

**THE EFFECTIVENESS OF THE DISCIPLINARY STRATEGIES USED TO  
MANAGE STUDENT DISCIPLINE IN KENYAN SECONDARY SCHOOLS: A  
CASE OF RONGAI SUB-COUNTY IN NAKURU COUNTY**

**BY**

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**DECLARATION**

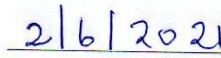
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This thesis is my original work and has not been presented in this University or any other University for the acceptance of a research project.



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## **DEDICATION**

I dedicate this study to God Almighty for the gift of life, good health, wisdom, knowledge and provision of resources that have enabled me come this far. To my dear father John Chebon Bonde and mother Leah Kabon Chebon for fueling the spirit of hard work in my heart I always remain indebted. My loving husband Wesley C. Changole, and our children you have been the support I needed to come this far, thank you. Finally my mentor Ann Kendagor, you have always fanned the fire as I move on in this academic journey, God bless you.

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## ABSTRACT

The purpose of this study was to investigate the effectiveness of disciplinary Strategies used in managing student discipline in Secondary schools. These findings were based on a study conducted in 2016. The study specifically sought to identify different disciplinary strategies used in managing student discipline of secondary schools in Rongai Sub-County, Nakuru County. The study adopted descriptive research design guided by B.F Skinner (1952) and behavioral theory postulated by Krumboltz and Thoresen (1996).The target population included principals/deputy principals and teachers. For getting a representative sample, the researcher stratified the schools into four educational divisions. Stratified proportionate sampling was then used to select 3 secondary schools from each division that participated in the study. This formed 30% of the total number of secondary schools in the sub-county. All the head teachers (12), from the selected schools were purposively sampled for inclusion in the study. Simple random sampling was used to select 30% of teachers from the selected secondary schools. The data was collected using questionnaires, interview schedule and document analysis and analyzed using descriptive statistical techniques such as frequencies and percentages. The analyzed data was presented using frequency tables. The study findings revealed that students in most secondary schools in their respective schools followed school rules and regulations related to student discipline, concerning use of rewards, the principals support the use of rewards in managing student discipline. The study also found that there is under staffing of teachers in schools. The study findings reveal that disciplinary strategies play a major role in the level of students` discipline and that teachers need to employ effective disciplinary strategies in secondary schools. The research concluded that disciplinary strategies used to manage student discipline in Kenyan secondary schools are effective at different levels and recommends that the Teachers Service Commission (TSC) balance teachers in schools. Schools should also strive to have budgetary allocation on the issue of rewards for teachers and students. Further, Schools should also embrace the use of communication as a strategy in managing students` discipline.

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**LIST OF ABBREVIATIONS**

<b>AEO</b>	Assistant Education Officer
<b>DEO</b>	District Education Officer
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KESI</b>	Kenya Education Staff Institute
<b>KUPPET</b>	Kenya Union of Post Primary Education of Teachers
<b>MOE</b>	Ministry of Education
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NGO</b>	Non- Governmental Organization
<b>WB</b>	World Bank

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.0 Introduction**

Chapter one of this study presents the following: the background of the study, Statement of the problem, purpose of the study, research objectives, research questions, justification, significance of the study, assumptions of the study, scope of the study, limitations, theoretical framework and operational definitions of the key terms.

#### **1.1 Background to the Study**

Education targets building and training character for the society. Cotton (2000) posited that education is a cultural process of transforming a newly born individual to a full member of a particular society. The school administration plays a significant role in student discipline management. Discipline enhances commitment to school values by providing sense direction to learners. Learning process cannot be successful when the administration and teachers do not maintain discipline, this makes discipline a major educational component. Education empowers one so that he/she acquires skills, knowledge and attitudes that can enable him or her to be of importance to the society and help in making logical and reasonable decisions (G.O.K, 2006).

Ryan (2006) states that discipline problem among students is an issue of concern worldwide. It will be noted that the aims of education will not be attained in a situation where there is indiscipline among learners. Disciplinary cases occurs in various forms for instance arson, violent behaviours manifested by students, rape and students

absenteeism from school. Student indiscipline cases occurrence has been of major concern in the entire society in the world, this is because the primary educational institutional function is undermined (Barasa, 2003). In South Africa, schoolyard crime contributes to decline in education standards. School enrollment in South Africa dropped in the year 2004 due to discipline problems (Greenberg, 2006). Most of those students who dropped would come to school to cause trouble.

In Malaysia, the indiscipline problems in Secondary schools are ranged as a major problem among students and their education has been adversely affected. According to Siringi (2003), all societies have reported student disturbance case. Abdi (2005) stated that there has been a rapid increase in the number of institutions affected by the student riots in Kenya in recent past like other parts of the world.

Student discipline involves the use of effective disciplinary strategies. Schools normally employ different disciplinary strategies in order to achieve their predetermined educational goals. This is because different schools have different levels of student discipline. Furthermore, Gaustad (1992) opined that the school plays two main roles, first is to ensure the staff and learners safety, and second is to create a conducive learning environment. The student discipline management in schools is the responsibility of teachers, principal and the parent's cooperation. Head teachers are expected to play a position of authority in an organizational hierarchy and perform activities and processes that move a group towards accomplishment of its goals. Besides, teachers at secondary schools are normally trained and majority of them hold a degree certificate and other certificates beyond this.

In an effort of managing student discipline, each Kenyan schools has created a distinct technique of discipline maintenance in the school surrounding (Kiprop, 2012). Nevertheless, a good number of these professionals might be over relying on corporal punishment despite its ban in 2001 through the legal notice of 2001 (Mutembei, 2012). Parents also play a major role in management of student discipline. (Nelson, 2002) says the community and parents are the first link in ensuring a school discipline practices

The preceding paragraphs indicate that discipline in school setup, has a lot to do with the different disciplinary strategies employed in a school and to a large extent, discipline is important in influencing and furthering school learning achievements (Chiuri & Kirui, 2005). The issue of indiscipline has been a worldwide concern schools.

Kenyan secondary schools where Rongai sub county secondary schools happen to be in are not an exceptional. They have equally demonstrated numerous indiscipline cases ranging from drug abuse, disrespect of teachers, fellow student molestation, and arson among others. Therefore, this research endeavors to investigate the effectiveness of disciplinary strategies of managing student discipline in Rongai secondary schools of Nakuru County.

## **1.2 Statement of the Problem**

In Kenya, the issue of student discipline problems in learning institutions and more particularly in Secondary schools has been a major concern to the society and school administrators as this works against the core objectives of these institutions. Kukali and Kabuka (2009) buttressed by stating that the indiscipline levels in Kenya is persistently increasing despite administration, school management and the government

efforts in controlling discipline. Student indiscipline cases indicate that there could be ineffective disciplinary strategies employed in the Kenyan learning institutions. In supporting this, Wright and Keetley (2003) Munn and Johnstone (2007) noted that despite teachers attesting to the stressful nature of student discipline cases repetition, they have not all affirmed the appropriate method to dealing with the indiscipline cases. Although various studies have investigated on various disciplinary strategies in management of students` discipline, little has been achieved on the effectiveness of these disciplinary strategies. The purpose of this study was to investigate the effectiveness of the disciplinary strategies used in managing student discipline in Rongai sub-county secondary schools of Nakuru County; which constitutes the gap that this study sought to fill.

### **1.3 Major Research Objective**

To investigate the effectiveness of disciplinary strategies used in managing student discipline in secondary schools in Rongai Sub-County.

### **1.4 Specific Research Objectives**

The objectives that guided this study are:

- 1) To investigate the presence of indiscipline cases in secondary schools in Rongai Sub-County.
- 2) To establish the effectiveness of guidance and counseling in managing student discipline in secondary schools in Rongai Sub-County.
- 3) To determine the effectiveness of the use of rewards in managing discipline in secondary schools in Rongai Sub-County.
- 4) To establish the effectiveness of punishment in managing discipline in secondary schools in Rongai Sub-County.



## **1.5 Research Questions**

### **1.5.1 Major Research Question**

What is the effectiveness of the disciplinary strategies used in managing student discipline in secondary schools?

### **1.5.2 Specific Research Questions**

- 1) Are there indiscipline cases in secondary schools in Rongai Sub-County?
- 2) How effective is the use of guidance and counseling in managing student discipline in secondary schools?
- 3) How effective is the use of rewards in managing discipline secondary schools?
- 4) How effective is the use of punishments in managing discipline in secondary schools?

## **1.6 Justification of the Study**

This study was necessitated by the concern from parents, teachers, ministry of Education and all stakeholders over the rise of unrest in secondary schools. In the recent past, schools have experienced rampant cases of Indiscipline. This study therefore endeavored to establish whether disciplinary strategies used by schools affect the discipline of students in schools. Therefore, it was felt that there was a need to establish the effectiveness of these disciplinary strategies in public secondary schools of Rongai Sub-county.

### **1.7 Significance of the study**

The study is significant in that findings will; help principals and teachers realize the importance of effective disciplinary strategies in managing student discipline hence curb disciplinary behaviors in secondary schools. It will reveal training needs of secondary school principals and teachers. Ministry of Education (MoE) and Kenya Education Staff Institute (K.E.S.I) could address such training needs.

The study will also add information on the existing knowledge on the disciplinary strategies utilized and can be used for further research and will provide suggestions for the improvement of the disciplinary strategies used hence improve student discipline in secondary schools.

### **1.8 Assumptions of the study**

The study was carried out based on the following research assumptions:

- 1) There are different levels of student discipline in secondary schools.
- 2) Disciplinary strategies such as guidance and counseling, use of rewards and punishments are employed in Kenyan secondary schools in managing student discipline.
- 3) The respondents willingly filled the questionnaires.
- 4) The head teachers cooperated in the whole exercise.

### **1.9 Scope of the study**

The study was conducted in Rongai Sub-County of Nakuru County, since this area had several reported cases of student unrest in schools in the recent past. It attempted to establish the effectiveness of disciplinary strategies used on managing student discipline in secondary schools. The study was restricted to the principals/deputy

principals, and teachers in the schools to be selected. The study covered both public day and boarding secondary schools that are found within Rongai Sub-County and was conducted between January and March 2016. The study mainly focused on the effectiveness of the three disciplinary strategies; i.e. guidance and counseling, use of rewards and punishments used by the principals and teachers in managing student discipline in secondary schools of Rongai Sub-County.

### **1.10 Limitations**

The study was carried strictly between principals/deputy head teachers and teachers hence it did not claim perfection due to inherent limitation in the study design and the sampling. First, some teachers were unwilling to fill questionnaires for fear of victimization by the school administration. Secondly, some of the head teachers were unwilling to be interviewed because this would have revealed information that was confidential about their schools. The researcher in this case assured them of confidentiality of the data collected as well as stating to them clearly that the data would only be used for academic purpose. Anonymity was also applied to give the respondents enough confidence to give the required information for the study. The study was conducted in Rongai Sub-County and confined to the public secondary schools policies and procedure. The researcher also used a minimum sample of 30% of the population in this level of study. The findings therefore may not be generalized.

### **1.11 Theoretical Framework**

This study was based on B.F. Skinner's theory of operant conditioning and behavior modification. According to Skinner (1952), the function of behavior is its consequences. He established that people would probably engage in behaviour desired

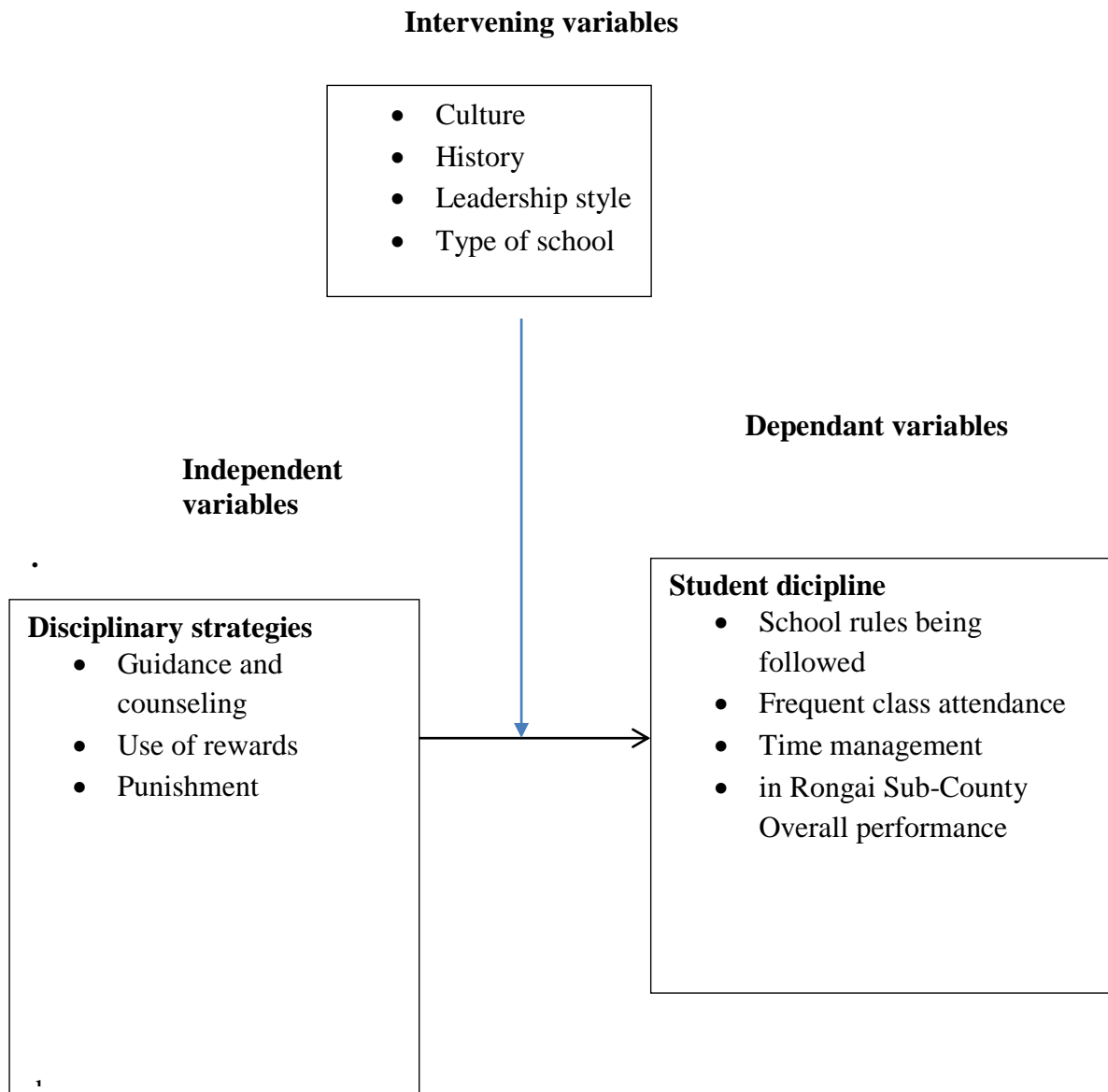
if there was a reward of doing so. Skinner (1952). The rewards are most effective if they immediately follow the desired response; and behavior that is not rewarded, or is punished, is less likely to be repeated (Robbins, 2003). Operant conditioning is a learning process with a more frequent or probable response made by reinforcement. It aids in behavioural learning not likely associated with the stimuli known (Mangal, 1999).

In secondary schools, it is more likely for students to behave in ways that are inappropriate for teaching and learning. This could be partly because of their stage in growth and development i.e. most students in secondary schools are at the adolescent stage. According to operant conditioning theory, the behavior of the student determines the discipline strategy that would be utilized. That is, if a student behaves in school, teachers would reward such a student with the intention of nurturing and maintaining that desirable behavior. On the other hand, if a student demonstrates undesirable behavior, the teachers would punish the student in order for the inappropriate behavior to be stopped or its frequency reduced. It is implied in operant conditioning theory that teachers' task in student discipline management in secondary schools is to be able to ascertain what students really like (reinforces) and what they do not like (punishers). The knowledge of reinforcers and punishers in secondary schools would enable teachers to devise and put into use effective disciplinary strategies. Skinner believes that disciplinary strategies which is effective should promote students and staff safety and dignity, address students behavior causes and pressure the learning environment dignity in providing a long term outcomes in positive behavioural skills.

The study was also guided by the behavioral theory that emphasizes on the implementation and effectiveness of guidance and counseling in learning institutions in managing of student discipline. The behavioral theory populated by Krumboltz and Thoresen (1996) as cited in Makinde (1984), is based on helping individuals change their behavior in order to solve whatever problems they manifest in their lives. The theories guided this study in examining the effectiveness of the disciplinary strategies used in managing of student discipline in secondary schools.

### **1.12 Conceptual Framework**

The conceptual framework developed for this study links the dependent variable that is the student discipline and the independent variable that is the disciplinary strategies whose parameters included; Guidance and Counseling, use of rewards and punishment in managing student discipline in secondary schools. It is in this study that the effectiveness of the disciplinary strategies was determined as significantly having both direct and indirect influence on student discipline. It was thus conceptualized that there is a strong relationship between the disciplinary strategies and student discipline.



**Figure 1.1: Conceptual Framework**

### 1.13 Definition of Key Terms

**Effectiveness:** The degree to which disciplinary strategies used in secondary schools are effective in instilling discipline to students.

**Strategies:** Refers to disciplinary techniques schools apply aiming to overcome the obstacles encountered in promoting discipline by students in Secondary schools.

**Student:** An individual attending classes at a specific institution.

**Student Discipline:** A person's state of order based on submission to rules and authority expected of a student.

**School:** An institution where learners receive regular instruction and are impacted with knowledge.

**Principal:** The leading person with responsibility over the school that is, the highest authority in school.

**Indiscipline:** A conduct of life, which is against the rules and not subjection to certainty.

**Guidance and Counseling:** It is a concept describing the process where students are helped in discovering and developing their educational, vocational and psychological potentialities in order to achieve a social usefulness and personal happiness to the optimal level.

**Reward:** It refers to something given or received in recompense of a worthy behavior.

**Punishment:** It is the process of intentional inflicting shame, unpleasant statement or pain on individual or group of students by a teacher as a result of their misbehavior consequence.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter reviewed the literature available pertaining to disciplinary strategies and their implication on student discipline in secondary schools. It captured the concept of discipline, importance of discipline, disciplinary strategies, the need for guidance and counseling, literature related to the use of rewards, the need for punishment as a strategy discipline and thereafter, literature review summary.

#### 2.1 Concept of Discipline

Discipline refers to the action taken by students or group of students as required by teachers, after the disruption of the continuing educational activities by students' behavior or to violet the earlier established rule the teachers created, administration or the community in general. Discipline is the initial step and the most vital case in developing a learning environment in education. According to Charles (2002), in order to achieve an explicit understanding on school discipline problem, re-examining expectations and achievements should be conducted to identify whether they should be categorised realistic. Discipline is the management's actions in emphasizing the standards of the organization. There are numerous behavioural codes or standards which learners, teachers and non-teaching staff should stick in an educational organization. Okumbe (1999) opined that to achieve the goals of an institution successfully, the entire educational members of the organization are supposed to adhere strictly to diverse patterns of behaviours essential for maximum performance overall.



School discipline, which is effective, should not only discourage misconduct but also providing learners with a fulfilling school experience and a responsive behavior. Black and Downs (1992) says that there is occurrence of behavioural problems since students do not act suitably. Similarly, Charles (1989) stated that discipline promotes necessary things done by students, which enhances success in education whereas self-defeating behaviours are restricted. This study will identify strategies required to be implemented in schools to curb self-defeating behaviors among students while at the same time enhancing a conducive environment to achieve their academic targets.

According to Ngugi and Thinguri (2017), sincere love is because of true discipline to the individual disciplined; it is the ability of discerning the right thing and having the facility to act. Discipline is therefore at the center of any learning. Discipline is perhaps the number one anxiety in many schools. It is viewed as being urgent if the young ones are to be kept in control and the society in reasonable order so that the learner can be able to achieve any education worthy of the name. Silberman (2007) asserts that discipline “seeks to provide an atmosphere in which the student will be motivated towards self-direction”. In addition, discipline is a method, which an individual is guided to make a responsibly reasonable decision in school, and at home when they become adults (Mbiti, 1998). Silberman further observes that in most schools, what angers teachers is not wrong answer or other indicators of scholastic failure but it's rather violation of instructional expectations.

Jones (1996) says, “Discipline most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption”. Strother (1985), Gettinger (2006), Duke (1986), offers variation on the provided definitions among other authors. Some educators perceives disciplinary activities as instructions, which

irritates the school life this, is not essential. Wayson does not agree with these activities educational process natural part, he quotes James Hymes (educator) who explained discipline as a slow time consuming task (bit by bit) where learners are helped in identification of these sense by acting in a certain way. Whatever their correct definition several writers and researchers seem to affirm there is no more truth that “an ounce of prevention is worth a pound of cure”, instead of disciplining young individual in the educational context.

One of the essential features of any school plan is to have clearly defined expectations for behavior. A variety of strategies should be used effectively to assist learners in dealing with discipline and behavioral issues in Kenyan institutions more especially secondary schools. Generally, concept of understandings these discipline are contemporary to the each other and rather they do not pose any contradiction. Creating and maintaining an orderly working surrounding is essential to ensuring an effective teaching and learning. Learner behavior is therefore, actually, a school improvement matter, as important as development planning or target setting for un-enabling school environment cannot be able to bring about improvements even in learners attainments.

## **2.2 Importance of Discipline in schools**

In entire learning facilitates, discipline plays a vital role since it involves training individuals in developing a responsible behavior resulting to a self-disciplined individual. Slee (1995) stated that, self-control and teaching is part of discipline. It is an exposure of students' o the self-control art, and building restraints on a student's character will help avoiding social chaos. (Were, 2006). Additionally, it refers to methods of modeling character and teaching self-control and acceptable behavior. This

concur with Peretomode (1995) who maintains that discipline involves the ability to have self-control, restraint, and respect for others.

Learners are exposed to techniques of dealing with obligations and challenges of living by discipline, they are also equipped with personal strength necessary in meeting the imposed demands on them by the institution and a responsibility in adulthood later. Similarly, discipline depends on the mind state of an individual and it is internally motivated within the individual (Abubakar, 2000). Discipline is important in school expectation and goals achievement (Nyabuto, 2014). Without discipline, secondary schools in Kenya or organization cannot function properly in order to achieve its goals and visions.

Good teaching and learning cannot take place where effective discipline does not exist. Mbithi (1974) advocated that discipline is the pillar to extra-curricular and academic success in school. Kiumi et al. (2009) said that school learning outcomes depend on students' discipline quality since it provides learners with directions. For this reason, efficient and effective management of the entire organizational organ relies on the general executive discipline and the organizational input of the whole people. The principal is supposed to invent techniques to maintain a good strategic discipline to ensure the educational objectives and goals are attained.

Discipline is the most crucial component in running a school. According to Kiprop (2007), administration is responsible for the discipline in school, the headteacher should therefore have a clear policy on what he requires for the school. Teachers and principals are responsible in managing the students' discipline in institutions. Behavioral indiscipline in secondary schools is a common worldwide phenomenon and not Kenya alone. For instance, in the U.S, discipline and behavior problems in public schools is a

serious menace, pervasive and compromise student learning. They are also driving a substantial number of teachers out of the profession. In addition, Thapa, Cohen, Guffey, & Higgins-D' Alessandro (2013), indicated teachers burnout to be among the effects of learners disruptive behaviours. These are some key findings from a new national study of teachers and parents. Similarly, there has been developing concern involving schools with indiscipline cases in United Arab Emirates (Khaleej Times, 2006), students upbraid teaching techniques for the indiscipline. Sometimes, episodes may occur in schools which seem to exceed the declining standards of discipline, but as reflection of violence in the broader community as served by the concerned schools. For example, in Springfield USA, one student was reported dead and 30 wounded in a serious shooting associated with indiscipline. Such episodes seem to be more prevalent and acute in the developed countries where students even carry weapons to school. In 2008, Zimbabwe experienced alarming increase of student misbehavior. For example, Whitsey and Chakera reported an increase in cases of prostitutions by girls in secondary schools and truants middle age individual roaming in the streets with school uniform in gangs when it is school time. Other misdeeds reported included Vandalism, theft and even substance abuse.

In Kenya, cases of indiscipline have also been rampantly reported in the last few years. African news reported an incident of ugly sex in two different schools in Nyanza region in August 4, 2011; this case raised a concern to education stakeholders within the area over the waning discipline in the region among the students initially recognized for excellence in academics. On those incidence some of Onjiko High School form four students in Kisumu were reported to have sneaked into Rae and Ahero; a girl schools, on a sex mission. 21<sup>st</sup> century dawn have seen a rapid increase in secondary schools insecurity where there has been an excessive unbecoming conducts

exhibited by students (MOEST, 2001). 300 secondary schools destroyed property, vast number of them lost their lives on that rampage in 2007 alone (Nyaga, 2009).

According to Sushila (2004), discipline is the training and controlling process by oftenly using a punishment method with a purpose of obeying the rules. While emphasizing Douglas McGregor's theory X, Aguba (2009) stated that disciplined is induced externally in people who necessarily do not succumb to rules and regulations established because of personal volition but of sanction and punishment fear.

Additionally, Mbiti (1974) stated that discipline is viewed as a word, which is negative, and it is involved to wrongdoer's correction, which results to punishment. According to Kleinig, punishment presumably imposes unpleasantness. The primary immediate purpose of punishment is to correct or reform and it is associated with some of the moral failures and more particularly in the secondary schools which pose a concern to the society and the school administration as this works against the core objectives of these institutions of which is the main concern of this research to conduct a study to establish the effectiveness of disciplinary strategies in managing students' discipline in secondary schools in Rongai sub-county, Nakuru County.

### **2.3 Student Discipline Management in Secondary Schools**

Discipline remains to be one of the key components in running schools. In the absence of disciplined atmosphere, there will be no effective teaching and learning by the teachers and students. Osighembe (1974) and Dockling (1989) concurred by stating that school discipline centrally provides a conducive environment for learning seriously. Discipline enhances the deeds which promotes education while the self-defeating behaviours are limited (Charles, 1989). Good outcome results from positive

behavior in all field of school endeavor. Similarly, discipline plays a major function in avoiding unrest in any institution whether school home. Students discipline cases has been constant and pervasive challenge on the other hand. Stakeholders' designs are always involved in school discipline practices appropriately. Furthermore, discipline is importantly in leaners moral development and the health society creation (Nasibi 2008, p.18).

In this study, management of student discipline is a deliberate effort directed using words or actions to make students act in a way towards achieving desirable and common objectives. This is in line with Weldy (1979) that young people need limits in their behaviors and that many are very confused and hence insecure when adults do not set limits for them. According to Nelson (2002), appropriate behavior by students is essential to their ability to attain successful education. Furthermore, all schools should pursue high standards of discipline with clear strategies and promote self-discipline of students (MOEST 1992: MOSET 2001). Adams (2003) supported this by noting that a strategic way to instill student good conduct involves student discipline; this implies obeying school authority, good behavior and self-control. This concurs with Roger (1998) who indicated that the measures of school discipline are intended to develop students' self-discipline and self-control to enable them to be on track with learning.

The educational managers should strive to attain self-discipline within their institutions since this vase expected standards and therefore productivity. Additionally, teachers should try as much as possible to help learners develop self-discipline. This may be achieved by ensuring that learners are emotionally comfortable and physically safe. Mutual love and respect must exist between the teachers and his or her students.

This may be done by respecting individual student despite his or her background, character, personality, interests and abilities. Furthermore, the teachers should recognize the differences in personality between students. Condemning students for shortcomings which are beyond their control is unproductive and may leave lasting and adverse effects on the student's personality and this may lead to undesirable behavior in school and even in later years. Teachers play a major role in recognizing individuality and encouraging sensible behavior by rewarding and appreciating good behavior and conduct. In cases of breaking school rules, a student must be given a chance to explain himself or herself and the teacher on the other hand should find time to listen to this explanation.

The paramount purpose of a good discipline involves endowing learners with self-respect, proper pride and habits in his individual integrity observing the good conduct norms when not under supervision or compulsion, which will eventually, carry them to adulthood. Additionally, teachers must develop respect for themselves by dressing professionally, arriving punctually for classes and duties and by conducting themselves in reasonable and understanding manner so that students may respect them hence make them their role models thus reducing disciplinary cases. Teachers may also make sure that they are well conversant with their subject matters and execute their teaching interestingly thus, reducing disciplinary problems in and out of classes. They face instilling values tasks in students through rituals and other curriculum in schools.

Moreover, discipline is a human behavior component, which is important, it not only helps in the regulation of people's reaction to variety of situations but also each other's reaction. In buttressing this, Jones (1979) posited that discipline and good behavior in

institution involves the entire school community where it displays a considerate and mutual respect among each other. Additionally, discipline promotes order and forestalls school environment chaos (Griffin, 1994). School plays a critical role in human behavior shaping. This is concurrent with Mbithi (1998) arguing that discipline in home or school should produce a responsible young people on adulthoods in future. This concurs with Dufresne, Hillman, Carson and Krame (2010) that the emotional, social and moral progress is dependent on good discipline.

In an effort of instilling appropriate school discipline, the school head should always be in the forefront by availing and making themselves accessible, the can also establish the climate and structures promoting the participatory democracy teamwork, dialog, good public relations, accountability, transparency and open communication system. This concurs with Mbiti (1974) that human relations at the place of work should be a basic consideration. Moreover, management involves the process of developing, designing and influencing the organizational resources and goals for the purpose of predetermined goals achievement (Okumbe, 1998).

Consequently, professional reputation and public head's will rely more on discipline standard in the concerned school than diverse single factor surrounding discipline is an important ingredient in the development of an industrious and a happy school community, performing well its roles of training tomorrow's citizens. (Griffin, 1996 pg. 29). Besides, Kyungu (1990) carried out studies representing the Ministry of Education and noted that schools are expected to be places where growth and development of individual occurs. In relation to numeracy and literacy levels of achievement, discipline in school is ranked as one of the significant factor spoken by the public concerning the school system and the schools in countries globally (Slee,



1995; Owens et al., 1989). In an attempt of managing student discipline in china, Australia and Israel, discipline has been ranked the second most significant factor-stressing teachers (Lewis, Romi Qui and Katz, 2005). Nonetheless, in an effort of managing student discipline in Kenyan institutions, there have been frequent and often dramatic media reports of disruptive students, student riots in classrooms and playgrounds across Kenya. Kiprop (2012) opined that each Kenyan schools has developed a distinct way to discipline maintenance within the school.

#### **2.4 Causes of Indiscipline in Secondary Schools**

Indiscipline according to Peretomode (1995) means unruly behavior, disobedience and general disorder. According to Kiprotich (2001), the high frequency and persistent occurrence of indiscipline by students clearly indicates that indiscipline is present and it is rampant thus should be dealt with effectively. Furthermore, indiscipline means the absence of discipline whereby an individual sets aside rules and regulations, do what they like, and leave undone what is expected of them. This implies that; where indiscipline reigns, discipline is compromised.

Students' indiscipline is a concern to schools, parents, stakeholders and fellow students whose education may be adversely affected. Education officials, police, journalists and government inquiries have repeatedly investigated indiscipline. The students promote their deviant behaviours and therefore becomes burdens to the society since they do not fulfill their potentials.. In supporting this, Blomberg (2003) expressed that school that is safe, supportive and gives an opportunity for children to learn and grow is a top concern for everyone in the field of education. Indiscipline is any form of behavior that interferes with the smooth running of an educational

institution (Simkins, 2005). Similarly, attaining normal school running and teaching process is becoming a challenge since it is interfered by disruptive behaviours.

Generally, secondary school students' worldwide experience indiscipline, which in most cases turn out to be violent. Furthermore, majority of those involved in vices like prostitution, robbery, drug trafficking, raping, just to mention a few are youths who are products of educational institutions. Different cases of indiscipline are reported more often within and outside educational institutions in print and electronic media.

The paramount aim of an educational institution is to promote learning and character. This is agreement with Nwana (1998) who noted that educational institutions have been established not only to promote learning but also to promote character. Moreover, students grievances are based on schools this makes them target their schools. They identified it as a tactical to make their dissatisfactions acknowledged. Cases of indiscipline in schools occur in boarding schools and day schools all across the country; including boys' schools, mixed schools and even girls schools that perform well and those that tend to perform more poorly on National Examinations. Furthermore, indiscipline is as old as creation when Adam and Eve were ejected from the Garden of Eden because of their disobedience. Attempting to understand the causes of indiscipline in the society is a fundamental issue.

There are many causes of indiscipline in schools; for example; Ozigi (1978) notes that some of the factors that cause indiscipline in schools are bad and inadequate food, poor examination results, school prefects being harsh, poor communication between learners, staff and school administration, inadequate teaching, home or societal

influence, unsatisfactory curricular, bad staff behavior, harsh school rules and administration authoritarian methods.

All these indiscipline causes negatively influences the schools from achieving the objectives and goals. In Bronx, New York a boy bashed on his parents head and slit his throat, his parent was known to be one of the brutal crimes disciplinarian. This is concurrent with Charles (2002) report that a 15 year old boy burnt a class wounding 23 students and killing one student in Thurston high school in USA, 2 bodies were found in their home which as believed to be his parents, his happened on May 21, 1998. In addition, research carried out in developed countries like United Kingdom, Spain and France highlighted similar indiscipline and violent issues within the school consistently.

In supporting this, a fourteen-year-old Luke Walmsley was stabbed to death at the Birkbeek School in Northsomercotes Lincolnshire in the UK by fellow students in November 2003, (Mwende, 2005). This is in agreement with a report by Larban, Smith, and Furlong (2002) in the United States, which revealed that in 2006, the National Centre for Educational statistics revealed that 36% of grade 9-12 students were reported to have been involved in a physical fight for the past one year. Also, 4% of the teachers were reported to be physically attacked on the inner city and 3% suburbs rural school teachers. The recent research indicates that South African schools has reported a rapid increase of school indiscipline.

Harbor (2001) indicated that in school premises, some students are reported to have killed their schoolmates. Harbor (2001) noted that some learners are assumed to have murdered their schoolmates within the school premises. Supporting this, a study conducted in South Africa showed that most schools have experienced an escalation of

learner indiscipline (Maphisa and Shumba 2010). This was after the abolition of corporal punishment in 1996 through South African schools Act 84 (Republic of South Africa, 1997). Besides, in Zimbabwean secondary schools, there have been very widespread cases of indiscipline ranging from minor cases as bullying, stealing, late coming to major cases as murder, rape, and drug abuse (Ncube, 2013).

Poor learning and teaching environment is created by violence and students indiscipline, which oftenly results to school property distraction and loss of lives. Educational institutions have tried to maintain discipline despite the students' violence and unrest becoming one of the most issue intriguing in the education sector in Kenya. Students indiscipline and the violence creates a very bad learning and teaching environment often resulting in destruction of school property as well as loss of lives. Despite the efforts to maintain discipline in educational institutions, the problem of student's unrest and violence remains one of the most intriguing issues in the Kenyan education sector (Mukula, 2012 & Ncube, 2013). A study conducted by the Ministry of Education Science and Technology MOEST (2001) revealed that secondary schools strikes in Kenya were not a new phenomenon and dated back to 20th century when the first case was reported in Maseno School.

This was in 1908 when students refused to participate in manual labor and pressed for more reading and writing (Anderson, 1908). It was the first case of students' gross indiscipline. In the 1960s and 1970s decade, few students used a less violent protesting actions by mass work out, simple protest and boycotting classes (Sagini, 1991). Moreover, student's action of protesting became violent and deadly, they targeted other students instead of generalizing the protest against the conditions of the school Republic of Kenya, (1991). Furthermore, Nyaga (2009) quoted Onyango (2003) who

stated that violence is common in Kenyan schools. On the other hand, the periods 1960s and 1970s recorded few student protest actions that were less violent, which took the form of boycott of classes, mass workouts and simple protests (Sagini, 1991). Furthermore, from early 1990s through to 2000s, student protests actions became acts of deadly violence, targeting other students rather than more generalized protests against school conditions. (Republic of Kenya, 1991). Moreover, Nyaga, J. (2009) elaborately quoted Onyango (2003), who maintained that violence in schools in Kenya is common.

However, Kenyan Government in 1991 and 2001 set up two task forces that were mandated to establish the causes of indiscipline in school and to find out ways of tackling the problem (republic of Kenya, 1991; Republic of Kenya 2001). Additionally, parliamentary department committee on education, Research and Technology reported that 50% of students' unrest and strikes in secondary schools in 2008 were destructive when over 206 schools went on strike. This agrees with Ngesu (2011) findings, which stated that the indiscipline nature of students is multifaceted in the past ten years involving destructive behaviours to other students, community, and school property where such incidents take place. This concurs with the findings of a study done by Ngesu (2011) that the nature of student indiscipline in the last ten years is multifaceted and it involves behavior that is destructive to the individual students, school property and community where such upheavals take place.

Additionally, there have been reports from the media of student's misconduct. Supporting this, National television (NTV) news on April 30 highlighted the increase of crime committed by youngsters especially those at Korogocho slums in Nairobi. They reported that the youngsters continuously snatch people's handbags in broad

daylight using firearms. There was an incident where they killed a man on April 23, 2013 when he refused to hand over his computer to them. In the previous year before 2008, students of Larmudiac Secondary School in Njoro-Nakuru County burnt down their dormitories while on strike and several students were injured. Recently in the year 2010, Naivasha Boys High School experienced students' indiscipline district office Naivasha (2010). Students reported complains on psychological factors of the punitive administration, which directly pegged on the style of parenting. Additionally, between May and August around 15 weeks, 130 secondary schools were involved where school property were burnt. The students complained of punitive administration of psychological factors, which were directly pegged on parenting styles. Besides, over 130 secondary schools experienced burning of school property in a period under 15 weeks between May and August 2016. The school programs during these periods were adversely affected.

#### **2.4.1 Reflection of Poor and Irresponsive Parenting**

A home is a powerful socializing agent of children's growth and development. It has an influence on children's behavior. Parents are responsible for giving guidance and discipline to their children. The greatest factor promoting in disciplinary is the parent's failure to discipline their kids Parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools (Bowman, 2004). Furthermore, they are also the primary sources of values to them. It is extremely important for a parent to be involved to the maintenance and success of school discipline Parental involvement is extremely important to the success and maintenance of discipline in schools (Goldstein & Click, 1994).

In addition, various writers regard parents to be important in creation of conducive teaching and learning atmosphere. Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. Moreover, students bring problems to school that originate from home. This concurs with a study done by Rwamba (1992). on pupil' indiscipline in Mathare slum which revealed that all teachers covered by the study felt that home background influence contributed significantly towards the pupils' behavior in schools. This concurs with Alidzulwi (2000) who pointed out that; vast number of parents do not involve themselves in their children's education, this results to high drop-out rate, absence of school discipline and poor results pointed out that; many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools.

Moreover, a number of students joining secondary schools are well conversant with their human rights bodies and also the information technology emergence, which can result to violence. At this level, most adolescences are usually aware of their rights for instance; opinion, privacy expression, freedom to religion and belief among others. Furthermore, some students who join secondary schools are very enlightened about their rights by the mass media and human rights bodies as well as the emergence of information technology, which in some cases result in violent behavior. Most adolescences at this level are normally aware of their rights namely; to privacy, to freedom of religion, belief, opinion and expression, among others. All this bring challenges within the school system. This is in line with the findings of (Fullan, 2003) that the school environment context has rapidly changed to the point where management can really comprehend. The context of school environment has changed so much and fast than the management can really comprehend.

In the task forces reports, which was appointed in 1991-2001 by the government of Kenya to investigate the indiscipline causes where indiscipline were reported to have occurred. In the reports by the task forces appointed since 1991-2001 by the Kenyan Government to look in the causes of indiscipline in schools found out that indiscipline occurred as a result of drug and substance abuse, autocratic school administration, influence of mass media among others (Were 2003). This agrees with Ruto-Korir (2003), Republic of Kenya (2001), Warigi (2001) and Kariuki (2002) that drug abuse, peer pressure, poor parenting and politics and mass media negative influence are the causes of indiscipline by Kenyan students. Moreover many secondary school students are at their adolescent stage which can be sometimes characterized as peer pressure identity, affinity for rebelling against the authority and crisis identity. This concurs with Kariuki (2002), Warigi (2001), Republic of Kenya (2001) and Ruto-Korir (2003) that causes of students' Indiscipline in Kenya is because of drug abuse, poor parenting, peer pressure and negative influence by mass media and politics. Furthermore, most students in secondary schools are at their adolescent stage of life, which is sometimes characterized by identity crisis, affinity for rebellion against authority and a tendency to identity with peer pressure (Garfinkel, Hoberman, Parsons & Walker, 1986).

There are numerous challenges Kenyan students' face for instance drug and substances abuse, family breakdown, societal violence, HIV and AIDS and rapid urbanization among others. Furthermore, boarding schools have become parental responsibility euphemism abduction. Some parents have taken boarding schools as a place to abandon their teenage children as they as they do their other interests like higher education, accumulation of wealth etc. Moreover, in some schools, the effect of peer pressure on an individual's behavior has been the subject of much speculation IPAR (2008).



Moreover, IPAR (2008) conducted a study and concluded that there are many challenges facing students in Kenya, such as; HIV and Aids, drug and substance abuse, societal violence, rapid urbanization and family breakdown among others. Besides, boarding schools have become the euphemism for abduction of parental responsibility. Boarding schools ‘to some parents’ have become the place to abandon teenage children as parents pursue other more interests such as higher education, accumulation of wealth etc. Moreover, in some schools, the effect of peer pressure on an individual’s behavior has been the subject of much speculation.

The peer pressure from the groups influences what the individual values, knows, wears, eats and learns because of some anti-social counter cultures that exist which operate their own group moves (Colen & Manion, 1981; Reid 1986). In such groups, some students may become overwhelmed by peer pressure because of common interests and experiences hence could cause indiscipline in those particular schools. This is in agreement with Malenya (2016) that student violence sometimes may be because of an expression of solidarity.

Further, parents buy their children mobile phones, laptops and give too much pocket money hence leading to antisocial behavior among students and conflict between students and teachers in their schools. It is possible that poor discipline in schools is a result of the different life that students lead outside the school. In supporting this, Hartshorn (1993) in one survey reported that a surprising high percentage of school children in America viewed video nastiness including many who were in their early teens and younger because of the breakdown in the traditional parenting patterns making students become dependent on media advice. All these may have an adverse influence on the student’s behavior hence making teachers become overwhelmed by

disciplinary problems which they have to deal with daily and- also making a school loose sense of order. In addition, Gottfredson, Gottfredson and Look (1983) in their study emphasize that schools need sense of order.

Similarly, involvement of parents to students discipline is critical. This concurs with Nelson (2002) that parents are perceived as the initial link to the school discipline practices effectively. Every child is born ignorant and normal and thus he requires the parents/adults guidance in acquiring the good way of living at its growth. Additionally, parental involvement is critical in student discipline. This is in agreement with Nelson (2002) that parents are the first link in effective school discipline practices. Every child is born moral and ignorant and thus needs to be guided by parents/adults to acquire the right way of living as they grow (Mbiti, 2007). As they grow, young people need limits on their behavior because many will be confused and insecure if adults/parents do not set limits for them (Weldy, 1979, p 58). For example; in supporting this, parental monitoring has a protective effect on many adolescents risk behaviors in poor urban and middle-class environments while exposure to situations with a possibility of sexuality, out of home care and unsupervised time increases sexual behavior, improved communication between parent and child reduces the behaviours on sexual risks.in both middle-class and poor urban environments, whereas unsupervised time, exposure to sexual possibility situations, and out of home care increase sexual behavior, improved parent-child communication reduces sexual risk behaviors (Ozeinar.2006).

Nevertheless, parents are quick to blame the school administration when things go wrong with their children-which may make school administration and teachers become reluctant in dealing with indiscipline cases in schools. Moreover, the teacher's fear of

being sued by the parents makes them reluctant to take actions on disciplining the students. Teachers are now reluctant to take disciplinary action against students for fear of being sued by parents (Ngare, 2007).

Additionally parents support their children even in clear cases where their children are involved in criminal conduct as theft, drug trafficking and usage, assault etc. There is an example to qualify this statement. A form four student from Upperhill School in Nairobi filed an application in court after going to court to contest his expulsion over alleged use of drugs. He stated that the board and the principal had failed to give him an opportunity to defend himself against the accusations. His parents supported the student in filling the application in court. According to Fadhili (2005), over protecting their kids, poor parenting and defending children while doing wrong results to indiscipline. Okumbe (2001) affirms this by stating that in some schools, principal may cancel disciplinary actions like suspension since they fear the termination by influential parents where the students may be readmitted unconditionally. In supporting this, Fadhili (2005) concurs with this statement when he says that poor parenting, defending children when in the wrong and over protecting children contributes to indiscipline. This is in agreement with Okumbe (2001) who says that due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for the fear that the influential parents may have it terminated altogether and the student readmitted unconditionally.

Additionally, some parents defend their children to an extent of even appealing against cases lodged in court in-order to protect their own. This is in agreement with a study conducted by Ifeoma (2012) entitled, "Indiscipline in Nigerian secondary schools" which indicated that the causes of indiscipline's in society were injustice in the

society, home conditions unsatisfactory, children's overprotected by parents, unwholesome mass media and poor value system revealed that; society based causes of indiscipline were parental over-protection, of children, poor value system and injustice in the society, unwholesome mass media and unsatisfactory home condition. Besides, the legal process of dealing with student indiscipline is lengthy hence frustrating to schools' efforts in the management of indiscipline.

However, children who grow up in some homes; for example where alcohol and cigarettes are abused, are likely to ape their parents since they see nothing wrong in this habit. This concurs with Nganga (2003) who conducted his study and concealed that family members using drugs are very strong in influencing adolescence into drug abuse. Nganga's findings are in agreement with those from earlier studies by Ackerman (1970), plant and plant (1992) and steinberg (1999) who noted that familial factors are very strong in influencing the youth to abuse substances. Parents knowingly or unknowingly lure their children into drugs. Indiscipline can be upbraided to those parents who fail to impose discipline on their children at home Indiscipline can be blamed on the parents who have neglected the discipline of their children at home (Madziyire, 2010). This may encourage their children to search acceptance from somewhere.

This concurs with the findings of Ndakwa (2013) Children may look for emotional support from their peer group which will readily accept him/her even when that certain group is involved in negative or illegal activities when the parents are unavailable, in youth the closeness or affiliation need is usually greater than the need to do what is right that if parents are largely unavailable, the children may turn to their peer group for emotional support and will often turn to group that accepts them even if the group

is involved in illegal or negative activities and-for some young people the need for affiliation or closeness is often greater than the need to do the right thing.

This leads to conforming to bad peer pressure especially with the adolescence group hence hampering the self-image and the behavior of the individual (Sian and Egwuegbu 1980). Peer pressure contributes significantly to shaping individual's behavior. Mostly, good adolescence attitude and good behavioral orientation basis development are found on parents with positivism. Largely, the basis of good behavior orientation and good adolescent attitude development is founded on positive parenting (Okpako, 2004). Conversely, parents usually contribute to indiscipline cases by students' for instance lack of love, lack of monitoring, lack of affection, parental harshness and aggression. Parents do contribute to students' indiscipline, for example; the negative parental harshness, aggression, lack of love, lack of affection, lack of care, lack of monitoring (Darling, 2007).

#### **2.4.2 Society, School and the Use of Drug and Substance Abuse**

Society is basically a group of people with variant interests and desires who decide to stay or live as a community on a given locality. It is through the society that individuals are able to fulfill their individualistic necessities as a group. It illustrates a level of organization of a given community in various dimensions ranging from social, political and technological as well as economically. Society and school are both intertwined in that they contribute to the physical and social development in learners. Society plays a central role in the development of moral and other values. It has a bearing on student's behavior in schools. In supporting this, Codrington (2000) asserts that society plays a central role in the development of moral and other values. Largely, the absence of moral values in the society has a great impact on student discipline in schools.

Moreover, Schools are places where students are required to live and learn in harmony and unity. There are major unit of change. In the empowerment and certifying the human developments requirements, they remain preparatory. The school environment has rapidly changed to a point where management can give a comprehension (Fullan, 2003), students who are well conversant with the mass media, information technology emergence and human right regarding their bodies. Furthermore, Schools are places where students are expected to learn and live in unity and harmony. They are the primary units of change. They remain a preparatory ground to empower and certify the requirement for human development. On the other hand, the context of school environment has changed so much and fast than the management can comprehend (Fullan, 2003).

Schools do admit students who are enlightened about their rights by the mass media, human rights bodies, and the emergence of information technology. In supporting this, Initiative Africa (2003, p. 16) states that the United Nations Convention on the Rights of the Child (UNCRC) with Kenyan Government being ratified, provides young people rights on a broader range of their cases including their violence, exploitation and abuse freedom, right education, right to expression, right to play and right to food and shelter. Which has been ratified by the government of Kenya gives young people rights on a wide range of issues including “the right to education, the right to be free from violence, exploitation and abuse, the right to food and shelter, the right to play, and the right to have their voices heard on issues which affect them”.

Moreover, schools expect learners/students; to observe the code of conduct and other rules and policies, attend classes regularly, observe punctuality, participate in the educational programs, and be diligent in pursuing their studies and to respect the rights

for others. In addition, educational institutions have been established not only to promote learning but also to promote character. Therefore, disruptive behaviors in school institutions, which is hard to ignore, and with a well understood disciplinary policy and sound behavior cannot be ignored and must tailor a well-understood sound behavior and disciplinary policy.

Nevertheless, un-conducive environment promotes negative behavior of students as; sexual immorality, truancy, drug abuse and alcohol (KESI 2004, 5; MOEST 2000/2001). Similarly, Nzuve (2007) demonstrated personal behavior is affected by the environment in which an individual lives in. that truancy, alcohol, drug abuse and sexual immorality (KESI 2004, 5; MOEST 2000/2001). Additionally, Nzuve (2007) attributes that the environment in which a person lives affects their behavior. Pressure from other schools may also influence the students negatively. In supporting this, Reuters (2007) in the USA reported that a fourteen-year-old boy armed with a rifle, grenades and swords was arrested after confessing to plotting a columbine like attack on a high school he attends. In addition, the boy confessed to the police saying he was to attack Plymouth Whitmarsh High school located in US, additionally, in the 1999 shooting in Columine High school thirteen people were killed by two students. The boy also told the police that he was planning an attack on Plymouth Whitmarsh High school in the US, similar to the 1999 shootings at Columbine high school in which two students killed thirteen people.

World Health Organization refers drug abuse as any substance diverting an individual from approved social and medical patterns in a given culture, which is self-administered. World Health Organization defines drug abuse as self-administration of any substance that diverts one from approved medical or social patterns within a given

culture. Drugs like illicit alcoholic drinks, cigarettes among others are readily available for the students from the shops, by the roadsides and supermarkets. They are widely abundant and students get easy access to them. According to Ngige (2010), there has been reported indiscipline cases where students sneak in substances like alcohol and bhang to school. This concurs with Masita (2008) who established that students have been reported to be lazy and indiscipline by hesitating to take mock exams, rejection deputy principal and principal who are seen to take strict actions on disciplinary, engaging in love affairs and drug abuse, opposing extra tuition, joining the bad examples of friends in schools and neglecting cleaning duties.

Ngige (2010), notes that there are some cases of indiscipline of students sneaking with alcohol to school and taking drugs like bhang. This is in line with Masitsa (2008) who observes that students have exhibited laziness and lack of discipline by refusing to take mock examinations, rejecting principals and deputy principals who are seen to be strict disciplinarians opposing extra tuition, engaging in alcohol and bhang abuse or love affairs with fellow students, refusing to clean school facilities or following bad examples of peers in school. Furthermore, friends often influence one another in doing all sorts of things such as smoking, fighting, bullying etc. Additionally, Youth taking drugs are always involved in fights, they also commit unjust acts in the friends company. Young people who take drugs get involved in fighting and commit other delinquent acts in the company of friends.

A study that was done in USA on delinquency and drugs in school in 1995 revealed that heroine, morphine, chloroform, cocaine, powdered opium, cannabis as well as other forms of narcotics were sold in grocery and drug stores, at travelling medicine shows and through mail order catalogues. In supporting this, Grossinckle (1990) notes



that if there is no social order in a society, the students will be indiscipline in school. In supporting this, (Turnuklu & Galton, 2001; Bru, Stephens, & Torsheim, 2002) noted that indiscipline in schools is a reflection of problems faced in bigger society generally. This, discipline problems in the school reflect the problems that face the bigger society (Turnuklu & Galton, 2001; Bru, Stephens, & Torsheim, 2002). |By and large, society and schools are groomers of indiscipline in students. Furthermore, the recent lifestyles have changed. Most cultures in Kenya had rules and values that prescribed circumstances under which drugs and other circumstances could be obtained, used and consumed. Nowadays, people take alcohol openly before their children and even in their homes. Additionally, many parents behave very different from the standards they set for their children hence making them guilty of the same misbehavior and are unable to instruct correct, advice or lead their children on the proper paths regarding drug usage. Guide their children along the proper paths concerning the use of drugs. These children eventually take root in those particular behaviors.

Long time ago, the society ensured that the youth were restricted for the purpose of them to be energetic and productive for the survival of the community and for its security. This concurs with Weru (2007), that while alcohol consumption is deeply rooted in many African societies, their existed strict guidelines that took consideration of such things like the age of the consumer. A survey agency baseline on substances and drug abuse was carried out in Kenya which campaigned against abusing drug in 2001 and 2002 commissioned by the National Agency, It revealed that more than a fifth Kenyan primary school have taken alcohol, in the university level, the figure rises to upto three-fourths (Republic of Kenya, 2004). A baseline survey agency on drugs and substance abuse was conducted in Kenya which was commissioned by National

Agency for the campaign against drug abuse in the year 2001 and 2002 and it revealed that more than a fifth of primary school pupils in Kenya have taken alcohol and the figure rises to more than three-fourths for the university students (Republic of Kenya, 2004).

Substance Abuse has been linked to students discipline problems in Kenya. For example; in Nakuru Sub County, cases of indiscipline were reported in Utumishi Academy in the year 2003 and 2004. Students were found with alcohol during the festivals hence they were disqualified (Otieno 2005). The dangers of substance abuse result in violence, arson, death among others in the society. Mass indiscipline increase in various schools has resulted to greater loss of property, human life, and teaching and learning time due to unwelcomed disruptions most probably in form of violence in Kenya In supporting this, increase in mass indiscipline in several secondary schools in Kenya resulted not only to the great loss of human life and property but also learning and teaching time due to unwanted disruption especially when it was in form of violence. This agrees with the findings of Yinonfrankel and Horwoitz (1990) who researched on drug abuse and student crime in Israel and concluded that indiscipline was sometimes because of drinking alcohol and abuse of other drugs. In supporting this, Zubaida (2009) who conducted a research made an observation that; variety of indiscipline cases reported in secondary schools involve lateness, truancy, sexual activities, insulting/assaulting, rioting and stealing among other social vices. Various forms of indiscipline among the secondary school students are truancy, lateness to school, drug abuse, insulting/assaulting, stealing, rioting, sexual activities and many other social vices.

Further, the above findings concurs with that of Muya (2005) who deduced that substance abuse is a major factor behind students' violence in the United States of America where students engage in various anti-social acts such as vandalism and violence. Additionally, a report on six African countries of Nigeria, Sierra Leone, Togo, Cameroon, Senegal and Kenya concluded that there was massive indiscipline resulting from substance abuse among students in secondary schools (Kigotho, 2005).

NACADA (2004) noted that amongst the school leavers and students, hard drugs like ecstasy, cocaine, Madrox, heroine and some substances which are legal like khat (miraa), tobacco and alcohol were abused commonly resulting to violence in school (East African standard, May 22, 2004). Similarly, NACADA (2008) indicated that substance and drug abuse is developing a sub-culture in students in Kenya. This agrees with IPAR (2008) noting that there are numerous challenges students in Kenya face for example societal violence, family breakdown, rapid urbanization, drugs and substance abuse and HIV and Aids which always needs counseling. Besides, a survey conducted in 2004 by NACADA among students and school leavers revealed that hard drugs like heroine, ecstasy, cocaine, Madrox and some legal substances such as alcohol, tobacco and khat (miraa) were commonly abused leading to high incidences of violence in schools (East African standard, May 22, 2004). In supporting this, a report by NACADA (2008) observes that drugs and substance abuse is forming a sub-culture in Kenya among students. This is in agreement with IPAR (2008) that, there are many challenges facing students in Kenya, such as, HIV and Aids, drugs and substance abuse, societal violence, rapid urbanization and family breakdown, which will always require counseling to cope up with them.

### **2.4.3 Poor School Administrative and Management Skills**

Discipline in the school is entirely the function of the administration. It is the action by management to enforce organizational standards (Okumbe, 1998). It is the school management responsibility in ensuring that everyone abides to the distinct rules and regulations set in the school. It is the responsibility of the school management to ensure that every individual abide to the unique set of rules and regulations within the school. Discipline is paramount and very essential for teaching and learning in any learning environment. Discipline is an indispensable component of institutional programs. Discipline promotes peace between students, teachers and administration.

In a secondary school context, the principal plays a major role in influencing the efficiency and the overall success of the school. On the other hand, they face many challenges. This challenges are derived from a range of sources including the admission of students from diverse cultural, economic and social backgrounds; undisciplined students and teachers; the introduction of government policies, procedures and practices. In, addition, he/she is the ultimate responsibility of ensuring discipline is maintained in school (Ministry of Education, 1979). According to Odhiambo (2005), the Ministry of Education (MoE) Kenya secondary school heads manual states that head teachers are equipped to deal with situations they face and they should be confronted all times. In supporting this, Odhiambo (2005) states that the Ministry of Education (MoE) manual for secondary school heads in Kenya states that the school heads are all equipped to face and deal with situations that they are confronted with at all times.

Okumbe, (1998) maintains that; the general school and classroom discipline is dependent upon the principal's administration, supervisory, and leadership styles since they govern all school matters. This is in agreement with a study conducted by Ugboko and Adediwura (2012), there is a primary relationship between the students' disciplinary problems and the supervisory strategies adopted by school principals. In essence, school managers have been told they are to blame for cases of student unrest as many of them focus and emphasize on academic performance at the expense of the welfare of learners. Emphasizing only on academic may deny learners to exploit talents, which could be useful outside the academic world. Kompf and Denicolo (2015) notes that; before the possibility of any learning order must be established this can be independently characterized from what you will learn from order must be established before any learning is possible and as such this can be characterized independently from what is to be learnt.

Effective discipline amounts to smooth running of the school. Some head teachers blindly adopt and borrow management styles from other schools and force them on their students without their practicability. Conversely, students tend to feel that the school is treating them unfairly, that is not learner friendly, and the result is engaging in malpractice to make sure they get attention and they are heard. When students feel that their school has dismissed their opinions; they are most likely to establish a group identity based on opposition to the school rules and values (Hargreaves, 1982). Moreover, students are the key custodians of a school, and without them there is no school. Besides, each school has unique culture in terms of a distinguishing motto, uniform, logo, colors and identity. All these set the tone for students' discipline.

Schools with bad culture are characterized by ineffective disciplinary practices. Ineffective disciplinary practices characterizes the bad culture of the school.

Balzer (1999) argues that when forces internal or external to it disrupt the equilibrium of a social-cultural system, it becomes unable to meet the needs of parts, including their need for orderliness and predictability in their social life. Furthermore, school administrative requires a good measure of discipline in the school. This concurs with Kelly, (1999) that discipline enhances orderliness and effectiveness in the school. Furthermore, schools carry a heavy responsibility of ensuring that they produce out members of the society that are disciplined. School indiscipline affects school management daily, and the method in which the authority handles it figures the models in which the learners might resolve their own challenges in the future. Egwunyenga (1994) buttressed this by elaborating that discipline is a form of training enhancing an orderly conduct development and direction as well as self-control. It is a transformation tool belonging to an individual and the society generally. Maintaining and achieving order requires classroom management techniques and teaching skills. In the occurrence of a mass indiscipline, the wise head has to resist any temptation to find the patsy be it staff, parents, ministry, politicians Board of Governors or the youth conduct decline generally but will rather take a long, hard look at individual technique. This agrees with the study by Simkins (2005) that perceives management as the primary factor and sometimes the only factor determining the success or failure of a university, college school.

In a school context, senior management team and the school head teacher the head teachers are in charge of strategic planning, organizing schools daily affairs and

determines the direction the institutions should take (chaplain 2016). In addition, he /she is assisted by members of staff and the students to whom he or she delegates specific duties (Mulford,2003).This concurs with Mbiti (2007) that school discipline is central to school administration. It is the responsibility of the school administration to know what goes on in their schools whether negative or positive

However, students' indiscipline has been linked to the appointment of principals. This concurs with Okumbe (2001) who noted that principals appointments is conducted assuming that the professional preserved acquired as practicing teachers is enough for them to effectively discharge their roles. This may render them ineffective in discharging their managerial duties in the institutions. Such principals may employ colonial inherited school administration styles of leadership of strict discipline and rigid rules.

On the other hand, students may school see such heads as excessively rigid and authoritarian. In supporting this, the school based indiscipline causes are absenteeism, teachers' lateness, overcrowded classrooms, administration's poor leadership and unpleasant learning environment. Conversely, students may decide to set fire in their dormitories hence destroying their personal belongings to be sent home and given some respite from their intensive boarding lifestyles. This is in agreement with Ndeti (2007) who opined that the parenting styles and school administration styles have been linked to erratic student's indiscipline and unrest in secondary schools in Kenya. Students in Kenya perceives that the method of addressing their grievances is through opposition and dissatisfactions.

However, the responsibility of school discipline rests on the school administration (Thomason and Pederson 1984). Mbithi (2009) concurs that for the school smooth running, school administration should address school discipline since it is the central factor. Besides, Eshiwani (1993 pg.124) notes that the head teacher is responsible for the overall running and control of the institution and for the maintenance of the tone and all round standards. School administrators should be tactful while carrying out their duties because they are in charge of different groups.

Additionally it has been clearly emphasized that the school discipline ultimate responsibility is in the hands of the head teacher, (the heads manual 1975 pg. 50). Nevertheless, some principals have been blamed for student's unrest and indiscipline in Kenyan secondary school. The Teachers Service Commission by assumption does believe that head teachers appointed are normally knowledgeable in educational management. They are supposed to be visionary leaders to improving the learning environment in schools within a school management, which is functional in terms of direction setting in schools involving teachers' development, financial resources allocation and students. Besides, they assume that teachers having have taught for several years qualify to be appointed to those positions, which may not be the case. They may fail to train such classroom teachers in management after appointing them to those positions hence could lead to many managerial problems.

Training improves workers effectiveness in discharging their function (Eshiwani 1993; Okumbe 2007). In addition, this may contribute to school effectiveness in solving complicated problem of the school based and building truth by working positively with the community, staff and parents. Among the roles of a principal is communication on discipline, management of teaching and non-teaching staff,



management of Instruction/Curriculum Activities, school plant management, management of school finance and implementation of rules and regulations in the school. This concurs with Flores and Day (2006) who did a study and concluded that the crucial role is played by the management personnel in dealing with students' indiscipline despite the fact that they fail to investigate the challenges faced by the school managers in the student discipline management.

Moreover, the students should be informed properly on the rules of organization and the consequences when are violated. A competent principal explains the rules to the students, parents, teaching staff and explains why they are written. Rigid implementation of school rules may create a negative attitude or fear towards the authority. This tends to develop among the school population a dislike for the school and the authority. Rigid rules may encourage students to lie and hide facts. It is good for a principal to explain the rules and why they are written. If possible, he/she should make sure that school rules are limited to a minimum as people easily forget a long list.

This is paramount and useful to control the behavior of students and motivates them by emphasizing the results of good discipline when the rules and regulations are abided. This can only be realized if the appointed teacher has good managerial skills such as effective communication and good leadership. Communication controls behavior, fosters motivation by clarifying what is to be done and how it is done. This is in agreement with Nzure (1999) that communication aides in feelings expression, therefore it provides an emotional expression release and the social goals fulfillment.

#### **2.4.4 Communication Breakdown**

Communication is the ability of being able to express oneself through body expression, language and in form of writing, in order to convey an understandable message. This is in agreement with (Okumbe, 1998) that Communication is the exchange of information and the transmission of meanings. Communication is an essential part of school management. It is the livelihood of any institution. In a school context, communication may involve giving notices about activities, events, decisions and tasks, which affect individuals or groups such as students, visitors, parents, non-teaching staff and teachers in the school. It may also involve minding other perception, sharing ideas and opinions freely and openly and to encourage others in seeking rules and regulation established and also participating in planning activities aiming at objection fulfillment of a particular school. This entails leadership that deals with interaction and influencing the behavior of people towards the desired goals of the school. This concurs with Ndiku (2004) that only good leadership can save schools from woes.

In addition, effective head teachers will aim to discuss discipline periodically with staff, pupils and the wider school community, emphasizing the need for every person to keep the school functioning smoothly and to keep morale at high level (Blandford, 1998). Unfortunately, some institutions are managed by heads who might have bought their positions by communities who insist on having people of their local ethnicity hence becoming incompetent.

A school principal through effective communication strategies is supposed to influence the behavior of teachers, students, parents, and non-teaching staff, among others. Ineffective communication often results in conflict, chaos misunderstanding

and lack of confidence in school administration. Protests by students may be triggered by ineffective communication especially when head teachers choose not to listen to the grievances of their students because they believe they are minor in a way. In supporting this, Rwamba (1992) argued that the absence of democratic leadership and communication breakdown results to major indiscipline cases in schools. Similarly, rigid rules, high-handed administration and lack of dialogue are the causes of increased cases of by students' (Awour, 2008). In support to this, Ndanai secondary students located in Bomet County went on rampage due to the drink habits by some of their teachers, laziness and teachers' absenteeism etc. (Roho & Gichana, 2006). All these conflicts, in some schools, may cause tension to students hence making them be overwhelmed resulting to self-destructive and antisocial ways.

In the absence of good interaction method and appropriate communication channels, an organization with its machines and people may look like a confused gathering. (Kolaci, 2014). This concurs with a research conducted by Kandie (2008), which attributed that students' unrest in secondary schools is caused by lack of communication between students and teachers. This concurs with Fadhili (2005) that several teachers and students attributes dialogue as the unavailability of dialogue between the school administrations and the students. In addition, students may involve themselves in violence if they do not have a channel for communicating with the authority.

Furthermore, Charles (as cited in Asare & Adzrolo., 2013) head teachers are encouraged to have a formal and informal dialogue with their students. This concurs with Bell (as cited in Law, 2000) that; the formal and informal interactions are the modes of communication adopted in a school set-up involving students, staff, school

community and parents among others. This will enhance student's grievances to be expressed freely to the teachers and school administration.

#### **2.4.5 Political Interference with Schools Affairs**

Head teachers management and management of discipline in schools may be interfered by the politicians in several ways. For example, politicians do not like principals who may hold political opinions contrary to their own in their respective constituencies. They may want principals who can be manipulated for their own political reasons hence interfering in the running of the schools, which may translate, to the overall performance of the school. In supporting this, Okinda (1995) asserts that politicians who may want heads they can control and manipulate rather than admitting failures to keep the Member of Parliament popular can cause indiscipline in schools.

Additionally, some politicians are not good role models to our youth. This may be a cause of disciplinary problems in schools set by those heroes and leaders such as the politicians in the community. Recently, two Nairobi politicians, instead of raising their arguments with each other ended up raising their fists at each other (Anti- IEBC protests). This reflects indiscipline cases where students take matters in their own hands. For example, in the recent case in Kisii County, students burnt down their school after they were not allowed the Euro cup football sports, which is ongoing. Some student's views that the solution to any disagreement is violence.

Moreover, in the media, there have been demonstration of destruction and violence of Kenyan political struggles have been effectively proven to be a means in which the citizens can win the public politically as a way of recognizing their grievances Early

this year (2017), Kenya's first lady Margaret Kenyatta warned MP's about behaving badly and being bad role models. Besides, parents, teachers, non-teaching staff, stakeholders, et cetera ought to be good role models to the youth. This is in line with Okumbe (2001) that teachers are supposed to be role models at all times.

#### **2.4.6 School Student Leaders**

School student leaders are students elected by their fellow students to positions of responsibility such as in charge of overall class management, dormitory, library, games, clubs and other areas by the school. Kenyan schools have developed a diversified inclusive curriculum that is adequate in catering the non-academic and academic students' need. In support to this, societies and games facilitates students to full participate in the organized activities which helps in relieving tension that may results bursting out incidents which is undesirable (Ziro, 2002). Furthermore, constructive activities are good for the development of the student's physical and mental growth as well Participation also helps them to develop leadership and other positive qualities in school. A full and extra-curricular program helps in ensuring that all students are kept busy for the greater part of the school day and keep them out of counterproductive leisure activities.

Ideally, student leaders play a major role in maintenance of the student discipline in the institution. They are the bridge between teachers and their fellow students. Additionally, they enhance peer-counseling, enhancement of student welfare, increase student involvement, promote students awareness of school rules and regulations among others. They work under the office of the deputy principal. Mostly, they are crucial because they play an important complementary role in the school administration.

Furthermore, the Western Cape Educational Department (2007) emphasizes the importance of all role players. A research by the United Nations Children's Fund (UNICEF) and the education ministry in Kenya 2006 indicates that student who participates in the day-to-day school running was linked directly to improved academic performance and declined strikes in school (Karanja, 2010). In supporting this, Bondo teachers college workshop on guidance and counseling (1999) concluded that student leadership is very crucial in school administration. When students take part in the execution and decision making of the school policy, they have a likelihood to socially behave acceptable way (Jones, 1989).

Student leaders are a means of preparing young people maturely and responsibly to adulthood. Besides, Hon Kalonzo Musyoka during the second national secondary student conference in 2010 said, "when student leaders in particular and students in general, participate in decision-making, they feel valued" (Muindi, 2010, 4). This is agreement with Mbiti (1998) that early student's involvement in decision-making that influences them is better for their own and country's future.

Moreover, student leaders can be selected by the school authority or elected by students and given constant powers to control and guide other students in the institutions. Conversely, students are allowed to conduct the elections of their student representatives without guiding them hence ending up electing populist students who do not abide by the school rules and regulations. In supporting this, Cowley (2001) points out that there can be a teacher's tendency to think that indiscipline is premeditated or planned by the individual students. This concurs with the findings of Ndakwa (2013) that when students meet with different behaviours they may be influenced by other students to bring chaos.

In addition, it seems as if student leaders in some schools were given excessive powers for example; punishing their fellow students without consultation from the school administration. In the reports on the daily nation (26<sup>th</sup> Oct 2000), it showed that Nyansabakwa students in Nyamira district attempted to burn their school protesting on the humiliation and beatings meted on them by junior student leaders. However, there are many problems in Kenyan secondary schools because of poor perceived role of student leaders among the student body (MOEST 2000/2001).

#### **2.4.7 Overloaded Curriculum, Mocks, and KCSE Exams**

The Kenyan education sector is a vital pillar in the objectives realization of the Vision 2030, which regards political development, and social-economic attainment of the country. Nevertheless, the system of the Kenyan Education places special emphasis on the performance in academic aiming to secure the white-collar jobs. This pushes teachers to be examination oriented thus making the curriculum implementation to fail in catering for the students' holistic development. In supporting this, Jones and Jones (2006) say schools have not fully adapted to students' non-academic needs.

The Kenyan education has been found out to be too wide hence failure of curriculum to covering syllabus. In supporting this, Kabiru (2007) conducted a study in Kirinyaga district found out that factors contributing to school indiscipline in schools were lack of dialogue between principals and students which contributed to 100%, negative influence of society to students-100%, parents being poor role models -85.7%, inability to cover non-academic and academic requirements of students 85.7% and excess punishment which is unjustified 77.4%.

In addition, the education philosophy and the policy objectives are not fully addressed in the current curriculum as observed by the report of the task force on students discipline in September 2001 in secondary schools (MOEST, 2001). Furthermore, Kenyan secondary education system is overloaded with academic stuff. On the other hand, teachers and students alike are pressurized to attain high grades and those who are seen to perform below parental and governmental expectations are judged harshly (Khamasi, 2007). Moreover, psychologists observe that those adolescents who struggle with stress, extreme anxiety and panic will likely become reactive and agitated and therefore fewer decisions that have been thought out carefully may be evaluated, made and may hence resort to absurd habits like setting dormitories on fire so as to escape exams (Garfinkel et al., 1996). In supporting this, the study by (Institute of Policy Analysis & Research, 2008) affirmed that at the slightest provocation, such students' changes to be violent resulting to school unrests.

Furthermore, failure to perform well especially in their mock exams and Kenya certificate of secondary education (KCSE) may anger the students. For example, 400 Kabuyefwe Secondary School Boys in Kitale in October 2005 went on the rampage and burnt down the administration block one of the factors being anger by poor Kenya certificate of secondary education (KSCE) results over the years among other grievances (Sunday Nation, October 9, 2005).

## **2.5 Disciplinary Strategies**

Disciplinary strategies are methods for controlling individuals to elicit from them and sustain desirable behaviors on the other hand, prevent undesirable behavior in respect to established rules, and expected norms in a school. Educational managers may use disciplinary actions appropriate to maintain the standards of the institution, but also



they will still experience the cases of non-teaching staff, students and teachers who fail to stick to the standards set on the organizations of their educational. According to Fayol, (1965), Mbiti, (1999) and Bradford (2003), effective and lasting discipline focuses on the ability of individuals to control themselves. Though schools have enhanced common discipline strategies, (Oyaro, 2005) still reports that a term hardly goes by without media reports of students' mischievous acts.

Discipline includes the day to day life of teachers and learners, it is also not a simple issue since it demands a great deal of creativity, commitment, resources and time. Techniques used in maintaining discipline include a rewarding system, motivation for those who positively behave, guidance and counseling, punishments etc. This is in agreement with Kagendo (2009) who observed that disciplinary school management uses various strategies to manage the discipline by students including rewards, punishment, behavior modification, setting the school rules clearly, guidance and counseling and adequate communication. In Kenya, the Ministry of Education has recommended disciplinary strategies such as guidance and counseling, manual work, denial of privileges on students, suspensions etc. of managing secondary school students.

Effective disciplinary strategies ensure the dignity and safety of staff and students, preserving the learning environment integrity and addressing what causes the skills in students' behavior and outcomes, which are long term. Further, they benefit all students. They deal with discipline that is fair, corrective and includes therapeutic group relationship, building and maintaining appropriate social behavior hence making school safer. More important is that they address teacher interactions, student needs, matching students with curriculum and environmental conditions. Students provided

with an appropriate education in an environment, which is conducive to improve behavior yielding to improved performance.

Students are provided with a satisfying experience in school, encouragement on behavioral responsibilities and discouraged misconduct by the strategies of an effective school disciplinary. Black and downs (1992) stated that sometimes behavior problems occur because students simply do not know how to act appropriately. Discipline teaches students to behave and interact in a responsible manner and to be responsive for their actions. Effective school discipline promotes success for all students, creates a school culture where learning and safety are central, and enhances character development.

### **2.5.1 The Need for Guidance and Counseling on Student Discipline in Secondary Schools**

Guidance is a process of helping to understand, appreciate, and accept their situation, by helping them to cope and manage their situations in acceptance and healthy manner. On the other hand, counseling is a process of helping a person with a problem or need to decide through identifying, exploring and examining available alternatives while also appreciating the consequences. Guidance and counseling is not disciplining, threatening, forcing, giving solutions, advice or opinion in dealing with a solution. A preventive method can be utilized to minimize the student's indiscipline in schools. It helps the youth acquire the right moral values and beliefs, self-esteem, a sense of identity hence guiding and forming their character.

As the 20<sup>th</sup> century began, America developed guidance and counseling due to the changed process of an industrialized society. Moreover, formal guidance and

counseling can be traced to America in the late 1890s and early 1900s. In addition; a case can be made for tracing the foundations of guidance and counseling principals to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle (Mogho, 2005). Other contributions to this were Godwin (1911), weaver (1912) and Davis (1913) (internet source).

This was because of it gathering momentum at the end of 19<sup>th</sup> Century in Europe and United States of America. The services of Guidance and counseling were set up within the Education department in September 1968 when Louis made the recommendations, United Nations Educational Scientific and Cultural Organization (UNESCO) took a consultant set over (Summit, 1997). School guidance and counseling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and the school. Consequently, not all lessons of the past can effectively deal with the challenges of modern society. Muithya (1996) notes that traditionally, the intense informal and formal guidance and counseling programme aided in achieving character formation. In other words, the contradictions and differences in recent days have their historical and social origin in the forms, which has shaped culture to the modern era.

According to Nziramasanga (1999), due the huge pressures imposed on the family, parents are less likely to spend time with their, they will therefore lack necessary guidance. The parents perceives that the school is supposed to step up in providing remedies in secondary schools indiscipline their children causes. (UNESCO, 2002:2) adds, "African adults have become more concerned with earning money and less occupied with many traditional practices that formerly contributed to the upbringing of young people". Counseling services cannot be overstated easily since the sociological

changes, which emanates from urbanization and modernization is rapid therefore stressing students. Around the globe, it is evident that students in educational institutions and all learning levels have requirements that call for services of guidance and counseling that can lead to numerous disciplinary wastage and issues if unattended. The services of guidance and counseling are important elements in managing people's discipline in the entire societies since it is difficult for it to operate well without the disciplining exercise.

“Guidance and counseling” is a term, which has been internationally conceived in different methods. Makinde (1987) defined guidance and counseling as the process of interestingly co-joining the counselee, who unprotected and needs help, it plays a role of helping the counselee learn how to effectively deal with the environment's reality and himself. Guidance and counseling addresses the problem of indiscipline and its root cause.

In many cases, teenagers in schools finds difficulty in the challenges, which emerges as a result of emotional, psychological and physical changes which is coupled with societal rapid changes. According to Witmer (1990), Africa guided the youth's value, sex, belief system, skills, regimental roles and the societal roles they make require in enhancing their culture. Makinde (1984) noted that in discipline management, guiding and counseling has been important element in all societies, even the society termed as the most primitive emerges from the importance of providing patterns individuals' behavior in-group interests. Students need to be guided on the importance of making decisions, which are responsible rather than joining peer pressure with no questions.

Students can remain focused and disciplined when they are guided and counseled. A study by Collins (2002) noted students can be able to deal with realities and challenges they encounter in their social and academic environment since the guidance and counseling improves their discipline. It helps the learners to develop self-awareness among themselves and capacity for self-observation. Some students may not conform to their teachers' requirements due to factors outside their control. (Gushee 1984) argued that counseling services provided to students experiencing personal, academic or behavioral difficulties could result in behavior changes such as improved self-image and greater self-discipline.

It is therefore imperative for teachers to understand the problems the students are facing. This is what guidance and counseling does. Guidance in school is a process of influencing student's behavior to become desirable, while counseling refers to an act of helping students to cope with their problems (Saya, 2005). A teacher is more likely to elicit appropriate behavior if they can understand the situation the learners face and offer guidance and counseling to the students and the students' family.

Guidance and counseling (G&C) services in secondary schools were introduced for different reasons in various parts of the world. In United States of America (U.S.A), the services were introduced to assist students with their development and career aspirations (UNESCO, 2000). According to UNESCO (2000), many Ministers of education in Africa have learnt of the increasing number of social problems affecting students in African schools hence resolved to introduce secondary G&C services in their respective countries to curb these problems. For instance, In Malawi, the need for guidance and counseling was recognized after a survey was done of 20 school counselors in southern and central regions, Taylor and Francis (1998). In Zimbabwe,

people at all times have experienced emotional or psychological distress and behavioral problems. Consequently, before independence, guidance and counseling was only taught in former European, Asian and colored schools hence students within such privileged schools benefited from it (Kapuya, 1993).

The need for effective G&C services in Kenyan institutions has made an ever-urgent need by the pressure of greatly expanded and diversified educational systems and opportunities in the county (Rukana, 1996). Although G&C was introduced in Kenya formally in 1967, under the Ministry of Education, it has been engrained in the African traditional society since time memorial. This is evident by National Committee on Education Objectives report and Gachathi Report policies, (Republic of Kenya, 1976) recommended for the Ministry of Education to take charge of counseling services delivery.

Additionally, Kenyan government had put in place several measures as establishment of guidance and counseling units in all institutions, good practice in classrooms management, including of learner creation of school rules and effective teaching methods (MOEST, 2005). Also, there have been many measures which is aiming to curb variety of indiscipline cases in schools specially the usage of units in guiding and counseling in the entire secondary schools (MOEST, 2005).

Subsequently, the need for guidance and counseling has been recognized in diverse educational commission and government reports in Kenya since attaining independence. The National Committee of Educational objectives and policies of 1967” report recommended for that guidance and counseling teaching using various subjects like ethics, religious and social education to enhance the promotion of self-discipline growth of amongst the school going students (Republic of, Kenya, 1976). In

supporting this, Ndakwa (2000) notes that spiritual nourishment is quite vital for emphasizing human virtues and harmonious co-existence. This is in agreement with a report on Presidential Committee on students unrest and discipline in Kenyan schools (1991) that one of the contributing factors for unrest and indiscipline in our educational institutions is the violation of moral values which when commonly accepted in the society as a rule of life leads to harmonious and happy life for the society as a whole. The report further notes that the present way of life of our youth indicates decline of the society and strongly supports that student's unrest are impacted by the eroded societal values.

The programme was started in Kenya to provide support to students in appreciating their roles and developing correct disciplining attitudes. There has infractions, which needs guidance, and counseling since it was introduced. For example, theft, rape, assault, riots, fighting, destroying administration blocks, arson and even loss of lives. For example, the most recent disciplinary case occurred at a certain school in Baringo County whereby senior form four students forced a form one student, 15 years to drink ethanol at the dormitory on June 18, 2013. The high prevalence of indiscipline cases in Kenyan schools are blamed for quite a number of reasons. In (October 15, 2012), hundreds of students went on the rampage in Laikipia, Nyandarua and Nakuru counties protesting against the extended third term. In Nakuru sub county students of Mama Ngina Secondary were sent home after all were blamed on Education Minister by then Mutula Kalonzo. The Minister should have consulted widely before issuing a circular on the closing dates. The Kenya Union of Post primary Education (KUPPET) had urged the minister to bring forward the closing dates from November 23<sup>rd</sup> to November 9<sup>th</sup>.

Ministry of Education Science and Technology has made efforts to democratize the system of the school administration as evidenced by the banning the caning of students in schools through legal Notice No. 56, Kenya Gazette, unrest has continued in secondary schools with a new dimension not only are they violent but destructive. Despite the recommendations by the National Committee on Education Objectives and policies Gachathi Report, which recommended that the Ministry of Education should take charge of delivering counseling services, indiscipline cases are still rampant in schools. Additionally, in the year 2007, Kenyan schools were advised to strengthening the departments of guidance and counseling to fill the left vacuum by the corporal punishment ban (MoEST, 2001).

The uses of G&C Services seem to be still wanting in helping curb indiscipline in various schools. Such incidences in schools are a pointer to explore and put in place effective disciplinary strategies of dealing with student` grievances so as to prevent the occurrences of such violent episodes. There is a need to investigate if the selected secondary schools use this disciplinary strategy. Following incidences like school strikes, riots, fighting, bullying, theft among others. Waititu and Khamasi (2010) recommended that research should be carried out in Kenya in order to establish the effectiveness of G & C in secondary schools. This concurs with Stima (1987) who perceives that there could be reduction to indiscipline if guidance and counseling services are effectively offered.

An effective G & C programme is essential for a good school (Mutie & Ndambuki, 2003). It is against this background that this study endeavors to find out the reasons behind escalating indiscipline cases in secondary schools despite the government assumption that disciplinary strategies are effectively solving the vice.



### **2.5.2 The Use of Rewards on Student Discipline in Secondary Schools**

Rewards are used to acknowledge an individuals' good behavior. The usage of stemming Rewards especially from research works on psychology of skinner have been utilized by several school educators even though with degrees which varies in students behaviour management. Behaviorists suggests that good behavior should be rewarded while leaving the inappropriate one. This method assumes that any rewarded action will be repeated and learned. Thorndike (1911). Arnard (1962) said that the reward might be given retributively for merit or determinately where opposite behavior implicitly. Reward responses are strengthened while unrewarded responses suffer extinction.

Smith (1993) said that behavioral modification approach states that the single most important factor for learning behavior is what happens immediately following that behavior. For effectiveness purposes, Gordon (1996) advises that appropriate behavior should be immediately rewarded and never take back a reward and use the element of surprise, for example, by giving a double reward unexpectedly. Teachers can use various simple techniques to reward students. For example, awarding of a special certificate to students who behave well, or list their names on the notice boards, praise a student in front of others, give positive attention and rather punishing a particular student by ignoring his/her attempts to be disruptive among others. The reward is supposed to ensure that the student is motivated to achieve higher levels of grade.

Rewards should be proportional to the students. Teachers manipulate learners` social relations such as isolating; ignoring and curtailing privileges as a way of managing discipline. The effectiveness of this strategy depends on the personality of the teacher.

Various researches have noted that in producing desirable behavior rewards are more effective than sanctions.

Becker, (1967); Sharp et al. (1987) carried out a study to establish that the secondary school students attitudes towards the rewards usage of as reported in Montgomery (2000). The Researchers established that generally students always perceive rewards and praise as the most desirable and appropriate. A research carried out in England by Her Majesty`s Inspectorate (1988) revealed that the students tend to achieving more in presence of motivation, they also behave well when they receive comment and their success while emphasizing their potential instead of focusing on shortcomings and failures from teachers.

Rambo (1992) carried out a study in Kenya on discipline of students the teachers face. Rambo established that teachers in enforcing students` good behavior considered rewards as the most important thing. Jones (1989) opined that a number of functions is fulfilled reward system in school. It leads to the promotion of the aim of the school institution and the provision of competitive mechanism offering reinforcement and incentive for the behavior, which is approved. However, schools continue to experience indiscipline cases as cited in the previous literature. There is a need to investigate whether the selected secondary schools use this disciplinary method and hence establish its effectiveness in managing student discipline in Rongai Sub-County secondary schools, of Nakuru County.

### **2.5.3 Punishment as Disciplinary strategy in Managing Student Discipline in Secondary Schools**

School administrators should exercise techniques prescribed to benefit the government, teachers, parents, the country and students. The fact that disciplines is the school foundation makes it imperative. Government authorities and educators always recognize discipline as a success precursor in the entire school co-curricular and curricular activities. For example, Mbiti (1974) has stated that: “The main objective of discipline both in home and in the school should be to produce responsible adults in future. It is in this respect that Educators employ different types of disciplinary strategies of managing student discipline such as the use of punishment in secondary schools.

Besides, punishment resulting from bad behavior should be aimed at correcting the wrong action though if correction is not achieved, then the purpose is lost. Corrective measures are aimed at discouraging further infringement of a rule. Punishment involves a sanction or a penalty because of a learners` behavior that is unacceptable and is used to extinguish such behavior (Children Aid Foundation 2009; Robinson, 2007). It may be regarded as the negative or unpleasant imposition to an individual in response to behavior, which is deemed to be wrong by a group or individual. Despite the application of the various leadership skills by the educational managers, there are some cases where a student or even a teacher and non-teaching staff does not want to follow the set code of behavior. In this case, educational managers apply such a disciplinary action.

Despite the fact that corporal punishment has been outlawed in schools in most parts of the world, parts of Canada and United States remain the only countries, which is developed to allow it (Robinson, Funk, Beth & Bush, 2005). In South Africa, Indiscipline is on the increase (Aziza, 2006; de wet, `2007; Masutsa, 2008), constitutional need call for the protection, upholding, and preservation of children rights and thus they have outlawed punitive and harsh disciplinary measures. In Kenya, different schools apply a variety of punishments that are useful to the community and individual learner. For example, offenders may cut grass one of the Saturday afternoons in the community or even clean ditches. Learners also may be retained outside to run round the athletics track a stated number of times, collecting rubbish in the school compound, cleaning the classrooms, halls, toilets and the kitchen areas etc. The Ministry of Education recognizes this disciplinary method as one of the disciplinary strategies of managing students` discipline maintaining a state of good discipline is a strategy that ensures attainment of educational goals (Mbiti, 2007).

Discipline creates a systematic atmosphere for meaningful attainment where conducive learning and teaching can take place and positive attitudes, values and social skills can also be inculcated. Punishment is one of the ways of curbing indiscipline among students in schools. Any punishment form should not be naturally punitive but should be educational and corrective (Were, 2006). Punishment should aim to change the behavior of learners` and make the individual conform his or her behavior to schools rules. Further, some forms of punishments of instilling discipline among the errant students in Kenyan secondary schools include, doing manual work suspension, sending for parents, Psychological torture etc. However, the cases of indiscipline cases at secondary school level has rapidly increased globally. Absence of discipline by learners has been the brought a great concern for the educators and the

school management and to a minimal extent for the public, parents and the learners (Moragwa, 2012).

Indiscipline students violate school rules of challenges school safety yearly. In United States of America, every year a hundreds of young people are excluded from the educational process due to school disciplinary practices. In January 2011, students at Ohio High School in Gardena killed three classmates in shooting rampage. High levels of violence are always reported in South Africa, many educators are put in a situation where they have to deal with constant terrifying constant threat from assaults, gangsters on teachers and students brutal rape (Department of Education, 2000).

Violence provokes anxiety since it is a sensitive issue. Current research reveals that cases of learner indiscipline issue are rapidly increase in schools in South African, learners are accused murdering others within the school premises (Harber, 2001: Zulu Urbani, Van der Merwe & Van der Walt, 2004). In a similar vein in Durban, Aziza (2001) reported a gradual rise of cases where learners expelled while others are suspended in the Western Cape schools For instance, they have shifted type violence for example bullying to more severe victimization form. This is evident the random killing case of 16-year-old Jacques by Morne Harmse with a sword belonging to a samurai at a technical high school located in West Rand in Gauteng in the year 2008. Additionally, teachers are also affected by high rates of violence reported in schools. Another school violence consequence, which is extreme, is the stabbing, where a grade nine learner was stabbed to death with a pair of scissors. Violence in school may be costly in terms of financial, loss of individual's quality life, Long term effect that can inflict on the individual's healthy personality growth and development and above all, its interference with the individual's learning.

However, media reports, studies and the like implied that in spite of the popular discourse, schools faces a great number of violence (Jefthas, & Arts 2007). In another incident in PJ Simelane High School located in Soweto, a 14-year-old boy stabbed a female teacher and ran away (News Article-17March 2011- Isolewe-www.Isolezwe.co.za). According to Burton (2008), the challenge lies in the unavailability of alternative discipline forms after outlawing corporal punishment in the country. Discipline is an aspect of school function that if not well maintained can render the school system ineffective. The absence of discipline and school safety has been the major obstacle facing schools Kenya for the past years. Indiscipline students' is shown in diverse ways and takes its forms differs in variety of schools for instance commotions, neglecting to do assignments, class boycotts, riots, mass indiscipline, distances and violent demonstrations resulting to property destruction, rape and even death.

In Kenya, many people views punishment as discipline. Punishment resulted from a Latin word punitive with a meaning of imposing a penalty to a person for violation of rule or a fault offence (Hurlock, 1976). Punishment is used as a training and corrective measure to minimize the increase of undesirable behavior in the school and to stamp out crime in society. Personality and character can be developed by the withdrawal of guidance and counseling and reward. Nevertheless, punishment is supposed to be used after the other alternative avenues have been explored, it should be rarely used. Bakhda (2004) indicated that punishment should be immediate and consistent. Dalliance in decision is usually not effective recipient may tend to forget the reason why he/she was punished in many cases.

Corporal punishment have been relied by many head teachers as the primary method to instil discipline. There are different form of punishment with results, which differ in implementing the recommended guidance and counseling by the Ministry of education. In Kenya, still, incidents of indiscipline have been reported. For instance, in October 2010, two boys were burnt to death in their sleeping quarters at Endarasha Boys Secondary School dormitory in Nyeri County after some students torched the dormitory. In another incident, the students of Narok Boys' High School closed indefinitely, Kenya, online Newspaper (7<sup>th</sup> Novermber, 2013). The students had been on rampage for two consecutive days. The students destroyed property at the school including the principal's quarters and his car. In 2013, Kirobon Boys' Secondary School in Rongai sub-county attempted arson. With the several forms of punishment in place, Kenyan secondary schools are still faced by student disciplinary cases. The concern of this study is to investigate the effectiveness of disciplinary strategies used in managing students` discipline in secondary schools.

Despite preventive discipline practices, problems still arise and call for immediate address. For the discipline issues faced by most schools, research supports the use of punishment. Docking (1982) researched and found punishment to be effective method of remediating individual misbehavior and therefore improving school order. From the literature that was reviewed through the studies, it was important and urgent to look into effectiveness of punishment as a strategy in managing of students` discipline in Rongai Sub-County of Nakuru County.

## **2.6 Summary of Literature Review**

From literature reviewed, it is realized that disciplinary strategies play a crucial role in school discipline. In this respect, guidance and counseling, use of rewards and punishments as strategies of discipline are invaluable in enhancing discipline. However, schools continue to experience indiscipline cases. The current study seeks to establish the effectiveness of the disciplinary strategies in managing student discipline in Kenya and more specifically in Rongai Sub-County, Nakuru County. This study endeavored this gap to bridge. It is observed that various studies have investigated the role of a school in management of student discipline. For instance, Edward (2013) investigated on the effects of disciplinary strategies on students' behavior.

Some researchers have demonstrated that secondary school teachers have employed alternative management in discipline by students after the government has outlawed the corporal punishment. For example, James (2012) investigated on alternative strategies to corporal punishment in management of student discipline. Little research has been done on the effectiveness of these disciplinary strategies. Since there have been continued cases of student discipline, there was a concern for this study which constitutes the gap that this study sought to fill. It was thus against this backdrop that the researcher was prompted to conduct a study to establish the effectiveness of the disciplinary strategies used in managing student discipline in secondary schools in Rongai Sub-County, Nakuru County.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the methodology and procedures that were followed when carrying out the proposed study. The purpose of this study section is to provide a description of the research area or setting, research design, an outline of the study population, sample size and sampling techniques, data sources and instruments, data collection procedures, analysis and presentation.

#### **3.1 Area of Study**

The study was carried out at Rongai Sub-County in Nakuru County. The Sub-County borders Baringo County to the North and Nakuru Municipality to the South. It is divided into four divisions; Ngata, Rongai, Kampi ya Moto and Solai. The Sub-County headquarters is based at Kampi ya Moto. Most parts are not hilly and with earth, roads that are to an extent impassible during rainy seasons mostly cover the area.

#### **3.2 Research Design**

Research design is considered as the procedures used by researcher to select the sample, administer the instruments and analyze the data (Ogula, 1998). The research design provides a framework for planning and conducting a research. Descriptive research design was adopted in conducting the study. This design involves gathering data at a specific point in time with the intending to describe the existing conditions

nature, identify the standards, which can be used to compare existing conditions and identifying the existing relationship between particular events (Orodho, 2005).

The design therefore sought to establish the effectiveness of the disciplinary strategies used in managing student discipline. The method helped the researcher to have a wider area of data representation in order to determine the status of the population with respect to one or more variables. Borg (1971), asserts that descriptive research design is quite appropriate to be used in a field of study like education, because it is a field that hasn't been exhaustively studied.

### **3.3 Research Method**

This study mainly used qualitative research method but at some point, it was supplemented with quantitative research method. Qualitative research method is whereby data collected is described in words rather than in numerical terms. Whereas quantitative research is whereby data collected is analyzed and presented in numerical terms rather than in words (Orodho, 2005). The mixed research method was appropriate because the researcher visited the study site to collect data directly through questionnaires, interviews and document analysis from a large population and determined the status of the problem. It enabled the researcher to examine the degree of relationships that exist between the variables that were employed in this study.

### **3.4 Target Population**

Population refers to the whole group of events, objects or individuals portraying common characteristics, which can be visible Mugenda and Mugenda (1999). A target population refers to the population where a researcher may need to generalize the research results. Rongai Sub-County has 36 public secondary schools with a

population of 282 teachers (Kampi ya Moto Sub-County TSC Report, August 2014). The study targeted the head teachers/deputy head teachers and teachers. This population was directly involved in adopting the disciplinary strategies in student discipline management in secondary schools.

### **3.5 Sample Size**

A sample is a collection of small units in the population used in determining the population truth. Rongai Sub-County has 36 public secondary schools located in Rongai Sub-County it has 282 teachers Field (2005). The sample for this study included 12 schools out of 36 secondary schools, 12 head teachers and teachers. The sample for each of the groups under the study constituted 30% of the target population. Kerlinger (1983) says that 30% is representative enough.

### **3.6 Sampling procedures**

For the aim of obtaining a representative sample, schools were stratified into four divisions' education. Stratified proportionate sampling was then used to select 3 secondary schools from each division to participate in this study. This formed 30% of the total number of secondary schools in the sample. It is a useful blend of randomization and categorization that enables both quantitative and qualitative processes of research to be undertaken (Cohen, 2013). The advantage of stratified proportionate random sampling is that it ensures inclusion, in the sample of sub-groups, which otherwise, would be outfitted by other sampling methods because of their small numbers in the population. Simple random sampling was used to select 30% of teachers from the selected schools; this is because as per Kerlinger (1983), 30% is representative enough.

### **3.7 Research Instruments**

The research instruments are tools used to collect information from the intended target population. The researcher developed the research instruments used in this study. The study used the questionnaires, interview schedule and document analysis data collection. These are briefly discussed below.

#### **3.7.1 Questionnaire**

According to Kombo and Tromp (2006), questionnaire refers to an instrument used to gather a large data sample. Questionnaire is usually structured carefully to include a set of questions aiming certain response from the participants. The researcher in this study used questionnaires to collect data. The questionnaires contained open and closed ended items. The questionnaires were used to collect data from teachers. The questionnaires were suitable for this study because the researcher was in a position to collect data from different schools in a short time and since it is a research instrument, which is standard, it gives room for uniformity in answering questions with a possibility of comparing the answers obtained among different respondents. (Cohen and Manion, 2013). It was also suitable because the target population was literate and was unlikely to have difficulties in reading and responding to questionnaire items. This instrument was administered to teachers.

#### **3.7.2 Interview schedule**

Interview schedule refers to the administration of a questionnaire orally; this involves a one on one interaction. It is a method, which can be used in data collection. Kothari (2008) noted that for intensive investigation, interview schedules is suitable. When

interview schedules is used, in depth information will be obtained, the researcher will also obtain individuals personal information concerning the personal characteristics of the respondents and environment which is oftenly applicable in results interpreting thus suitable in information collection from the deputy principals/ principals on discipline of student in secondary schools perceptions. Interviews are always flexible, it provides first-hand information, have high response rate and does not discloses of sensitive remarks.

### **3.7.3 Document Analysis**

Document analysis is the technique of social research. It is an essential tool of research and is the part, which is mostly involved triangulation schemes. Document work such letters, circulations, and reports were studied and analyzed. Reports and records from District .Education Officer`s (D.E.O`s) and principal`s office on student`s discipline were of great use in establishing the effectiveness of the disciplinary strategies used in managing students of Rongai Sub-County Secondary Schools.

### **3.8.0 Validity and Reliability of Research Instruments**

#### **3.8.1 Validity of Research Instruments**

Orodho (2005) defined validity, as the degree where findings obtained from data analysis is the representation the studies phenomenon. It is involves the accurate and meaningful inferences based on the results of the research. The ability to characterize variables relations of data in a research is reduced by poor validity. In ascertaining questionnaire validity, the researcher had to consult experienced personnel and the experts in the method used in research from the policy studies and the Educational Management department, Moi University to comments and criticize on the instruments

format. Before the final instruments administration their comments were incorporated on the participant's questionnaire.

### **3.8.2 Reliability of the research instrument**

Reliability is a measure of degree to which a research instrument yields consistent results. According to Mugenda and Mugenda (1999), reliability refers to a measure of degree yielding to consistent results by the researcher instruments. This literary means that it is the trustworthiness or depending on the research instrument to yield the same data under consistent conditions similar to that. In order to establish the research instruments reliability, the researcher conducted a pilot study in two different public secondary schools located in Rongai Sub-county, the one not sampled. It was believed that schools had the similar characteristics as the respondents on research. The purpose of the pilot study was also to establish if the research instruments would provide the needed data and was done in a neighboring district to avoid the participants from influencing each other hence interfering with the findings. The research instruments were administered to the pilot group twice at an interval of two weeks. The results were organized and coded for analysis.

### **3.9 Data Collection procedure**

This refers to the collection or gathering of information to serve or prove some facts (Kombo and Tromp, 2006). It involves the actual process of going to the field to get the required information from the selected population. The researcher obtained an introductory letter from the Dean of school of Education, which enabled the researcher to seek clearance from MoEST (Ministry of Education Science Technology and further from Sub- county Education officer, which enabled her to get a research permit

to facilitate research within the Sub-County. After acquiring the permit, the researcher further sought permission from the Sub-County Commissioner. The researcher then visited the selected schools in order to explain the purpose of the study and requested to carry out the research in these schools. A covering letter, which introduced the study to the respondent, was attached to the research instruments. Questionnaires had introductory statements, which guided the respondents on how to answer the items and guarantee confidentiality. The researcher herself therefore personally administered the research tools.

### **3.10 Ethical Considerations**

It deals with protecting the subjects' dignity and protection from information given. To achieve this, the respondents' anonymity and confidentiality should be assured to them. The subjects also sought informed consent. Adequate time was used by the researcher in explaining the relevance of this study and afterwards requested the respondents to take part in giving relevant information for the study. The researcher endeavored a rapport develop with them, in establishing a good relationship to work with the participants. All the respondents that were involved in the study were assured of their confidentiality of the information given. The researcher then assured them that the name of the school and all the respondents would not be revealed anywhere. The respondents were also assured of getting the feedback from the research findings. This was aimed at securing co-operation from them.

### **3.11 Data Analysis**

Data analysis is defined as the process of creating order, meaning and structure to the mass of collected information. (Mugenda & Mugenda, 2003). Data collected was

analyzed using descriptive statistics. Descriptive statistics according to Mugenda and Mugenda (1999), includes the statistical procedures that produce indices that summarize data and describes the sample. The descriptive statistics include frequencies, percentages, and means. Data was presented using tables. The computer programme known, as statistical package for social sciences (SPSS) was useful in analyzing the data collected. Qualitative data on the other hand was analyzed using excel where tables, graphs and charts were generated.



## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.0 Introduction**

This chapter deals with data analysis, interpretation and discussion of the research findings. In the first section, descriptive statistics is used to provide background information of the respondents who participated in this study. The second section presents the analysis of the study as provided by the respondents in the questionnaires and interview schedule. The purpose of this study was to investigate the effectiveness of the disciplinary strategies used to manage student discipline in Kenyan secondary schools. The study sought to achieve the following objectives.

- i. To identify the level of student discipline of secondary schools of Rongai Sub-County.
- ii. To establish the effectiveness of guidance and counseling in managing student discipline in secondary schools.
- iii. To determine the effectiveness of rewards in managing student discipline in secondary schools.
- iv. To establish the effectiveness of punishment in managing student discipline in secondary schools.

#### **4.1 Background Information**

General information concerning the respondents was sought to understand the background of the respondents. The information sought was of gender, age, guidance and counseling experience and highest qualification of both teachers and the

principals. The findings of each of the mentioned aspect have been presented in the following subsections.

#### 4.1.1 Gender of the Respondents

The respondents were asked to state their respective sex. Their responses were indicated in the

Table 4.1 below.

**Table 4. 1: Gender of Respondents**

Sex	Teachers		Principals/Deputy Principals	
	Frequency	Percent	Frequency	Percent
Male	38	45.2	9	75.5
Female	46	54.8	3	25.5
<b>Total</b>	<b>84</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

The respondents were asked to state their sex as indicated in Table 4.1. It is revealed from the table that male teachers were 45.2% (38) while remaining 54.8% (46) of the respondents were female. This implies that male and female are almost equal although female teachers are slightly higher than male teachers in public secondary schools of Rongai Sub-County are. The table reveals that there was a sex disparity between the sexes though statistics pertaining to the gender distribution of the teachers was purely obtained from random sampling that was used in the study and may not be significant in terms of gender balance within the schools sampled. However, the gender policy on gender emphasizes on gender parity (MOEST, 2002).

The table further shows that male principals were 75.0% (9) and female principals were 25.0 % (3). This implies that leadership in the teaching profession in public secondary schools is still male dominated. This could be because most female teachers would like to bring up their families before considering ascending to leadership. International research revealed that women are the minority in educational leadership in both the advanced and the developing countries (Celikton, 2005; Chisikwa, 2010).

#### 4.1.2 Ages of the Respondents

Teachers were seen as the most important group in the research since they are responsible in managing student discipline in schools. Below in table 4.2 are their age brackets.

**Table 4. 2: Ages of the Respondents**

TEACHERS			PRINCIPALS		
Age Bracket	Frequency	Percentage	Age Bracket	Frequency	Percentage
Below 25 yrs	12	14.3	-	-	-
26-35	37	44.0	-	-	-
36-45	23	27.4	36-45	4	33.3
46-55	7	8.3	46-55	6	50.0
Over55yrs	5	6.0	Over55yrs	2	16.7
<b>TOTAL</b>	<b>84</b>	<b>100.0</b>	<b>TOTAL</b>	<b>12</b>	<b>100.0</b>

From these findings we can deduce that majority of the respondents were of age bracket between 26-35 years. This indicated that majority of the teachers in Rongai Sub-County is youthful. This could be attributed by the fact that majority of the Kenyan workforce are youth. This may be true because many countries have youthful populations because of very high birthrates and the good thing about having a youthful population is that there are many potential workers. The 55 years and above are few as

some may move from class to administrative jobs like being D.E.O`s and other officers in the Ministry of Education. It is important to note that respondents were of different age groups, which was good because some students are comfortable dealing with young teachers while others would want to seek help from the relatively older teachers (Sunguti, 2003; Republic of Kenya, 1999; Wanjohi, 1990).

Further, it is revealed that majority of the principals were over 55 years. This could mean that there is likelihood that because of experience they make sound decisions in the running of the school activities. This concurs with Tsouloupas (2011) who found out that teachers who are more experience portrays higher ability of self-belief in managing and controlling the challenges of student behaviors.

#### **4.1.3 Respondents Experience in Guidance and Counseling**

The respondents were asked to state their guidance and counseling experience. Their respondents are indicated in the table 4.3

***Table 4. 3: Guidance and Counseling Experience***

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	18	21.4
6-10 years	12	14.3
11-15 years	8	9.5
over 15 years	46	54.8
<b>TOTAL</b>	<b>84</b>	<b>100.0</b>

Table 4.3 Shows that 21.4 % (18) of the respondents had guidance and counseling experience in 1-5 years while 14.3% (12) were in the age bracket of 6-10 years. Further, it is shown that 9.5% (8) had a age bracket of 11-15 years and those who were

over 15 years and above were 54.8 % (46).Based on the findings, the researcher therefore considered information obtained from the respondents to be reliable as it was collected from people who had served the schools for reasonably enough duration to give dependable feedback. This is in agrees with Moini (2009) who noted that teachers/administrators work experiences influence their area of specialization attitude, they therefore indicate a better performance compared to the novice teachers administrators.

#### 4.1.4 Professional Qualification

Professional qualification of the respondents is important for this study since it has a bearing in determining whether the effectiveness of the disciplinary strategies employed in schools have direct connection on one's professional qualification.

**Table 4. 4: Professional Qualification**

Professional Qualification	Teachers		Principals/Deputy Principals	
	Frequency	Percentage	Frequency	Percentage
Diploma Certificate holder	5	6.0	-	-
Bachelor Degree Holder	54	64.3	8	66.7
Master's Degree holder	25	29.8	4	33.3
<b>Total</b>	<b>84</b>	<b>100.0</b>	<b>12</b>	<b>100</b>

As shown in table 4.4, 6.0% (5) of the teachers were diploma certificate holders, whereas 64.3% (54) were Bachelor's degree holders. However, the findings indicate that 29.8% (25) were Master's Degree holders in education. This was expected in

Kenya since Bachelor's Degree holders and above is required to teach in secondary schools. Further, the data was important to the study since it would establish whether the respondents would be able to give the responses required by the researcher. In addition, it must be noted that majority of the principals/deputy principals in Rongai Sub-County were professionally qualified as witnessed by this study whereby 66.7% (8) were Bachelor's Degree holders out of 12 and 33.3% (4) were master's Degree holders. None of them had any qualification lower than Diploma degree holders. This was expected since the person at the top is automatically expected to be professionally qualified. This is in agreement with (Padhi, 2004) that training is very important for people to be productive.

#### 4.1.5 The presence of indiscipline cases

5) The first objective of this study was to investigate the presence of indiscipline cases in secondary schools in Rongai Sub-County. Teachers were asked to express their views on the presence of indiscipline cases in their schools. Their responses are presented in Table 4.5

**Table 4. 5: *The presence of indiscipline cases***

Statement	A		U		D		TOTAL	
	F	%	F	%	F	%	F	%
Students follow school rules and Regulations	44	52.4	13	15.5	27	32.1	84	100
Students attend classes frequently	61	72.6	7	8.3	16	19.0	84	100
Students Observe Time Management	42	50.0	10	11.9	32	38.1	84	100
Disciplinary Strategies have improved school overall performance	41	48.8	5	6.0	38	45.2	84	100

It is revealed from table 4.5 that 52.4% (44) of the respondents agreed that the students were following the school rules and regulations whereas only 32.1% (27) of the respondents disagreed. The rest of the respondents 15.5% (13) were undecided. Based on the findings, it is evident that majority of the students of Rongai sub-county followed school rules and regulations. This could mean that most schools have clear rules. Ayieko (1988), notes that school rules should be clear and not too cumbersome to be followed. Further, it is also noted that 72.6% (61) being majority of the students attend classes frequently whereas 19.0% (16) of the respondents disagreed. The remaining of the respondents being 8.3% (7) was undecided.

High attendance of classes would have been influenced by set of rules and regulations found in different secondary schools. This could be true because in every participating school the researcher visited requested for a copy of rules and regulations and found out that rules and regulations in almost all the schools were clear on matters pertaining to student and teacher class attendance hence ensured that students attended classes on time. This idea is in agreement with (Kabuji, 1997) who found out that a disciplined student is the one expected to do the right thing at the right time.

Another 50.0% (42) of the respondents agreed that students observed time management while 38.1% (32) disagreed. The remaining of the respondents 11.9% (10) was undecided. Based on the findings, it is clear that majority of the respondents agreed that students observed time management. Besides, this may be true because normally, there are timetables that indicate time for every activity in the school such as teaching, break time, assembly, lunchtime and sports. The above findings imply that; largely, time management can be viewed as a way of a student monitoring and regulating oneself with regards of multiple tasks within a certain period in-order to try

to achieve the desired goals needed. According to Byarugaba (1991), for an organization to meet its goals, proper time apportion is required since it is a scarce resource.

This is in agreement with Kelly (2004) who suggested that rapid increase in overall academic performance and good behaviour is associated directly with students using their time efficiently. It is also important to note from the table that almost a half 48.8% (41) of the respondents agreed that disciplinary strategies have improved the overall school performance while 45.2 (38) of the respondents disagreed. The remaining 6.0% (5) were undecided. The above findings imply that, to a large extent discipline in most secondary schools of Rongai Sub-County has improved. This could be the reason why effective school disciplinary strategies seek to encourage responsive behavior and to provide all students with a satisfying school experiences as well as to encourage misconduct. In addition, (Adams, 2003) argues that; disciplinary strategies instill good conduct of students that is; self-control, good behavior and obedience to control authority.

#### **4.2 Guidance and Counseling in Managing Student Discipline**

The second objective of this study was to establish the effectiveness of guidance and counseling in managing student discipline in secondary schools. The teachers were asked to express their views on the use of guidance and counseling in enhancing student discipline. The findings are as shown in table 4.6



**Table 4. 6: Use of Guidance and Counseling and Student Discipline**

Statement	A		N		D		TOTAL	
	F	%	F	%	F	%	F	%
The principal supports the programme fully	30	35.7	8	9.5	46	54.8	84	100.0
All teachers are committed to the program and are adequately trained and frequently taken for in service trainings	10	11.9	29	34.5	45	53.6	84	100.0
Teachers plan and implement the programmes fully	15	17.9	28	33.3	41	48.8	84	100.0
Teachers keep records on the most identified student behavior	28	33.3	25	29.8	31	36.9	84	100.0
Guidance and Counseling has helped to prevent vices like drug and substance abuse among students	28	33.3	14	16.7	42	50	84	100.0

It is evident from table 4.6 that 35.7 % (30) of respondents agree that the principal supported the programme fully, 54.8% (46) disagreed and the rest 9.5% (8) were undecided. The table shows that majority 54.6% (46) disagreed. This would clearly explain why a principal has no option but to provide for material and monetary resources for managing students, a responsibility whose demands are overwhelming. Furthermore, this finding is consistent with William (1993) and Wajohi (1990) who maintained that; if the head teacher does not support the programme, then little commitment and teachers, students and the community will offer devotion.

The study further investigated whether all teachers were committed to the programme, adequately trained and frequently taken for in-service trainings. Table 4.6 shows that

11.9% (10) of the respondents agreed, 53.6% (45) disagreed, while 34.5% (29) were undecided. From the findings of the study, majority of the respondents disagreed that all teachers were committed to the programme adequately trained and frequently taken for the in-service trainings. The reason could be that teachers are loaded with lessons leaving them with little time for other responsibilities in schools. They also treat other subjects to be major. Guidance and counseling is conveniently planned for but its time is usually used for other activities such as revision of examinable subjects, marking of students work etc. as reflected in some of the principals interviewed.

This is in line with Kapuya (1993) that teachers have other major subjects to which they devote most of the guidance and counseling time. In addition, (Gwengo, 2003), noted that; although guidance and counseling has been accepted in principle, the implementation process has been paralyzed by not giving it the attention it deserves. Schools ought to have enough teachers to enable them achieve its predetermined goals (Tumuti, 1995; Republic of Kenya, 1976; Muite & Ndambuki, 1999). In so doing, it could have made it difficult to accomplish effective guidance and counseling. On the other hand, the reason could be that most teachers have not attended any workshops or received any training hence lacking its general understanding. This could make teachers face numerous challenges in discharging their responsibilities efficiently and effectively. This is in consistent with (Mogho, 2005) that guidance and counseling is negatively affected by lack of training of teachers and head teachers.

Additionally, it could be that teachers lacked support from the administration in terms of taking them for trainings. That should not be the case for teacher counselors should be trained in guidance and counseling (Kurebwa, 2014). A study carried out among the students and teachers in Kenyan public high schools revealed that less time,

inadequate training and absence of administration support resulted to ineffective guidance and counseling. (Ngumbi, 2012). This concurs with a study conducted by Abdi (2005) which discovered that most teachers are incompetent and did not know exactly how to guide and counsel learners.

Concerning inadequate training in counseling, some students have landed into serious problems. For example; a form three student who committed suicide in Nyamira because of a teacher who confiscated her phone (Kenya Daily post 2015, June). In supporting this, Lapan, Gysbers, and Petroski (2001). Carried out a research in four secondary schools involving 120 students and 20 teachers and found out that most students did not receive guidance and counseling services. The study further investigated whether teachers planned and implemented the programs fully.

The table revealed that 17.9% (15) of the respondents agreed while 48.8% (41) of the respondents disagreed. The remaining 33.3% (28) of the respondents were undecided. Based on the findings, majority of the respondents would have been for the reason that some of their schools were understaffed hence, teachers had heavy workload. Understaffing would have made them not to have time for planning and implementation of the programme. In addition, some of the principals who were interviewed complained of understaffing in their secondary schools. In supporting this, Daily Nation (May13, 2011) noted that in Kenya secondary schools have inadequate teachers which current stands at 25,305

They said their schools are located in hardship remote areas hence continued to suffer teacher shortages. Moreover, the Teachers Service Commission (TSC) has been carrying out a balancing exercise to move teachers from overstaffed areas in Kenya since June 2003 but this exercise has faced major resistance (MOEST, 2005 a). In

addition, the interference in transfer from politicians and some government officials has resulted in overstaffing of some urban areas as opposed to rural hardship areas that are not highly potential (report by the Ethics and Anti-Corruption Commission, September 2016).

The table also indicates that 33.3% (28) of the respondents agreed that teachers keep records on the most identified behavior issues of individual students, 36.9% (31) were not of the view while the remaining 29.8% (25) of the respondents were undecided. Based on the findings, majority of the respondents disagreed that teachers keep records of the most identified student behaviors of the individual students. This concurs with the findings from some of the interviewed principals that teachers lack seriousness in guidance and counseling and some of the reasons they gave were; teachers were always complaining of their salaries hence might have led to demoralizing them. The findings concurred with Simatwa (2009) who maintained that unavailability of counseling programs and serious guidance in schools is the primary cause of school indiscipline. The findings also agree with the sentiments from (Ndirangu,2002) that most schools in Kenya face a problem of properly implemented guidance and counseling services and for those that have established the department, they are not well organized in terms of time allocation and infrastructure for these determine the effectiveness of counseling process (Wango & Mungai, 2007).

The study further investigated whether guidance and counseling has helped prevent vices like drug and substance abuse among students. The table revealed that 33.3% (28) of the respondents agreed. 50.0% (42) disagreed while 16.7% (14) were undecided. It is clear from the table that, majority of the teachers disagreed that guidance and counseling has helped prevent vices like drug and substance abuse.

Moreover, some schools context are un-conducive in the overall development of the students hence leading to negative behavior such as; truancy, alcohol, drug abuse and sexual immorality (KESI 2004, 5; MoEST 2000/2001,1 ).

In addition, this could perhaps imply that young people may be influenced by the mass media. In supporting this, Mutua (2004) conducted a study and noted that young people receive information from movies, television, billboards and magazines. This may make the youth to experiment on the advertised substances. On the other hand, some students may fail to seek help from counseling teachers.

This could be taken to mean that students do not take guidance and counseling seriously. In addition, this could perhaps imply that they also fail to seek help from counseling teachers. These findings are consistent with the findings of Kibui (2005) who noted that students have been reported to fail to seek counseling help from teacher counselors. Moreover, consumption of drug and substance abuse has not spared even the most high cost schools like Lenana and Nairobi Schools (Siringi, Daily Nation 31<sup>st</sup> May 1999).

#### **4.3 The use of Rewards in Managing Student Discipline in Secondary Schools**

The third objective of this study was to determine the effectiveness of the use of rewards in managing student discipline in secondary schools. The teachers were asked to express their views on the use of rewards in managing student discipline. The findings are as shown below in Table 4.7

**Table 4.7: Use of Rewards in Managing Student Discipline**

STATEMENT	A		N		D		TOTAL	
	F	%	F	%	F	%	F	%
Principals support the use of rewards	80	95.2	1	1.2	3	3.6	84	100.0
Teachers use a variety of rewards	20	23.8	2	2.4	62	73.8	84	100.0
Teachers appreciate and reward behavior as soon as possible	43	51.2	2	2.4	39	46.4	84	100.0
Students behave well when teachers comment and reward their success rather than focusing on their failures and shortcomings.	74	88.1	3	3.6	7	8.3	84	100.0

The study findings on Table 4.7 revealed that 95.2% (80) of the respondents agreed that principals support the use of rewards in managing student discipline whereas 3.6% (3) disagreed. The remaining 1.2 % (1) was undecided. It is noted that majority of the principals supported the use of rewards. This may be the reason why a principal more than anyone else may be responsible for the school's climate outcome, and the satisfaction of teachers and students. The findings are supported by Michael Barber's publication "The learning Game" (1994) that was based on one of the most extensive studies into student motivation which suggested that we should be concerned about the motivation of young people in school today. Besides, the principal is directly involved in establishing the approaches to be used in enforcing discipline among the students and other school members.

Further, it is revealed from the table that 23.8% (20) of the respondents agreed that teachers use a variety of rewards in managing student discipline while 73.8% (62) of the respondents disagreed. The rest 2.4% (2) were undecided. It seems from the findings that majority of the teachers disagreed that they used a variety of rewards in managing student discipline. This may imply that lack of teachers' motivation, lack of material support and even support from the stake holders may be some of the major setbacks of rewards. According to a study conducted by Hucznski and Buchanaan (2001), they concluded that managing student's behavior requires a concerted effort of the parents, teachers and school principals as the key players. Largely, the management of students discipline in schools is a joint effort of the principal, teachers and parents. In addition, some of the principals who were interviewed said that they need to have enough resources in order to motivate both teachers and students. This concurs with (MoEST2004, Ref: TN/ED/SCH/33/Vol; 1/151) that parents should be emphasized to act on their roles in payment of the fees, similarly, grants like bursaries should be increased by the government to support them.

Furthermore, it is revealed that 51.2% (43) of the respondents agreed that teachers appreciate and reward behavior as soon as possible while 46.4% (39) of the respondents disagreed. The remaining 2.4% (2) were undecided. Based on the findings, it is evident that majority of the respondents agreed that teachers appreciated and rewarded behavior as soon as possible. This could be taken to mean that teachers are the implements of the disciplinary strategies hence depends on their willingness because they have control over many factors that influence behavior of students. These sentiments concur with (Gottfredson,1989) that research has shown that teachers like using social rewards such as smiling, praising and complementing in an effort of increasing desirable behavior.

It is instructive to note from the table that 88.1% (74) agreed that students behave well when teachers commend and reward their successes rather than focusing on their failures and shortcomings while 8.3% (7) of the respondents disagreed. The remaining 3.6% (3) were undecided. This implies that majority of the teachers in secondary schools of Rongai sub-county support that students behave well when their successes are commended rather than focusing on their failures and shortcomings. This could be taken to mean that rewards inculcate motivation into students and make them obedient to authority hence choose to keep on working hard to behave well. Consequently, it is believed that rewards reduce misbehavior. This concurs with the educational experts sentiments that positive reinforcement reduces the frequency and extent of misbehavior (Human Rights 1999). Besides, Armor (1996) argued that motivation in the school should not be through monetary rewards only but also involve the use of verbal praise and other non-monetary rewards such as letter of appreciation and presentation of gifts.

Furthermore, a survey carried out in England by Her majesty`s Inspectorate (1988) concluded that students appear to achieve more, to be better motivated, and to behave well when teachers comment and reward their success and emphasize their potential rather than focusing on failures and shortcomings. Some of the suggestions from the interviewed principals were that; there should always be a budgetary allocation for rewards for the teachers and students and parents ought to chip in in-order to promote consistency in the use of rewards.



#### 4.4 Use of Punishment in Managing Student Discipline in Secondary Schools

The fourth objective of this study was to establish the effectiveness of punishment in managing student discipline. The teachers were asked to express their views on the use of punishment in managing student discipline are as shown in Table 4.8

**Table 4.8 Use of Punishment and Student Discipline**

STATEMENT	A		N		D		TOTAL	
	F	%	F	%	F	%	F	%
Teachers keep records showing indiscipline cases of students in the school.	32	38.1	6	7.1	46	54.8	84	100
Teachers punish errant students using different ways such as manual work, suspension, sending for parents	64	76.2	8	9.5	12	14.3	84	100
Teachers still administer the use of the cane as a form of physical punishment and some have experienced difficulties in managing student discipline	73	86.9	5	6.0	6	7.1	84	100
Students change bad behavior when they are punished.	36	42.9	8	9.5	40	47.6	84	100

It is evident from the table 4.8 that 38.1% (32) of the respondents agreed that there are records showing indiscipline cases of students in the school whereas, majority of the respondents being 54.8 (46) disagreed. The remaining 7.1% (6) of the respondents were undecided. This may be taken to mean that teachers normally have heavy work and a lot of lessons to attend to in-order to cover syllabus adequately and therefore

left out with less time for doing other roles in the school like record-keeping. In an effort of teachers trying to manage time to enable the institution achieve its goals; some other roles are left unperformed. On the other hand, teachers may have not been highly motivated in order to do their work with enthusiasm and interest. Motivation is indispensable if they are to remain productive. These sentiments concurs with Ofuegbu (2004) who noted that a motivated teacher tends to participate more than expected in the process of management, administration and overall improvement of the school.

Further, it is revealed that 76.2% (64) of the respondents agreed that teachers punish errant students using different ways such as manual work, suspension, sending for parents, whereas 14.3% (12) disagreed. The remaining 9.5% (8) of the respondents were undecided. This may mean that majority of the teachers do punish errant students. This implies that teachers are able to punish errant students using methods that are necessary so long as they are free from harshness and caprice. Moreover, the frequent preferences for the use of punishment seem to be the easiest option to resort to in enhancing student discipline (Muchiri, 1998). Nevertheless, some of the principals who were interviewed reported that some of the teachers punish students in anger, which should not be the case. The findings concur with (Mbithi, 1974) that, if a teacher must punish a student, he/she should not administer in anger nor should it result in degrading the student before his/her classmates.

Furthermore, the table reveals that 86.9% (73) of the respondents agreed that teachers still administer the use of the cane as a form of physical punishment and some have experienced problems while 7.1 (6) of the respondents disagreed. The remaining 6.0 % (5) were undecided. It is evidently clear from this finding that majority of the

secondary schools of Rongai sub-county still administer the use of the cane in managing students' discipline. Analysis from the principals' interview schedule expressed the same sentiments as teachers concerning the use of the cane. They admitted that the use of the cane is inevitable in most public secondary schools because students would not listen to instructions unless there was a form of sanction. On the other hand, they said some of the teachers punish students in anger that should not be case for excessive punishment may frustrate students. There were some of the suggestions from the principals that the cane if rightfully administered could deter students from being unruly. Thomson (2002), Smith (2006) and Brister (1999) that physical punishment is still used to control discipline in American and Australian schools support the findings above. Furthermore, a study carried out by Simatwa (2007) revealed that teachers used physical punishment like canning, kneeling and slapping to manage students.

Further, the table reveals that 47.9% (36) of the respondents agreed that students change bad behavior when punished while 47.6% (40) of the respondents disagreed. The remaining 9.5% (8) of the respondents were undecided. From the findings, it is indicated clearly that majority of the respondents disagreed that students change bad behavior when punished. This may imply that learners are unique and with individual differences in respect of the temperament, sensitiveness and reactions and hence it could mean that it calls for consideration of the way punishment is administered if it is to produce desired results effectively. Kleinig (1972) notes that there is no connection between punishment and changed behavior since people can be punished and still repeat the offense.

Additionally, this idea is in agreement with (Rigby, 2000) who argued that punishment can aggravate behavior instead of curbing it. This is agreement with Montgomery (1982) who found out that punishment only aggravated bad behavior at school to led to greater alienation of the victim students. Concisely, analysis from the interview schedule revealed that principals were of the opinion that the use of communication strategies be used in schools in order to realize the productivity of the disciplinary strategies. This concurs with Kabandize (2004) who argued that communication is a strategy of managing student discipline through sharing of views between students and administration.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter, a summary of findings, conclusions and recommendations are made.

This was guided by the following research objectives:

- i) To investigate the presence of indiscipline cases in secondary schools
- ii) To establish the effectiveness of guidance and counseling in managing student discipline in secondary schools.
- iii) To determine the effectiveness of rewards in managing student discipline in secondary schools.
- iv) To establish the effectiveness of punishment in managing student discipline in secondary schools.

#### **5.1 Summary of Findings**

##### **5.1.1 Background Information**

This section presents findings on the background information about gender, age, guidance and counseling experience and professional qualification of the respondents.

It was necessary to capture this information to describe the respondents. This findings indicated that majority of the principal respondents were male while the rest were female teaching in the public secondary schools of Rongai Sub-County. The findings were important for gender balance. Almost half of the teacher respondents aged 26-35 years while over half of the principal respondents aged 55years and above. The study further revealed that over half of the respondents who had a guidance and counseling experience were over 15 years. Majority of the teacher respondents were bachelor's

degree holders, whereas over half of the respondents were principals with bachelor's degree holders. A few of the teacher respondents were diploma certificate holders while there was no respondent who was a diploma holder as a principal. This implies that most of the respondents of Rongai Sub-county secondary schools were professionally qualified. Further, a summary findings are presented in this section on the level of student discipline that exist in Rongai sub-county, effectiveness of the disciplinary strategies such as guidance and counseling, use of rewards and punishment used in managing student discipline.

### **5.1.2 Presence of indiscipline cases in secondary schools of Rongai Sub-County**

This study sought to investigate the presence of indiscipline cases in secondary schools. The following were identified as the main areas related to discipline/indiscipline cases in secondary schools:

The study revealed that students followed school rules and regulations. This is a major area of concern to be observed in school. It is important to note that students come from various social-economic backgrounds and as they meet, it is paramount that they get to follow administrative rules pertaining to the discipline of students. In using rules to foster discipline, they should be drafted in a way which will assist students elicit expected behaviors by the authority. Therefore, rules and regulations should be easy to follow.

The study also observed that students attended classes frequently. This is yet another area concerning discipline of students. High attendance of classes helps to set academic excellence in any institution. Nevertheless, schools have rules and

regulations that are clearly set and directly linked to maintaining high expectations of both teachers and students.

The study also noted that students observed time management. For effective management of discipline, students ought to observe time management. A disciplined student is the one who is in the right place at the right time as per the timetable. Students may misuse time with their age group because of the peer pressure. On the other hand, they may miss out in academic performance and overall good behavior.

The study further revealed that almost a half of the teachers agreed that disciplinary strategies have improved school performance. Disciplinary strategies are used in most schools in order to manage students` discipline. Disciplinary strategies include; motivation for good behavior, guidance and counseling, reward system, punishments. Training in character and learning of students is a responsibility of all the teachers which is aimed at improving the overall school performance.

### **5.1.3 Guidance and Counseling in Secondary Schools**

The following were identified as main areas associated to guidance and counseling in secondary schools. It is quite evident that from the findings of the study, principals supported the programme fully. Normally, it is the responsibility of the principal to ensure that guidance and counseling services are followed to students. It is the role of principals to organize, direct, coordinate and control in-order to achieve its predetermined goals. Besides, the principal can encourage teachers, students and families to work together in fostering the need for guidance and counseling both in school and outside school life. Guidance and counseling provides an insight on

working knowledge, skills and attitudes therefore, assisting in management of student discipline.

Further, the study revealed that teachers were not adequately committed to the programme, frequently trained and taken for in-service trainings. The findings of this study noted that heavy teaching loads and other responsibilities interfere with the time allocated for guidance and counseling. Teachers are the most components responsible for implementation of the programme. Without teacher participation and support, successful guidance and counseling won't work. As well, for the effectiveness and efficiency in guidance and counseling to be realized, the teachers ought to train and carry out workshops so that the quality of the product is not compromised. Additionally, the study noted that continuous training of teacher results in successful implementation of guidance and counseling.

The findings of this study further revealed that teachers were not efficient and effective in the delivery of the programme. Teachers must play their roles sufficiently in-order to ensure that they met the needs of the learner. The study noted that, for the programme to be delivered effectively there has to be enough teachers to enable them achieve its predetermined goals. Recent report by the Ethics and Anti-corruption commission recommends that the TSC boss education cabinet secretary Fred Matiang'i to set and enforce guidelines on the length of stay at each station for all teachers in order to curb staffing imbalance throughout the country although politicians and some government officials do interfere with this exercise.

In keeping guidance and counseling records, this study found out that teachers lacked seriousness in keeping guidance and counseling records. Record keeping plays a major role in producing periodic guidance and counseling on the process of guidance and



counseling of individual counseling and assists in assessing guidance and counseling in terms of its output. Teachers who lack seriousness in guidance and counseling may not be consistent in their work. They may fail to help each individual student in formulating their goals, adjusting to new situations, solving personal social problems and dealing effectively with their personality problems. The study found out also that among the things, which demoralize teachers in the process of doing their work, is the issue of their salaries, the heavy workload, inadequate time allocation of guidance and counseling programmes and poor infrastructure in their schools. Teachers` motivation and material support is also vital for the effectiveness of the programme.

The study also attempted to find out if guidance and counseling has helped in preventing vices like drug and substance abuse among students. The study findings revealed that students do not take guidance and counseling seriously hence fail to seek help from counseling teachers. The study further noted that teachers performing in guidance and counseling should not also be found in the disciplinary committees for it amounts to conflicts. On the other hand, students may withdraw leading to ineffectiveness of guidance and counseling in secondary schools.

#### **5.1.4 Use of Rewards in Secondary Schools**

The following were identified as the main areas associated to the use of rewards in secondary schools. The study findings revealed that principals support the use of rewards. An administrator who wants efficiency and effectiveness must provide maximum motivation among teachers and students and have keen appreciation of teachers and students` behavior. Therefore, principals have no option but to motivate those who influence the needed knowledge, build character of the students, and motivate students because motivation is the key to performance and improvement. On

the use of rewards, the findings of the study revealed that most teachers did not use a variety of rewards. It was found that teachers lacked motivation, material support etc. Mostly, teachers are the key motivators to the students for without their support and involvement, development of any disciplinary strategy won't work.

Further, it is instructive to note from the findings of the study that teachers do appreciate and reward behavior of students as soon as possible. Teachers represent the first line over many factors that influence behavior of students such as appreciating and rewarding students. To an extent, use of any form of a management strategy depends on the teachers' willingness and voluntary efforts of teachers.

Additionally, the findings of the study revealed that students behave well when teachers commend and reward their success rather than focusing on their failures and shortcomings. Teachers are the most important components responsible in a successful implementation of any disciplinary strategy used in managing students' discipline. Teachers deal with the psychological and social factors of students in a school setting. Besides, students may strive to work hard in trying to model desired behaviors.

#### **5.1.5 Use of Punishment in Managing Student Discipline**

The following were identified as the main areas associated to the use of punishments in secondary schools. The findings of the study revealed that most teachers do not keep records. The study found out that teachers normally have heavy workload and lessons to attend in order to cover syllabus adequately. Record keeping is a very demanding responsibility. A teacher's day is normally full of many tasks to attend to everyday. Besides, teachers may wonder about the worth of adding another task especially if they are not rewarded. Rewarding may include funding to attend

professional development activities, recognizing staff at their respective departments, rewarding by financial incentives etc. for rewarding of teachers is inevitable if they have to increase student overall performance in schools.

In addition, the findings of this study revealed teachers punished errant students using different ways such as manual work, suspension, sending for parents etc. The use of punishment is only one part of the whole apparatus of creating a harmonious climate and instilling discipline. On the other hand, though use of punishments may seem to be the easiest method to administer to students, some punishments may be appropriate and constructive while others are not desirable

Nevertheless, some teachers administer punishments in anger, which should not be the case. The findings of this study further noted that most teachers still administer the use of the cane. This is a form of punishment that is being administered by many teachers in instilling discipline to students in both developed and developing countries. It is seen as a painful, intentionally inflicted by teachers or person in authority to control discipline.

In addition, this study found out that students might not change behavior when punished. The purpose of the punishment should be to change the students' bad behavior and to be aware of certain positive rules, social skills and attitudes. Nevertheless, before the teacher decides on a particular punishment, he/she should make sure that the punishment fits the offence, age, sex, physical and emotional status for it to produce results effectively by the punishments may not be justified in behavior correction. Another area that the findings of the study found out is enhancing communication among the students, teachers and administration. Communication is a very good avenue of the school administration and students in airing their grievances.

## **5.2 Conclusions**

Based on the results of the study, the researcher concluded that disciplinary strategies play a major role in the level of students` discipline. From this analysis, it is implied that teachers need to employ effective disciplinary strategies in secondary schools. Concerning guidance and counseling services, it was concluded that lack of principal`s support in the programme, lack of teachers and students commitment in the Programme are the major threats in managing students` discipline effectively. These findings imply that principal`s support in the Programme and teachers` and students` commitment to a large extent are important in the effectiveness of the guidance and counseling services.

Concerning the use of rewards, it is concluded that principals support the use of rewards though teachers largely do not use rewards in managing related issues of student discipline. The teachers thus need to recognize the need to effectively use a variety of rewards in an effort to enhance student discipline.

Finally, it is concluded from the use of punishment as a disciplinary strategy that largely, it has not assisted students in changing bad behavior. These findings imply that punishments should be very rare and should be used only after all other alternatives have been employed effectively. This is the reason why principals and teachers who act as parents to the students` discipline as their moral and professional responsibility.

## **5.3 Recommendations**

The following recommendations were made for this study:

- i) In order to improve on indiscipline cases in secondary schools, the students should be trained to be self-disciplined and responsible for their own actions. Principals and teachers should model the behaviors they want from student by insisting on decent responsive behaviors.
- ii) With the use of guidance and counseling in managing student discipline in secondary schools, the study recommends that teachers handling guidance and counseling should not be given other responsibilities as those of disciplinary as this could amount to conflict of roles. This may assist students not to withdraw from guidance and counseling teachers.
- iii) Inadequate teachers' use of a variety of rewards in student discipline is a challenge. The study thus recommends that parents, stakeholder's etc. should take an active role in the teachers' motivation and even material support for the students. Teachers should also cultivate friendship, be accessible, respecting students accomplishments etcetera in order to adequately manage student discipline in schools.
- iv) Use of punishment should always be minimized in curbing student's discipline. There should be rare use of punishments and if necessary, they can only be used after all avenues or alternatives have been employed and the teachers should try to enforce appropriately.

#### **5.4 Suggestions for Further Study**

The following suggestions are made for Further Research:

1. The research was carried out in only one sub-county. Further research could be carried out in other counties in-order to increase the generalizability of the findings to the nation as a whole.

2. There is a need for a study to be carried out on the assessment of the student leadership in maintaining student discipline in secondary schools.
3. The study focused on public secondary schools only. The researcher suggests that further research be conducted in private secondary schools to determine the methods used to enhance student discipline.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

#### SECTION A: BIOGRAPHICAL INFORMATION

- 1) Gender: Male ( ) Female ( )
- 2) Age : 25-30 years ( ) 30-35 years ( ) 36-40 years ( ) over 40 years ( )
- 3) Guidance and counseling experience: 1-5 yrs ( ) 6-10 years ( ) 11-15 years ( ) over 15 years ( ).
- 4) Highest professional qualification: certificate in education ( ) Diploma in Education ( ) Degree in Education ( ) postgraduate in Education ( ) any other (specify) .....

#### SECTION B: TEACHERS' VIEW ON THE LEVEL OF STUDENT DISCIPLINE IN SECONDARY SCHOOLS.

1. The following forms of indiscipline relate to the level of student discipline in secondary schools.

Using the rating given below provide your response in relation to the extent to which you agree to the statements. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

Level of Student Discipline

Statement	A	A	N	D	SD
follow school rules and Regulations					
Students attend classes frequently					
Students Observe Time Management					
Disciplinary Strategies have improved school performance					

2. Are there any other indiscipline cases in your school? .....
- .....

**SECTION C: TEACHERS` USE OF GUIDANCE AND COUNSELING IN MANAGING STUDENT DISCIPLINE IN SECONDARY SCHOOLS**

1. The following statements relate to the use of Guidance and Counseling as a disciplinary strategy in managing student discipline.

Using the rating given below provide your response in relation to the extent to which you agree to the statements. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

**Use of Guidance and Counseling and Student Discipline**

Statement	SA	A	N	D	SD
The principal supports the programme fully					
All teachers are committed to the program and are adequately trained and frequently taken for in service trainings					
Teachers plan and implement the programmes fully					
Teachers keep records on the most identified student behavior					
Guidance and Counseling has helped to prevent vices like drug and substance abuse among students					

2. Do the students frequently go for Guidance and Counseling to their teachers?.....
- .....

**SECTION D: TEACHERS` USE OF REWARDS IN MANAGING STUDENT DISCIPLINE**

1. The following statements relate to the use of rewards employed in secondary schools. Using the rating given below, provide your response in relation to the extent to which you agree to the statements. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

**Use of Rewards in Managing Student Discipline**

Statement	SA	A	N	D	SD
Principals support the use of rewards					
Teachers use a variety of rewards					
Teachers appreciate and reward behavior as soon as possible					
Students behave well when teachers comment and reward their success rather than focusing on their failures and short comings.					

2) Any other disciplinary strategy employed in your school? .....

.....



**SECTION E: TEACHERS` USE OF PUNISHMENT IN MANAGING STUDENT DISCIPLINE IN SECONDARY SCHOOLS**

1. The following statements relate to the use of punishment as a disciplinary strategy in managing student discipline.

Using the rating given below provide your response in relation to the extent to which you agree to the statements. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

**Use of Punishment and Student Discipline**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Teachers keep records showing indiscipline cases of students in the school.					
Teachers punish errant students using different ways such as manual work, suspension, sending for parents					
Teachers still administer the use of the cane as a form of physical punishment and some have experienced difficulties in managing student discipline					
Students change bad behavior when they are punished.					

2. Which is the most form of punishment employed in your school?

.....  
 .....

**Thank you very much for your co-operation.**

**APPENDIX II: INTERVIEW SCHEDULE FOR PRINCIPALS/ DP****PRINCIPALS****Information on the effectiveness of the disciplinary strategies used in managing student discipline in secondary schools**

- 1) Experience in the present appointment years.
- 2) Number of years in the present station years.
- 3) What do you think is the importance effective disciplinary strategies as regards to student discipline in secondary schools?
- 4) In your own opinion, has guidance and counseling programs assisted students in trying to solve whatever problems they manifest in their lives hence played a role in management of student discipline in your school?
- 5) In what ways does consistent use of rewards by teachers help to follow desired behaviors?
- 6) Has the use of punishments in schools assisted in stopping inappropriate behavior or reducing its frequency?
- 7) Are Principals vigilant in the use of punishments by teachers in managing student discipline?
- 8) In your own opinion, are the methods used in managing student discipline effective or not? If yes or no, explain why it is so.
- 9) Do all teachers cooperate with the school administration in maintaining student discipline?
- 10) Suggest ways of improving student discipline in your school.

APPENDIX III: RESEARCH CLEARANCE PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. JELAGAT CHEBON**  
 of **MOI UNIVERSITY, 0-20100 nakuru**, has  
 been permitted to conduct research in  
**Nakuru County**

**on the topic: THE EFFECTIVENESS OF  
 THE DISCIPLINARY STRATEGIES USED TO  
 MANAGE STUDENT DISCIPLINE IN  
 KENYAN SECONDARY SCHOOLS A CASE  
 OF RONGAI SUB COUNTY IN NAKURU  
 COUNTY KENYA**

**for the period ending:  
 30th November, 2015**

  
**Applicant's  
 Signature**

  
 \_\_\_\_\_  
**Director General  
 National Commission for Science,  
 Technology & Innovation**

**CONDITIONS**

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

  
**REPUBLIC OF KENYA**

  
**National Commission for Science,  
 Technology and Innovation**

**RESEARCH CLEARANCE  
 PERMIT**

**Serial No. A 5886**

**CONDITIONS: see back page**

## APPENDIX IV: RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

<p>Telephone: +254-20-2219471, 2241949, 310571, 2219420 Fax: +254-20-318245, 318249 Email: secretary@nacosti.go.ke Website: www.nacosti.go.ke When replying please quote</p>	<p>9<sup>th</sup> Floor, Utalii House Uhuru Highway P.O. Box 30623-00100 NAIROBI-KENYA</p>
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Ref. No. \_\_\_\_\_ Date: \_\_\_\_\_

**20<sup>th</sup> July, 2015**

**NACOSTI/P/15/6122/6976**

Jelagat Chebon  
Moi University  
P.O. Box 3900-30100  
**ELDORET.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"The effectiveness of the disciplinary strategies used to manage student discipline in Kenyan secondary schools a case of Rongai Sub County in Nakuru County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 30<sup>th</sup> November, 2015.

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

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

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Nakuru County.

The County Director of Education  
Nakuru County.

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

**APPENDIX V: MAP SHOWING RONGAI SUBCOUNTY**

