness of the alternative forms Discipline

Guidance and Counseling

When teachers were asked to give their perception on the effectiveness these forms of discipline, 16 (80%) participants consistently pointed out that guidance and counseling was effective especially when the school has the Guidance and Counseling office. Three teachers pointed out that they found it not effective given that they did not have a guidance and counseling office.

One of them who was a disciplinary mistress commented:-

> *"Guidance and Counseling is effective in this school because we have a full time counselor who is qualified. The school counselor is exempted from class work and therefore her office is open all the time for the students. The students have confidence with the school counselor because we arrange for motivational talks presented by the school counselor. Counseling students is her only duty."*

Another female guidance and counseling teacher reported that:-

> *"Guidance and counseling is one of the effective alternative forms of discipline. I am the school guidance and counseling teacher but I am not trained. We have an office. I had to learn from experience. The government should ensure that there is an office and trained guidance and counseling teachers in every school. I can confidently reveal that the students who have received my services have benefited immensely because they change their behavior and become great people in the society"*

This study is consistent with Ayieko (1988) found out that counseling is more effective than punishment as it makes students feel closer to the teacher, thereby establishing a friendly relationship. It enables a teacher to get to the root cause of the problem through interrogation as the student has the liberty to talk and realize the danger of his disobedience. Counseling has long lasting effect and leads the students to make their own conclusions unlike corporal punishment which scares students and

makes some of them run away from school. In counseling the teacher also gets more information on other areas not related to the problem itself and hence advice the students accordingly

School Tradition

Ten (50%) participants reported that maintaining the school tradition was very effective. The rest of the 10 participants were not aware of keeping school tradition. The students then were able to observe the norms of good conduct when not under compulsion or supervision and will carry them eventually to adult life.

This is what a respondent who was a female disciplinary mistress said:-

> *"Creative bright students who can apply their knowledge and skills are not only good for our schools but also for our community and country. By keeping a school tradition, they will see the sense in keeping values and they will always want to do the right thing because the society they return to after the four years have their acceptable values and beliefs too. They will become problem solvers of the future. They will become active leaders of our nation who have good morals and values embedded in their hearts."*

Another participant who was a male disciplinary Master said:

> *"When students first report to this school, we induct them. In this induction ceremony, we impart in them the school customs. The whole school – including the teachers are present. They read the school rules and then sign to show that they already understand what is expected of them. We only have two rules in this school and so it is so easy to follow. This really works because we rarely have indiscipline cases in this school."*

Deal (1994) states that just as traditions build bonds among family members, they can strengthen student bond and the school community. Whether it is a school party or a small celebration of student achievement, school tradition can build excitement and boost students' reputation. To maintain the school tradition, every member in the

school should have a role to play. They will feel motivated. The more they participate, the more they will become invested in continuing the tradition.

In similar vein, Newman (1996) points out those school leaders from every level are key to shaping school culture. Teachers communicate core values in their everyday work. Teachers also reinforce values in their actions and words. Counselors bolster spirit when they talk to students, reward behavior and celebrate success. In the strongest schools, leadership comes from the strongest sources. School leaders should know the school tradition- its history and current condition. They should know the deeper meanings embedded in the school before trying to reshape it (Newman 1996).

Mentorship

Mentorship was reported to be effective forms of disciplining students. Fifteen (75%) respondents reported that they mentor students while they teach in class. The 5 teachers reported that they have never tried Mentorship as a way to discipline students. This is what a male guidance and counseling respondent said:

> *"I sometimes use half of my lesson to mentor students. I talk to them about career, jobs, and good morals. I find this effective because some of the students come to my office wanting to know more about life. Mentoring gives the students a chance to look more closely at themselves, their issues, opportunities and what they want in life."*

Another female guidance and counseling teacher reported that;

> *"From the time we invited the motivational speakers to come and speak to the students, we have witnessed a great change from the students who showed no sign of changing bad behavior. It is like they finally realize that they are studying so that they can have a bright future. We manage to invite three powerful mentors in a term."*

Another female disciplinary mistress commented that;

> *"We usually encourage our students to freely interact with the teachers and even identify with one they feel that they can be their mentor. When we take our statistics as teachers, we realize that one teacher has about 10 students to mentor in a school of 400 students with 28 teachers. But we still mentor students collectively as we teach in class or in a students' gathering."*

Another male disciplinary master reported:

> *"No mentor can know everything a given student might need to learn in order to succeed. Everyone benefits from multiple mentors of diverse talents, ages, and personalities. Teachers in this school are encouraged to mentor individual students depending on their judgment. They also mentor students while they carry out their duties in this school. No one benefits when a mentor is too "possessive" of students therefore, we encourage multiple mentors for students"*

According to Grayson (2008), mentoring is meant to support and encourage students to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. This is in consistent with Eric (2016) who defines a mentor as a person who should help the mentee to believe in herself and boost his/her confidence. A mentor should ask questions and challenge, while providing guidance and encouragement. Mentoring allows the mentee to explore new ideas in confidence.

This is inconsistent with Lesurf (2014) who advises that good mentors are able to share life experiences and wisdom, as well as technical expertise; they are good listeners, good observers, and good problem solvers. They make effort to know, accept, and respect the goals and interest of a student. In the end, they establish an environment in which the student's accomplishment is limited only by the extent of his or her talent. Effective mentoring need not always require large amounts of time.

An experienced, perceptive mentor can provide great help in just a few minutes by making the right suggestion or asking the right question.

Kimaru (2016) asserts that the mentoring sessions that are ongoing in Kenya were conceived to steer the male student to the right career path and instill in them a higher level of self-confidence. The mentors will also shape the students' discipline, and therefore bring about a behavior that ultimately reduce or completely eliminate unruliness. He says that these sessions are carried out by some of whom are Alumni of these schools and may or may not be in professional careers or even in enterprise. They find time to share experiences, lessons on life and help them transition from teenage to adult hood. He recommends that there must be a deliberate effort by parents, alumni, county government, public and private institutions to help students transition and unlock their potential of being leaders in their areas of influence while displaying confidence (Kimaru, 2016).

Kimaru (2016) noted that the ongoing series of mentoring sessions that a number of institutions and individuals are carrying out countrywide in the Kenyan Secondary schools, can help mitigate student unrest. Studies show that mentorship help students navigate institutional bureaucracies, attain legitimacy, build social capital, enhance students' academic skills and promote positive attitudes toward education. Students with mentors achieve higher grades and are more likely to transition to higher education.

Praising Students

Praising students was reported to be effective by ten (50%) teachers out of the 20 participants who were interviewed. The other 10 (50%) reported that they do not find time to praise the student or otherwise found this form of discipline not useful. This

form of discipline was reported that students appreciate when their efforts are recognized. One of male guidance and counseling teacher reported that:

> *"Giving praise privately is more effective than doing it in front of the class. There are moments when public recognition is appropriate. Praising students is very effective because they feel appreciated."*

Another female guidance and counseling teacher reported that;

> *"Small gestures of praise are powerful. Eye contact and a smile from across the room, a note folded over and left waiting on a student's desk or a note written on the exercise book is very effective. I write a note like "I knew you could do it" on the exercise book. These small commendations becomes a special, albeit quiet, celebratory moment. In addition, heartfelt praise has the power to motivate and change behavior."*

Another female disciplinary Mistress participant said:

> *"Most students in this school are trouble makers. The students who are well behaved are praised in front of other students. Students who work hard and excel in their studies receive presents and have their names pinned on the notice boards. Students who spend some of their study time to help other students in subjects like Mathematics, physics, Chemistry or any other subjects are also recognized in front of other students."*

Whedal (2015) asserts that in most situations, excessive praise is not effective. Praise should be sincere because when it is not, it lowers expectations and does not change behavior. For praise to be effective and ignite motivation, influence behavior and steer students toward excellence. Praise must be meaningful. It must stir something inside the student's heart that makes them want to get better.

This is in consistent with Sitiawan (2015) who says that praise will not have meaning to students if they do not deserve it. Praise should be given only when the teacher notices students doing something that is beyond the school rules and regulations. Teachers should watch for students working harder, performing better or going out of their way to help their classmates.

Dialogue with students

Dialogue was reported to be effective by five (25%) teachers out of the 20 teachers interviewed. The rest of the teachers either did not embrace this form of discipline or were not aware that this form of discipline exists. One of male disciplinary master reported that:-

> *"Students meet in the dormitories on Saturday mornings to discuss their issues. Usually, the house teacher is always present just in case there is an issue that needs the attention of the administration. On Wednesdays, they hold the class meetings to discuss issues concerning their class work and any issue that needs the attention of the teachers concerned. Again, the class teacher has to be present. I find this very effective because the students are given a chance to speak freely and raise matters that could eventually end in violence"*

According to the Republic of Kenya (2013), students are important stakeholders in the education sector and they could effectively contribute positively to decision making activities on very key issues in schools. This could be effectively implemented during class meetings with students for collaborative decision making.

Undemocratic school administration does not consider meetings as important channels of communication. This concurs with Kiprop (2012) who established that teachers adopt master/servant superior/inferior attitude in dealing with students. They rarely listened to students' grievances because they believe that they have nothing to offer.

This creates a lot of tension, stress and misunderstanding and eventually leads to frustrations and violence as manifested in strikes. This was witnessed in 2016 when student unrest resulting to arson sometimes with fatalities was reported in over 100 public boarding schools in Kenya. Measures were taken in the wake of a wave of arson attacks that destroyed property worth millions of shillings (Sitiawan, 2015).

Suspension

This form of discipline was reported to be ineffective by eighteen (90%) participants. 2 participants reported that they used this form of discipline and found it effective because the students changed their behavior for the good. The study revealed that the suspended students are deprived of privileges that are meant to help them attain academic excellence thus causing psychological torture. The participants who were interviewed reported that this method is ineffective on the students' behavior. One of the male disciplinary master reported that:

> *"When we suspend students, some of them do not change their behaviors and we wonder what to do next. The student who we sent home for stealing will come back and steal again. He will again be sent home and thus miss a lot in their studies. Because of their frequent absenteeism, they give up in their academics. The only thing that keeps them in school is because their parents want them there. It is even sad to note that these students when they come back will have to catch up on their own. I have seen students drop out of school and resort to drugs because of suspension"*

Another female disciplinary mistress reported that;

> *"I have been teaching now for over fifteen years. Students of course would not want to find themselves being sent home for having misbehaved, but when push comes to shove, we have to. The problem is that suspension does not change students' behavior. Probably because when they go home they still get the scolding from their parents. They need to know and understand the nature of the punishment they received is to help them have a bright future. When they come back from home they still get punished before being allowed to go to class where they will catch up on their own with little or no help from the subject teachers."*

Republic of Kenya (1980) stipulates that a pupil may be suspended from attendance at a school if his language or behavior is habitually or continuously endangers the maintenance of proper standards of moral and social conduct in the school or if any single act or series of acts subversive of discipline is committed. A suspended student

shall not be allowed to attend classes and shall be required to be physically away from the school precincts until he or she is informed of the outcome of the case to the parent or legal guardian through a letter.

Maina (2016) did a study on the effects of students' suspension on their sociological wellbeing in boarding secondary schools in Nakuru County. The survey search design was descriptive which was used in 7 secondary schools in Nakuru Municipality. A purposive sample size of 145 suspended students from a total population of 3917 students from the 7 boarding schools was used. Purposive sample of 2 teachers was used to select one from the Guidance and Counseling department and teachers from the Disciplinary committee were interviewed. The data was collected using questionnaires that were administered to students while interview schedules were used for the teacher counselors and discipline teachers. Descriptive statistics, frequencies, percentages and tables were used to analyze data. From the findings, it is an indicator that stealing of other students' properties; disobedience defiance and breaking of school rules and regulations are the major causes of suspension. Further evidence revealed that students' Suspension negatively affected their psychological wellbeing and their academic work. The study recommended that educators should think of other alternative measures in correcting students' behavior without affecting their psychological wellbeing and denying them their academic activities. This study brought out new knowledge about student suspension, however, it was limited in terms of the sample size used and data collection instruments as compared to my study where

I used an interview guide. The study also left a knowledge gap on teachers' perception of the alternative forms of discipline.

Literature reviewed shows that suspended students rarely change their behavior but would continue with the same delinquent behavior even after suspension. This is in agreement with Smith (2010) who noted that suspension pushes students out of school and may only contribute to the broader problem of violence. Oladele (1987) also found that suspended students rarely changed their behavior but would most likely carry on with the same delinquent behavior after suspension.

Expulsion

Expulsion was reported as not effective by 17 (85%) participants. Expulsion was a rarely used alternative form of discipline because parents sometimes interfere by taking the involved teachers to court; however, in cases where students are found to have been involved with drugs, stealing or a gross misconduct, they were expelled.

One of the male disciplinary master reported that:

> *"When a student is expelled from school, I as a counselor feel that my duties have not been honored because that student may have been helped in one way or another by being guided especially the ones who take drugs. Expulsion is an alternative form of discipline given by the government. The Ministry of Education does not give any provision for expulsion of students from schools for specified reason. Expelling the student will only be shifting the problem to another school, if the student will ever be admitted."*

Expulsion of a student is pegged on recommendation to the Board of Education to uphold or reject recommendation to expel a student. According to Patterson (1973) grounds for expulsion of students included willful defiance, vandalism, drugs, stealing, truancy, violence, force, repeated violation of school rules. Expulsion of learners in South Africa is done to a learner by permanently refusing admission to the school where the learner is enrolled. Learners can only be expelled in cases of serious misconduct by the head of Department after a fair hearing and not by the principal or

the school (The South African Schools' Act, 1996). Tattum (1999) in a study that focused on the role of discipline in the establishment and maintenance of a safe school environment for learners and educators in the East London Region of the Eastern Cape Province observed that expulsion may have an effect of pushing students out of school or fostering school drop outs and by doing so only contributes to the broader problem of violence and warns that expulsion as a method of instilling discipline on students should be used with caution.

Detention

Out of the 20 teachers interviewed if Detention is effective, 17 (85%) teachers interviewed reported that Detention was not an effective form of discipline while 3 (15%) teachers reported effectiveness on this form of discipline.

One female guidance and counseling teacher reported that:-

> *"Some students, especially the less serious ones who do not like staying in class view the alternative forms of discipline such as detention an opportunity to be out of class. Teachers are also disadvantaged because they give up their lessons to supervise the student."*

Another male disciplinary master reported that:-

> *"We have been using detention as an alternative form of discipline but we realized that it is not effective. We usually retain them in class when others go out for games. Most students do not enjoy going out to play and this form of discipline becomes a blessing in disguise to them. When they meet with other students, they are like heroes because the other students would have worked hard in the field."*

Another female disciplinary mistress reported:

> *"There is no limit to the number of detentions that can be given in one day. A student who receives detention will report to the detention room at 3:00 pm. usually, the disciplinary teachers are the ones who give out the detention notice to the student. A student can receive a detention letter when, among other reasons, eats and*

drinks in class, or has foods displayed in the class room, any student who uses inappropriate language or inappropriate gestures to any member of staff or student will receive a detention letter, or any student found loitering in school."

According to Kelly (1997), the aim of detention is to stop unbecoming behavior from recurring. The problem with detention is that it is rarely a successful form of discipline that can eliminate bad behavior. In some cases, detention increases undesirable behaviors in students. Instead of punishing the behavior, students may be receiving positive reinforcements for bad behavior.

The participants reported that this alternative form of discipline does not make students correct behavior because they get attention from teachers, which they probably would not have obtained without misbehaving. They could also get fame among his/her peers in form of admiration for bad behavior. Such students are usually not serious with their academics. Participants reported that it becomes tricky when students are sent out of the class room because to them that is an opportunity. In most cases teachers have to be present to supervise them instead of teaching.

Additionally, unacceptable behavior can sometimes be a coping mechanism used by students who are facing challenges. These students may have been bullied by other students or have a low self-esteem Hurlock (1978). As a result, detention may serve as a negative reinforce for bad behavior as the student is able to avoid stress associated with the playground where he is bullied (Laslett, 1987). Clearly, detention is not an effective way of ensuring good behavior among students.

4.2.3 Challenges faced by the Teachers in administering the Alternative Forms of Discipline.

With regard to constraints several factors were highlighted as hindering the smooth administration of the various alternative forms of discipline.

Unpreparedness

Eighteen (90%) participants reported that the government did not prepare them on how to administer discipline in the schools after the ban of corporal punishment. One male who is a disciplinary master reported that:

> *"Sometimes you may give a letter of suspension to the student then after the two weeks; they come back with a stranger instead of the parent. At this point we wonder whether to expel the student or administer another form of discipline. Workshops should be called for teachers to share the challenges they face and hence draw a clear picture on how to handle the students should they misbehave."*

As observed, the participants expressed that the introduction of the alternative forms of discipline was an important educational change which should have been clearly communicated to all the affected parties. Another challenge was that the ministry of Education did not give a clear defined way of carrying out the alternative forms of discipline.

Lack of a counseling room

Eleven (55%) respondents reported that there were no guidance and counseling offices due to lack of funds to build counseling rooms. The rest of the respondents had Guidance and Counseling in their Schools. One female guidance and counseling teacher reported that:

> *"I counsel students in the staffroom because we have no counseling room. In the middle of the counseling session, a teacher comes from nowhere and starts canning the student. This in turn instills fear to the students who may be referred to me in future. Some teachers*

simply do not believe that counseling a student can help change the students' behavior."

A counseling room is very important for every counseling session. It enables the counselor and the student to carry out their sessions freely. They therefore use the staffroom to counsel the students. The participants therefore requested that the government should ensure that every school should have a Counseling room for effective counseling sessions.

Guidance and Counseling is not well funded, the education enterprise has become a costly venture. Enough funds are not allocated to each school to run its various services.

Where funds are available, very little is earmarked for counseling purposes in schools. For effective counseling, adequate funding to purchase items such as psychological tests, journals and various publications, play gadgets, cardboards and various felt pens as well as money to organize activities such as Orientation, Excursions, career clubs and Career Day/Week and Furnishing a Counselor's office.

Uncooperative attitude

Uncooperative attitude was cited by eight (40%) respondents as a problem facing alternative forms of discipline. One of guidance and counseling teacher reported that:-

> *"Some students refuse to come to the counseling session which is a disadvantage to them. The reason they give is that they fear to be intimidated by other students. We also do not have a Counseling room. The teachers also do not care to forward the students for counseling. I am a trained counselor but some teachers assume my role instead of forwarding the students to me. The students end up in a worse situation and this in turn cause them an expulsion."*

The respondents reported that they did not receive enough support from the school administration to enable them render their services as the school counselor. When

probed further, they reported that some teachers did not care to forward students who need counseling services.

Skinner (2001) discovered that the worry that other people will find out about one's reasons for seeking professional help was a reason that students did not want access to guidance and counseling. The respondents shied from counseling due the fear of being teased and bullied by peers in the school. This highlights the fact that students did not seek guidance because they might be stigmatized by others who find out or see them. This is in consistent with Burnett's (2001) observation that the fear of someone finding out limits the urge to seek career guidance. The attitude is perpetuated with rumors and gossip many hold through years of observation in school that guidance and counseling is for those who are academically weak or excessively truant.

Untrained guidance and counseling teachers

This was cited by 13 (65%) teachers. One female guidance and counselor reported that:

> *"I am not a trained Counselor. I just choose my words correctly*
> *when counseling the student and hope the student will change."*

Another female disciplinary mistress reported that:-

> *"I have taught in this school the longest. I have better experience*
> *that any of the teaching staff. This is why I have been acting as the*
> *Guiding and Counseling teacher for a very long time. I can say that*
> *I am satisfied with my duty as the School Counselor"*

These teachers were said not to have any knowledge on how to counsel students. Despite the fact that there are many holders of higher degrees in guidance and counseling in Kenya today, not many are qualified to be real counselors because they lack the skills necessary for the practice. There is limited number of trained

counselors in public secondary schools in Kajiado County, Kenya. The ones who are already trained choose to go into non- school settings like hospitals and other organizations. They are not active in counseling the students because they lacked the skills.

The Kenya secondary school heads association confirmed that teachers were not trained on how to handle discipline cases. John Awiti, who is the current chairman of the Kenya secondary school heads association, suggested that the teacher training curriculum be reviewed to put it into line with the demands of the modern students whom he said was "complicated and restless"

An overloaded curriculum

This constraint made teachers to have little or no time for the counseling sessions with the students. This is in reference to 18 teachers who were teaching and are counselors:

One male counselor reported that:

> *"I play two roles, a full time teacher and a counselor. I teach over 24 lessons a week and yet I am not paid for the extra duties. So there is no motivation at all."*

Another female guidance and counseling teacher reported that:

> *"The government should ensure that Guidance and Counseling teachers should be given few or no lessons at all so that they can concentrate on their Counseling work because some counseling sessions need a lot of time and input."*

These findings are in consistence with Mwangi's (2002) views who argues that Counseling teachers should not be overworked. The administration should support the teacher counselors by giving the few lessons to enable them to efficiently carry out the counseling sessions.

Blurred role of the guidance counselor:

This was reported by four (20%) participants. One male guidance and counseling teacher reported that:

> *"Some teachers seem not to understand the role of a guidance and counseling teacher. Because we do not have a counseling office in this school, we use the staffroom. Instead of teachers referring the students to me, they take up my role yet I am a trained counselor who knows how to handle students."*

Another female disciplinary mistress reported that;

> *"Our school counseling teacher is very confidential with students' cases yet we still see the student on the wrong. Sometimes we wonder whether to send a student home or still give the school counselor time in order to help the student change their behavior."*

Several people in the society today do not know the specific roles of the counselor. Even in the school settings, where awareness is expected to be high, school personnel such as teachers and principals misconstrue the functions of counseling teachers.

School counselors need to do more to educate stakeholders about confidentiality in their work. The debate on the interaction and dynamics between teachers and school counselors over the sharing of information and confidentiality issues is an ongoing one. The findings in this study support further research especially in exploring the views of both the teachers and school counselors in relation to the need for disclosure and the impact that this demand will have on the working relationship of both professionals.

School counselors and teachers should develop a greater understanding of each other's work in order to pave way for closer collaboration.

No uniformity in disciplining students:

Ten (50%) participants reported that parents have given their consent by signing that a cane should be used to discipline the students. A participant, a disciplinary master, who had over 20 years of teaching experience, reported that:

> *"I have been to several schools teaching. In the schools where the parents gave consent to the teachers to use a cane, students behaved well. Guidance and counseling was implemented only when the student was consistently found to be on the wrong. There is no uniformity in disciplining students in Kenya and this may be the reason why we see undisciplined cases are on the rise."*

Basic Education Act (section 36) outlaws physical punishment and mental harassment, and prescribes a fine not exceeding 100,000 Kenya Shillings or 6 months imprisonment for offenders. The Act states that no pupils shall be subjected to torture, cruel and inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. The government stated laws but did not prepare teachers on how to handle in disciplined students discipline was reported not to be effective by nine participants.

The guidance and Counseling teachers also lacked commitment towards participatory administration which was manifest through double standards.

Need for workshops

The participants were asked to make suggestions on what the teachers should do to improve discipline in schools. Fifteen (75%) respondents posited the need for the workshops to be called for. One guidance and counseling of them commented:

> *"First, the government should ensure that there are enough teachers in every school. They should also make sure that there is a trained Guidance and Counseling teacher in every school. The Ministry of Education should see to it that workshops are called in order that the teachers are made aware of the alternative forms of discipline."*

One participant who was a Disciplinary Master expressed fear in administering discipline to students:

> *"It is us who are with the students and we know them better than the government. They should give a clear guideline on how the teacher is protected should a parent take a teacher to court for suspending or expelling a student."*

For any organization to succeed in bringing change, the concerned parties have to be made aware of the intended change otherwise cases of resistance will arise because of fear and uncertainty. The Ministry of Education should have prepared the teachers as the stakeholders in the education sector.

This is in consistence with the report given by Mwembi (2015) about Sacho high school principle who risks jail term over contempt of court. The contempt charges were preferred to the school administration after the school allegedly defied court orders to readmit six students who had been expelled for alleged discipline.

4.3 Chapter Summary

Based on findings on the data analysis, results revealed that alternative forms of discipline like Guidance and Counseling, Keeping school tradition, Mentorship, Praising a student and Dialogue, were positively received by the students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents the summary of the study, the conclusion and the recommendations from the participants. The use of simple strategies of rewarding a students' good behavior through praises, encouragement and appreciation has greatly improved the student discipline in schools, as shown in the study. As the situation is, the teachers observed that the use of the alternative forms of discipline such as suspension, Expulsion and detention is retrogressive and ineffective in some schools in producing desirable behaviors for a learning environment.

The following were derived from the key research questions of the study as follows:

1. What are the alternative forms of discipline employed in our schools?

2. What are the teachers' perceptions on the effectiveness of the alternative forms of discipline?

3. What are the challenges faced by teachers in administering the alternative forms of discipline?

5.2. Summary

The study sought to find out the teachers' perception of the effectiveness of the alternative forms of students' discipline in secondary schools in Kajiado County. In reference to objective one, the study revealed that the alternative forms of discipline are; Guidance and Counseling, School tradition, Mentorship, Praising a student, Dialogue, Suspension, Expulsion and Detention.

Further findings to question two, revealed that teachers use Guidance and Counseling as the main alternative discipline method and whenever it was used, it yielded

impressive results. This was the widely known alternative form of disciplining students in the secondary schools in Kajiado County. Suspension and expulsion was another dominant form of discipline. This form of discipline was not effective in as presented by the teachers who were interviewed in Kajiado County because suspended students miss a lot while away. In similar vein, the study established that detention is not positively received by the learners. This is in agreement with Wilson (2002) who explains that detention may take the form of isolation during class, during break or after school. However he queries if detention is able to change the learners' behavior. Some learners view detention as punishment because the learners' perception or receptiveness towards being kept in isolation, confinement or custody as a consequence of their actions makes them emotional rather than think straight towards improving behavior.

For the alternative forms to be effective, the study established that an ordinary student without discipline challenges should in the same strength, get an opportunity to have his joys, frustrations, and aspirations with an older, more experienced person and hopefully get advice on how to navigate the chance of his/her life. The government should therefore ensure that there is a counseling office and a trained guidance and counseling teacher in every school.

These findings agree with Griffin (1994) who reported that the paramount aim of school discipline should be to endow each learner with the habits such as self-respect and proper pride in his own integrity. Sound discipline is an essential ingredient in the creation of a happy and industrious school community. Learners learn the best of their abilities in an orderly and safe environment.

With regard to research question three, results revealed that most guidance and counseling teachers were either not trained, did not have a counseling room, or lacked time for counseling because of heavy workload. Some teachers seem not to have a clear and defined way of disciplining students as they were not well informed on the alternative forms of discipline. It was also reported that students no longer respect the authority because they are aware that they are protected by the policy.   These challenges as analyzed above are significant enough to influence the effectiveness of the alternative forms of discipline.

These suggestions need to be implemented and sustained in schools since they form part of the foundation for confidence building which promotes effective teaching and learning. Nevertheless, the study findings agree with the Education Cabinet Secretary in Kenya (2016) that there are a lot of indiscipline cases in Kenya today and when there is indiscipline cases in schools, there will be under performance. The findings concurs with the studies carried out by Charles (1989) that if discipline is not taken into consideration, the educational process may be disrupted and this will in turn affect the education performance of the learners and the overall education attainment.

5.3 Conclusion

In general, the study findings revealed that the rise of the indiscipline cases in the Kenyan schools today could be attributed to the fact that the teachers were not prepared or consulted by the government on the alternative forms of disciplining students. Results revealed that alternative forms of discipline like Guidance and Counseling, Keeping school tradition, Mentorship, Praising a student and Dialogue, were positively received by the students. These forms of discipline enable students to realize that not all misbehavior should be punished but can be corrected through other

methods and hence help the student to see mistakes and appreciate need to change. While at the same time, these forms of discipline have positive long lasting effect on students. This allows them to make their own conclusions or decisions after being guided towards the right direction.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made

1. Teachers should first use the most humane alternative forms of discipline such as Guidance and Counseling, Keeping School tradition, Dialogue with the students, use praise before using suspension, Expulsion and Detention.

2. Workshops and seminars should be organized for teachers so that they can be trained and made aware on how to administer the forms of discipline.

3. The Ministry of Education should make sure that every school has a guidance and counseling room and a trained guidance and counseling teacher

4. The Kenyan government should also implement a review of curriculum in teacher training colleges to incorporate discipline methods for students including training with regard to dealing effectively with youth's behavior and the normal stages of teen-age development in secondary schools.

5.5 Recommendations for Further Study

The following issues emerged from the research and were recommended for further studies:

1. The role of Discipline masters in Guidance and Counseling programs in Secondary Schools

2. The Effectiveness of Teacher Counselors in the guidance and counseling programs in Secondary Schools

3. Teacher's motivation that will develop the right perceptions towards guidance and counseling by encouraging them to take an active role in student counseling. Constant sensitization of the students and good relations with the teacher counselors.

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APPENDICES

Appendix A: An Interview Guide on Teachers' Perception on the Effectiveness of the Alternative Forms of Student's Discipline in Secondary Schools in Kajiado County.

My name is Hellen Sing'oei, a Masters student at Moi University. I am conducting a research on Teachers' Perception of the effectiveness of the alternative forms of students' discipline in public secondary schools of Kajiado County.

The aim of this interview is to collect information relating to how indiscipline is handled in your school and this will therefore be considered to be a true representation of other schools in the country. Its findings will help in knowing the alternative forms of discipline in schools. The success of this study will depend on your honest responses. Any information provided will be treated with a lot of confidentiality. Thank You.

PART A: BIOGRAPHIC DATA.

1.   Gender of the respondent

   Male ( )   Female ( )

2.   Teaching experience

   a)   0-2   (   )   d)   10-20 (   )

   b)   3-5   (   )   e)   Over 20 years   (   )

   c)   6-10   (   )

3.   Position in School

   a)   Disciplinary Committee   (   )

   b)   Guidance and Counseling Teacher   (   )

4.   Teacher Qualifications

   a)   Masters   (   )

   b)   Degree   (   )

   c)   Higher Diploma   (   )

   d)   Diploma   (   )

PART B: Teachers' Perception of the Effectiveness of the alternative forms of Students' Discipline in Secondary Schools in Kajiado County.

1.   2.   How do you discipline learners in your School when they misbehave?

_____

_____

_____

2.   How do you administer the discipline?

_____

_____

_____

3.   Apart from the form of discipline you have indicated, do you have any other

   form of discipline that you use? If Yes, What are they?

_____

_____

_____

4.   How do you administer this form of Discipline?

_____

_____

_____

5. In your own view, how do you think this forms of discipline have been effective in correcting learners' misbehavior in your school?

    _____

    _____

    _____

6. What are the challenges you face in administering these forms of discipline in your School?

    _____

    _____

    _____

7. What would you recommend as a teacher on what the government should do to improve discipline in schools?

    _____

    _____

    _____

8. What other information would you like to share with us?

    _____

    _____

    _____

Appendix B: Research Authorization

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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

Ref. No.   Date:

NACOSTI/P/16/02788/14172

26th October, 2016

Hellen Jeptoo Singoei
Moi University
P.O. Box 3900-30100
THIKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Teachers`*
perception of the effeetiveness of the alternative forms of students`
discipline in secondary schools in Kajiado County, Kenya," I am pleased to
inform you that you have been authorized to undertake research in **Kajiado
County** for the period ending **24th October, 2017.**

You are advised to report to **the County Commissioner and the County
Director of Education, Kajiado 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified