

**MANAGEMENT OF DISCIPLINE IN PRIMARY SCHOOLS AFTER THE
BANNING OF CORPORAL PUNISHMENT IN KENYA:
A CASE OF KAPSERET ZONE,
UASIN GISHU COUNTY**

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DECLARATION

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DEDICATION

This thesis is dedicated to my parents, brothers, sisters, husband P.K. Cheserek, children Arnold, Sandra, Milton and Glorianne

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First and foremost, I thank the almighty who has seen me through my studies. My gratitude goes to my supervisors Dr. Tuitoek and Mr. Maritim for their invaluable guidance and direction at all stages of writing this work. Their concern for quality work has been a source of inspiration and strength. I also wish to thank my husband and my children for moral support, understanding, tolerance and encouragement.

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ABSTRACT

This study was conducted to establish and document the management of discipline in primary schools after the ban of corporal punishment in Kenya by taking a case of Kapseret Zone. The study was guided by the following research objectives: to establish the role of school administrators and parents in the management of discipline after the ban of corporal punishment; establish whether primary schools have alternative ways of managing discipline; to determine the benefit of alternative methods of discipline after the ban of corporal punishment and to investigate the challenges faced by school system when applying alternative methods of discipline. The study was based on William Glassars' model of discipline which states that the teacher should provide a classroom environment and curriculum that meets learners basic needs for belonging, power, fun and freedom as a means of motivating learners and reduce deviant behaviour. This study was conducted using descriptive survey design during the month of January and March 2011. The design was proper since the study involves facts finding and inquires of methods used by school management in managing discipline after the ban of corporal punishment. 16 schools and 16 head teachers participated in research of these sixteen schools, two teachers per school participate, 15 learners from each school participated and a total of 288 respondents were sampled out using stratified random sampling and purposive techniques. Data was collected using questionnaires. The data analyzed using descriptive statistics of means, frequencies and percentages. Qualitative data was analyzed thematically through creating package for social scientists (SPSS). Version 17.0 was used to generate frequency distribution tables from where conclusions and recommendations of the same was made. The research findings showed that parents and the school management had a great role in management of discipline after the ban of corporal punishment. The study established that the ban is full of controversy as others support and others oppose, culture also challenges the ban and most teachers lack skills to offer alternative ways of discipline. It is recommended that alternative ways of discipline be enhanced, periodic appraisal of state of discipline be done, teachers be educated on alternative methods of managing discipline and educate public on effects of corporal punishment.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter examines the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and the limitations of the study, definitions and operationalization of variables and the theoretical and conceptual framework.

1.1. Background of the Study

Discipline of students has been a major concern for school management (Ritter & Hancock, 2007). Benbenishty (2005) postulated that indiscipline in schools is ranked as a major problem among learners. Despite abolition of corporal punishment in the year 2001, the economic, social and political systems in Kenya still have a strong element of authoritarian leadership and some teachers, parents education officials and learners have deep-seated beliefs in the merits of corporal punishment.

(Ryan 2006), stated that discipline problem among learners is an issue of concern worldwide. Today schools continue to suspend and expel learners with cases of indiscipline for bad behavior caused by them. It has become an issue of concern among educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-learner relationship and vandalism. The common school offences are stealing, dishonest, sex offences, disobedience, truancy, assault and insult, drug offences, suicide, strike or mass demonstrations.

Biglan (2003), stated that the school management employs a number of strategies in maintenance of school discipline. Schools typically respond to disruptive learners with external discipline. These consist of sanctions and punishment such as office referrals,

corporal punishment, suspensions and expulsions. He added that segregation with antisocial peers can increase antisocial behavior and punitive approaches to discipline. Dodge, (2005), said that suspension and expulsion disproportionately affect learners with emotional and behavioural disorders that lead to school disengagement, lost opportunities to learn and dropout.

Historical and cultural aspects perhaps are part of the main reasons why school problems or challenges in implementation and management of alternative methods of discipline in schools have not been attained. Although corporal punishment is sometimes justified that it is part of African culture, evidence on pre-colonial education system suggest that this is unlikely. This is because pre-colonial education systems were indigenous and was essentially for living. Shiundu; and Omulando (1992), argued that indigenous education have a collective and social nature and a lot of importance was attached to it. African education was vocational-specific that prepared the youth for specific roles in the society; education was very closely linked to the community's everyday social life in both the material and spiritual perspective; it had a multiplicity of aims as well as methods. Indigenous education was used to mould character and provide high moral qualities in the youth and that it reflected gradual and progressive achievement in conformity with successive stages of physical, emotional and mental development of the child.

The major factor in the global spread of corporal punishment was colonialism. From their inception formal schools in Western Capitalist Societies have been designed to discipline bodies as well as to regulate minds. A key purpose of modern state schooling has been the formation and conduct of beliefs, as well as the acquisition of prescribed knowledge. School discipline has frequently been overt and physically violent with learners most often being the target of teacher-administered punishment. Pacione (2008), warns schools not to get into a

negative circle of punishing learners. This revolving door produces nothing positive and destroys learners self esteem often producing dropouts.

Although the government banned corporal punishment in the year 2001, the practice still exist and discipline issue in Kenya is not just a fleeting concern of the last few months. The subject has long been debated and has featured repeatedly in schools as well as in national agendas both in Kenya and other countries across the world. The government of Kenya (GOK) is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units (MOEST, 2005). In spite of these efforts there have been several cases of learners indiscipline reported in our daily newspapers while majority of the cases go unreported. Although newspapers sometimes are biased and unauthentic, they contain important and contemporary data which is useful in a study like this one. However, Down (1992), urges school systems to regard disciplinary referrals as opportunities to teach pupils valuable social skills that will promote success in future employment and at school.

1.2 Statement of the Problem

This study was done to establish how discipline is after the ban of corporal punishment. School leadership or rather administrators is considered to employ a number of strategies to influence the learner's discipline. For example the use of guidance and counseling, formulation and clarification of rules, and parental involvement among others. Indiscipline in primary school is certainly a matter of immediate concern especially for administrators. Discipline problems in school are serious breaches to school policy and have profound negative effect on the school performance. Cases of indiscipline among learners have been as a result of a number of factors including societal influence, rural urban drift, curriculum content, poor parental training among others. Even as education authorities decisively

enforced the ban, various actors resisted it arguing that socially, culturally and practically the move would disastrously compromise the already poor discipline standards in schools.

Among the schools in Kapsaret zone there has been a rising use of corporal punishment (DEO's Report 2008). Over the last few years school indiscipline problems have been on the rise after the introduction of free primary Education where over aged learners enrolled back in schools. It is evidenced with the report on newspaper (23rd July, 2008) where a lady teacher was beaten by learners at school. The learner's indiscipline problem has been blamed on the ban of corporal punishment in the country and this has necessitated the researcher to undertake this research with an aim of investigating how discipline is managed after the banning of corporal punishment in schools.

1.3 Purpose of the study

The purpose of this study was to find out how discipline is managed in primary schools after the banning of the corporal punishment in Kenya.

1.4 Specific objectives

The study was guided by the following research objectives.

- i. To investigate how school administration and parents manage discipline after the ban of corporal punishment.
- ii. To establish whether primary schools have alternative ways of managing discipline after the ban of corporal punishment.
- iii. To determine importance of alternative methods of discipline after the ban of corporal punishment.
- iv. To investigate challenges faced by school system when applying alternative methods of discipline.

1.5 Research question

To achieve the above objectives the study answered the following questions.

- i. How do school administrators and parents manage discipline after the ban of corporal punishment?
- ii. What are the alternative ways used by primary school to manage discipline after the ban of corporal punishment?
- iii. What are the importance of alternative ways of managing discipline after the ban of corporal punishment?
- iv. What are the challenges faced by school system when using alternative methods of managing discipline?

1.6 Hypothesis of the study

The study sought to test the following hypothesis.

- i. School administrators and parents have a role in the management of discipline in primary schools after the ban of corporal punishment.
- ii. Primary schools have alternative ways of managing discipline after the ban of corporal punishment.
- iii. Alternative methods have benefits in managing discipline in primary schools after the ban of corporal punishment.
- iv. School system faces challenges while using alternative methods of managing discipline in primary schools after the ban of corporal punishment.

1.7 Significance of the study

The study sought to benefit head teachers, teachers, and pupils in primary schools and parents in the management of discipline after the ban of corporal punishment. The study will assist

the government through the ministry of education in the implementation and monitoring of discipline after the ban of corporal punishment. Henceforth, they will not rely on haphazard personal experiences, or subjective expert judgments or on traditional old fashion in their management of discipline, but base their methods, decision and action on concrete knowledge of issues supported by research findings.

1.8 Justification of the study

The study sought to benefit primary schools by identifying the influence of school system in managing discipline after the ban of corporal punishment. The study will assist primary school administrators to be able to identify major ways to use, and be able to know the management strategies to employ when addressing learners indiscipline cases in schools.

The study will be of importance not only to primary schools at Kapseret Zone but also in all primary schools in the country. The education sector therefore will gain more from the study specifically the Ministry of Education on the management of discipline after the ban of corporal punishment that can be adopted within the school setting to curb cases of school indiscipline.

The researcher hopes that the study will form a basis for further researcher on the management of discipline in primary school after the ban of corporal punishment in general. This should lead to generation of new ideas for the better and more efficient management of discipline in primary schools and other institutions in Kenya and the rest of the world.

1.9 Scope of the study

This study on the management of discipline after the ban of corporal punishment was conducted between January 2012 and March 2012 by using descriptive survey design of a constructed cohort of headteachers, teachers and pupils in the sampled primary schools. The study was conducted in 16 selected primary schools in Kapseret zone, data was collected

using questionnaires. The study was to investigate how school administrators and parents manage discipline, establish whether primary school have alternative way of managing discipline and their benefits and investigate challenges faced while applying alternative methods by school system.

1.10 Limitation of the study

Challenges are inevitable in life and the process of carrying out this study was not complete without them. The members of the teaching fraternity that were chosen to respond to questionnaires were suspicious of why they were chosen while other members were left out. To counter this, the researcher assured the respondents of confidentiality as the study findings would be used for academic purpose only.

The terrain of the study area was also an impediment. However the study employed selection of a sample of the schools to represent all the primary schools in the area of study.

1.11 Theoretical framework

The study was based on William Glassar's Model of Discipline (1985) which states that the teacher should provide a class room environment and curriculum that meets students basic needs for belonging, power, fun and freedom as means of motivating students and reducing deviant behavior. The teacher should help students make good behavioral choices that lead ultimately to success. Glassar's work in the field of school discipline has two main focuses. The first is to provide a class room environment and curriculum which motivate learners and reduce inappropriate behavior by meeting learners needs for belonging, power, fun and freedom. The second focus is on helping learners make appropriate behavioral choices that lead ultimately to success.

Psychologists and educators often delve into learners backgrounds for underlying causes of misbehavior. One often hear comments such as, "what can you expect, Jonny comes from a

broken home”, or “Sue was an abused child”, or “Nathans family lives in poverty.” Glassar (1985) neither denies that such conditions exist nor that they can influence behavior. He simply says that humans have rational minds and can make rational choices. Students are capable of understanding what is generally regarded as acceptable school behavior and can choose to behave in acceptable ways. However, in order to make good choices, learners must see the results of these choices as desirable. If bad behavior gets them in what they want, then they will make bad choices. This is where the teacher can be influential in helping students become aware that they choose their own actions. The teacher forces them to acknowledge their behavior and to make valuable judgments about it. The teacher refuses to accept excuses for bad behavior and instead direct the learner’s attention to alternative, more acceptable behavior. The essence of discipline then lies in helping learners make good choices.

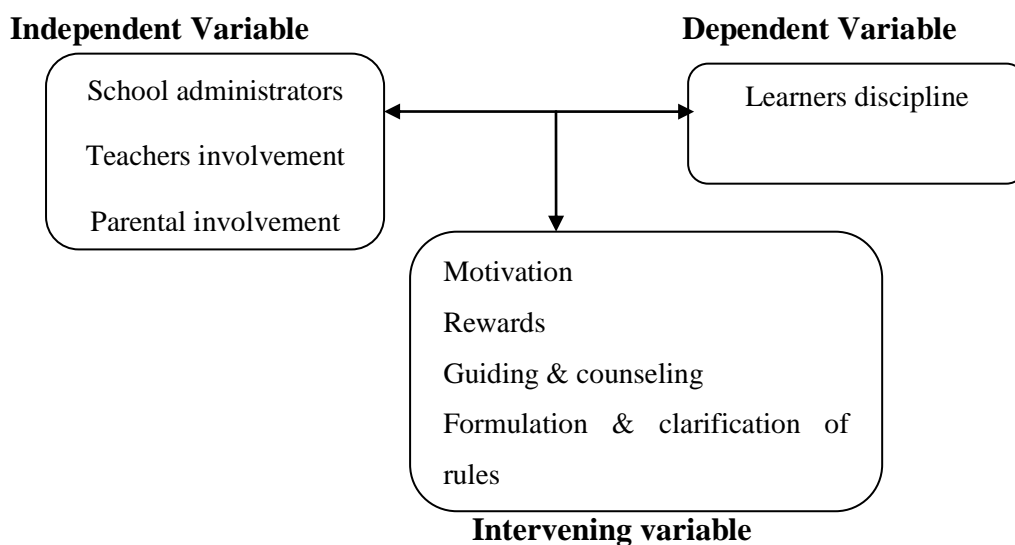
Students are never allowed to find fault with others, place blame on them or seek to punish them. The teacher remains in the background during the discussion giving opinions sparingly and participating in a way that learner’s attitude back to the group for examination. Glassar stresses that the meetings require practice before they are successful; and that unless they are focused on finding solutions, they will not produce the desired effect.

This theory was used on this study as a guide to explain and understand how discipline is managed by the school system by providing class room environment that is conducive and motivative to learners that would help them make good behavioral choices that leads to ultimate success.

1.12 Conceptual Framework

The conceptual framework illustrated how discipline is managed in primary schools after the ban of corporal punishment. The framework examines the dependent variables as the learners discipline and the independent variables to school management who may influence the discipline of learners positively or negatively. The intervening variables being motivation, punishment, guiding and counseling and learners mentoring.

Figure 1: management of discipline after the ban of corporal punishment



1.13 Operational Definition of Terms

Administration: The act or process of administering especially the management of government or large institutions.

Administrator: A person who manages or has a talent for managing.

Corporal punishment: it is the use of physical force intended to cause some degree of pain or discomfort for discipline or correction and control, change in behavior in the belief of educating / bringing up the child.

Discipline: a system of rules of conduct or method of practice. It is a habit of willing to do desirable acts and spontaneously carrying the will into good acts.

Pupils : a pupils is a learner or someone who attends an educational institution.

Punishment: is an intentional and purposeful infliction of pain of some kind by a person or persons in authority such as teachers and parents.

School management: The process of ensuring that the school is well ran through the relevant school administration.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents pertinent literature related to the study. The literature was organized into the following subheadings; introduction, role of school administrators, and parents in managing discipline, managing discipline using alternative methods, benefits of alternative methods and challenges faced when applying alternative methods of managing discipline after the ban of corporal punishment, summary of the literature reviewed.

2.1 Concept of discipline

The issue of discipline in schools in Kenya is not just a fleeting concern of the last few months. The subject has long been debated and has featured repeatedly in school as well as in national agendas both in Kenya and in other countries across the world. School discipline has two main goals; one is to ensure the safety of staff and learners and two is to create an environment that is conducive for learning. Moles (2009), postulated that serious learners misconduct involving violent or criminal behavior that defeats these goals. However, the commonest discipline problems involve non criminal learner behavior.

Duke (2009), said that these less dramatic problems may not threaten personal safety, but affect learning environment. He continued to say disruptive interrupts lessons for all learners, and disruptive learners lose even more learning time. It is important to keep the ultimate goal in mind while working to improve management of school discipline. He added that the goal of good behavior is necessary but is not sufficient to ensure academic growth.

Effective school discipline strategies seek to encourage responsible behavior and to provide all learners with a satisfying school experience as well as to discourage misconduct. Black

and Downs (2002), stated that sometimes behavior problem occurs because learners simply do not know how to act appropriately. They argue administrators to regard disciplinary referrals as opportunities to teach learners valuable social skills that will promote success in future employment as well as in school. They present detailed procedures for de-escalating disruptive behavior, obtaining and maintaining instructional control. Teaching alternative behaviours and preparing learners for classroom re-entry is a factor to consider when managing discipline after the ban of corporal punishment.

Discipline is the action by management to enforce organizational standards. In an educational organization, there are many standards or codes of behavior to which teachers, learners and non-teaching staff must adhere. Okumbe (1999), states that in order to successfully achieve the objectives of an institution, all members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. Katz and Katin (1978) stated that leadership as an influential increment over and above mechanical compliance with routine directives of the organization. Despite the acquisition and application of the theoretical skills required of a leader, education managers will still be faced with cases of teacher, students and non-teaching staff who do not follow the set standards of their educational organizations. It is imperative that school administrators use appropriate disciplinary action to maintain and manage standards necessary for optimum goal attainment in their schools.

Discipline is categorized into preventive and corrective discipline. Davis, and Newstorm (1985) stated that preventive discipline is an action taken by school system to encourage learners to follow the standards, rules and regulation which prevent infractions. Correction discipline is aimed at discouraging further infringement of a rule. The principal in preventive discipline is to instill self discipline among the learners and school system should strive to attain this within their schools since this vases morale and therefore productive. The school

system should provide an enabling institutional climate in which expected standards are stated positively to attain preventive discipline. Okumbe (1999), argued that educational managers should strive to minimize if not eliminate corrective discipline by strengthening preventive discipline. They should understand the basic tenets of a disciplinary action which are to reform the offender, to deter others from similar actions and to maintain consistent effective school standards.

2.2 Role of school administration in managing discipline.

School discipline ensures safety of staff and pupils and creates an environment that is conducive for learning. Duke (1989), stated that school systems should establish and communicate rules with a climate of concern for pupils as individuals, and the case of the small schools they often maintain order successfully with fewer formal rules and a more flexible approach to infraction than large schools. School administration should therefore spell out clearly the rules and the consequences of breaking them. It is the role of school administrator to communicate to staff, pupils and parents through newsletters, assemblies and handbooks. Mayers and Pawlas (1989), recommend periodical restating of the rules especially after pupils return from the holidays. Once rules have been communicated, it's the role of the school administrators to be fair and consistent in enforcement to help maintain pupils respect for the school discipline system. Consistency will be greater when fewer individuals are responsible for enforcement .Providing a hearing process will also increase pupils and parents perceptions of fairness. Discipline policies should distinguish between categories of offences. Minor infractions may be treated flexibly depending on the circumstances, while non negotiable consequences are set for serious offenses. Actual criminal offences may be reported to police as part of a cooperative anticrime effort (Gaustad, 1991).

Duke (1989), points out that the goal of good behavior is necessary to ensure academic growth. It is the role of school administrators to offer rewards both social rewards like praising and complimenting, and material rewards which are extremely effective in increasing desirable behavior. Pupils who dislike school do poorly academically and have limited career objectives and are likely to be disruptive. Gottfredson (1989), recommends that school works to increase success for low achievers. Carolyn (2011) stated that rather than focusing on behavior that is negative, focus on the behavior you want to see in the child. Reward or compliment the learners when they improve academically. School system need to get in immediately rather than wait until when the learner does something that is inappropriate or appropriate.

The role of the school administrator covers many different areas including leadership, teacher, evaluation and discipline in the school. Being an effective school administrator is hard work and time consuming. A good administrator is balanced within all his roles and works hard to ensure that they are doing what they feel is best for all constituents involved. An administrator is the primary leader in a school building and is always a good example, positive, enthusiastic, have their minds in the day to day activities of the school and listen to what their constituents say. The large part of any school administrator's job is to handle discipline. They make sure that teachers know what they are expected of them when it comes to learners discipline as most of the discipline cases come from teachers referrals. It is their role to listen to all side of an issue without jumping to conclusions and collecting as much evidence as possible, then decide whether the learner is guilty of disciplinary infraction and what penalty should be enforced. They explain and act immediately, (Carolyn, 2011), said that, let the learner know what behavior is acceptable and be clear about what you expect in class and school. When they misbelieve intervene and be consistent in your intervention.

Don't ignore poor behavior in hopes that it goes away as learners need firm and consistent discipline to respect the rules to which the school adheres.

Duke (1989), stated that system balance established and communicated rules with a climate of concern for pupils as individuals, and small alternative schools often maintain order successfully with fewer formal rules and a more flexible approach to infraction than large schools typically have. School administration therefore should spell out clearly the rules and their consequences of breaking them. The headteacher should communicate to staff, pupils and parents through newsletters, assemblies and handbooks. Mayers and Pawlas (1989), recommend periodically restating the rules, especially after pupils return from holidays. Once rules have been communicated, fair and consistent enforcement helps maintain pupils respect for the school's discipline system.

It is the role of school administrators to offer rewards both social rewards like smiling, praising and complimenting and material are extremely effective in increasing desirable behavior. Pupils who dislike school do poorly academically and have limited career objective and are likely to be disruptive. Gottfredson (1989), recommends that school should work to increase academic success for low achievers. Making school enjoyable and interesting for as many pupils as possible through changing instructional practices to accommodate a variety of learning styles may dramatically decrease discipline problems. Black and Downs (1992), urge administrators to regard disciplinary referrals as opportunities to teach pupils valuable social skills that will promote success in future employment as well as in school. The head teacher plays an important leadership role in establishing school discipline, both by effective administration and by personal example. Head teachers of well disciplined schools are usually highly visible role models. They engage in greeting pupils and teachers informally and monitoring possible problem areas. Effective head teachers are liked and respected, rather than feared and communicate to freely with pupils as well as willingness to impose

punishment if necessary. Duckworth (1984), found that teachers' satisfaction with school discipline policy was related to their relationship with the head teacher. Good communication and shared values are important elements in this relationship. Head teacher should be able to create consensus among staff on rules and their enforcement. Some head teachers create consensus by recruiting like minded staff over the course of years. Duckworth (1984), stated that by arranging for teachers whose views don't fit in with goals and plans for their school will not assist. Stable and supportive administrative leadership is the determining factor of whether the discipline program will be effective or not. The administrators should have district administrators before hand and keep them informed as a school wide plan is being developed. A plan should be designed around the individual school's learning goals and philosophy of education. Gottfredson (1984), stated that commercially developed program adopted it should be tailored to local conditions as obstacles vary. Greatly among schools-allowing sufficient time for implementation is important; new disciplinary practices fail due to unrealistic time expectations.

A uniform reporting system is an important element of a school discipline plan, Gausted (1991), argued that uniform reporting permits assessment of the current extent of criminal and other disciplinary incidents, helps pinpoint areas with problems and enables administrators to evaluate the success of disciplinary action .Administrators should involve everyone who will be affected when writing or developing policies. Teachers input are especially important because their support is crucial to a plan's success. Meyers and Pawlas (1989), note that cafeteria and custodial staff may have excellent commonsense suggestions based on their interactions with pupils and pupils input are also desirable. Once developed, discipline policies must be communicated to staff, pupils, parents and the entire community. It should not only be in paper, but ongoing administrative support, in service training in new techniques, continued communication, and periodic evaluation and modification are needed

to adapt a school discipline plan to the changing needs of the school community in order to successfully achieve the objective.

Rusby (2002), urges that moderation often works best, and the truly successful school managers are exactly what the name implies. Biglan (2001), said that classroom management and discipline are closely linked. Management involves a total plan to address a variety of circumstances while discipline is more of individual. The task of maintaining control of a group of learners needs planning, knowledge and understanding. Some school administrators are masterful in their abilities to manage both behavior and instruction simultaneously.

2.3. Role of parents in managing discipline after the ban of corporal punishment.

The development of social behavior ensures a long with the personality development. Any evaluation of personality is based largely on observation of social behavior that is child's interaction with others revealing the inter-personal relationship. This relationship starts in the family and then carried into other communities outside home, especially with peers and other later associates throughout the life span (Senguta, 2010). General attitudes towards parents and towards the world at large are strongly influenced by early parent-child relationship. Many homes do not provide facilities for the support of the education of the learners, child-rearing practices and the relationship between parent and child are important aspects of education and socialization of the child. Before formal education was widely spread in various parts of Africa, there existed in the traditional socialization processes of child-rearing and patterns of interaction between parents and their children which were well known to all people in a community. Clear cut roles, obligations, rights, expectation and sanctions were prescribed. Whatever the merits or demerits of such child –rearing practices, the parents and their children were not in doubt of the 'correct' forms. Lambo (1969), stated that in Africa today a year passes in which the social conditions of life, the mode of conduct, and very habits and amusements are not subtly and yet surely altered. In many urban centers and towns

undergoing rapid socio-economic change the pattern of mother-child relationship is neither traditional nor western and cannot be clearly defined as it is in fact transitional which has got no clear pattern in this phase.

The role of parents in the life of the child is of capital significance especially in the latter early years. The psychologists argue that although the child is born with the potential of becoming healthy and successful, the way she/he is brought up will determine whether the individual will grow into an emotionally healthy individual or not. Varkey (1997), contends that the parents can be prince charming that the children are princess or princesses or the witches that turn them into frogs, thus the role of the parents and their influence early in life will affect the life of the child for good or bad. Parents have a responsibility of fostering the social, intellectual, emotional and physical characteristics that enhance the child's later learning both in school and life. A child needs to be exposed to good values and habits, this involves teaching the norms (what is wrong and right) so that these norms can slowly form his/her conscience.

The parent has to show love to the child because love is nature's psychotherapy that builds up people's love in listening, understanding and caring for one and also discipline in love. These acts of love pass a message to the child that he/she is loved and is important. A parent can illustrate love for the child by asking about their daily activities in school, names of friends and teachers among others. The parent can touch, lift or hug the child as a way of displaying love, and should be done unconditionally whether they perform or not. This will make the parent be a friend to the child and not authority who is feared.

It is the role of the parent to believe in his/her child that the child is good and can improve and excel. Parents should avoid hurting words like is no good, I am fed up with you, and other negative predictions because the essence of prediction is that one person's prediction of

another person's behavior sometimes come to be realized. Robert (2009), said that if you predict that your child is stupid, foolish, good for nothing, careless, he/she will be exactly that, as these words can have devastating consequences that hurt and make the child devalued.

Osher (2008), put across that the home is the first and foremost important school that the children will ever have. It is, however, more than a statement intended to make a sale and it is also a truth supported by both research and common sense. The truth is parental involvement in school is important to academic success. Teachers will tell that their most successful learners come from a home where parents provide structure, support and guidance. Osher (2008), pointed that teachers will tell this from their experiences that learners who have parents who really care about their education are usually more successful than learners who do not. In order to guarantee the rights of all learners, parents and learners are required to know the expectations and share the responsibility for the maintenance of a healthy educational environment. Parents should constantly consult with school system, community resources, when inappropriate behavior of a learner continues to disrupt the educational program.

White (2002), said that there are three areas in which parents can have enormous control over their children's success in school. One is controlling learners absenteeism, two is keeping a wide variety of reading materials available at home, three is controlling the amount of time the television is on. White continued to say that, when these three factors are controlled it accounts to nearly ninety percent of the difference in test scores. Parents should provide structures at home. Pugh (2006), said that parents must remember that these little people in our lives need direction most of the time. Parents who establish daily routine for doing homework, completing chores, and a family meal together promote success in the lives of

their children. These routines are important in making life predictable and in establishing a framework in which the child has security and a better chance of academic success.

The parents should take the initial step in consulting the school and not wait for the school to do so both in academic and general welfare of the children. (Golly, (2002), stated that parents can help learners regularly by monitoring progress and that means checking regularly with the teachers even more often than report card time. Parents can ask that their son or daughter be provided with more challenging work when necessary. This is because learners who are never challenged are more likely to lose interests or become discipline problem or both.

Parents need to promote non-spanking discipline to let others see their children's good behavior. Mayers (2002), said that the attitude of the parent is crucial to learners achievement. If a parent has a positive attitude toward the school and learning the child will tend to have the same positive attitude. If any parent has concerns about the school or a specific teacher, it is recommended that the parent be very careful on how those concerns are voiced in the child's presence. If a learner picks up on a negative attitude and adopts it as his or her own, it can have consequences for all those involved. Negative attitudes or apathetic attitudes are roots of a large portion of discipline problems in school. Parents who question a teacher's methods or intentions in front of a learner will undermine teachers authority which can interfere with the child's learning in that particular classroom.

Learners who get better grades tend to have parents who praise, encourage and offer help. (Shannon, 2002). Schools in this case should encourage parents to be involved by ensuring that teachers plan their lessons with parental involvement in mind. Some assignments can require parent-child collaboration, or can solicit parental observations. Schools should keep parents informed where school public relation program should seek ideas and feedback from

parents and community members, and strive to have policies that encourage family involvement, rather than discourage it, (Derzon, 2003).

The study merely confirms what is already known that parents who care enough to be involved in their children's lives and education tend to have children who achieve more. Wilson, (2007), said that in the education process, parents are the indispensable partners of the school in helping learners learn and develop appropriate values and behavior. At the school level, discipline teachers should solicit the parents' support for the school discipline policy through consultation and communication. School rules can be more effectively enforced if parents are consulted and clearly briefed on parents meeting at school. On these occasions, the discipline policy and clarify any misconceptions about school rules. Learners with special problems and arrogant parents, teachers' in-charge of discipline have to win their trust and co-operation. Discipline teachers can discuss with a selection of parents after their meeting with the class teachers and empower them to help their children develop better self-discipline and self-management.

The children should be given the impression that the parents love is there for them always, whether they perform well in school or not. Varkey (1995), argued that all bullies at school came from broken homes or have been caned so much. He further said that most of the children in our school who looked happy, relaxed and usually behaved well and succeeded academically were the ones who had been brought up at home without much strictness or use of the cane. The parents should understand that children need more empathy, understanding and friendship than being pampered with money and other things that parents shower them with (Jayachandran,1997).

2.4 Managing discipline using alternative methods after the ban of corporal punishment.

Teachers approach to pupils discipline depends on the concepts of discipline in terms of its causation. Arnard (1962), identified three main ways through which externally imposed discipline is supported, the stimulus of competition at different levels as a way of cultivating what they consider to be worthwhile. A pupil is encouraged to improve and beat one's own record in academic performance or games. To compete as groups of pupils such as classes or members of a dormitory are pitted against one another in academic performance and games. To compete as a group or a team call for cooperation within each group as well as competition within each group as well as competition between individuals who comprises the group. Arnard (1962), critiques encouragement of competition among learners as a disciplinary device because it tends to falsify values. Perhaps he had in mind the fierce competition in academic performance which in Kenya leads to instance of cheating in examinations. Njuguna (2007), argued that most corporal punishment in Kenyan schools violates both Kenya law and international standards. Kenyan law permits limited school corporal punishment, but only in certain highly restricted circumstances.

Numerous international and regional human rights institutions have declared that some or all forms of school corporal punishment violate the human rights of children. Non-governmental organizations encouraged active and strategic participation of children in their activities. A good example was the "No Kiboko week" campaign by ANPPCAN Kenya chapter, which was held in Kenya on 26-30 April 2005. Just prior to the event, Kenyan newspaper The standard published a report on corporal punishment by ANPPCAN that urged the Kenyan to move from physical punishment to positive discipline of children. It created awareness on the importance of effective discipline which helps children to feel connected, is effective and long-term, and teaches important social and life skills.

Teachers and administrators impose corporal punishment on pupils for a variety of reasons. They beat pupils who perform poorly on exams, talk in class, or who misbehave in countless other ways. Many teachers, parents and administrators believe that these violent punishments are necessary to teach children a lesson and to discourage them from similar practices in the future. Educators and psychologists argue that teachers can oversee classrooms and develop their pupils' knowledge, skills and attitude through other means other than corporal punishment. Praising pupils good behavior, imposing non-physical punishments and involving children in making the school rules, significantly reduces disciplinary problems. Alternative methods of discipline are more beneficial and less detrimental to a child's development than corporal punishment. These alternatives do not necessarily require the investment of significant amounts of additional funds. We stress that teachers should try to avoid caning, it used to be thought that corporal punishment brightened the head, but we know now that it does not but it reduces the child's status .A variety of other punishments like denying the what the child wants rebuke, or parading the child, or sending the child home to collect the parents. Teachers are therefore challenged to come up with innovative ways of teaching pupils so that the child is the center of learning's to make learning interactive. The approach teachers are using is not conducive to learning. If children don't understand what they are being taught, then that becomes a discipline problem.

2.4.1 Reward method of discipline

Anard (1962), said that reward may be given retributively for merit or determinately where opposite behavior is manifested. Where reward is used retributively for merit it is meant to be an incentive in conditioning and where reward is used deterrent it is meant to stop the learner and others from repeating the undesirable behavior.

Teachers can reward pupils in a variety of simple ways. A teacher can praise a pupil in front of other classmates or teachers, award special certificates to pupils who perform well or are

particularly caring, or list their names on the notice boards. Teachers can write positive comments in a child's exercise book, hold school wide competitions and give material rewards like books or pens to those who do well. If a teacher rewards pupils by giving them positive attention, the teacher can punish a particular pupil by ignoring that pupils' attempts to be disruptive. A pupil may break the rules because he or she wants the pupils' attention. If the teacher is not ruffled or angered by the pupil's misdeed, then the pupil is less likely to perform the act in the future as denial of what the child has come to value is a form of punishment.

The reward was supposed to ensure that the pupil was motivated to achieve higher level of grade. Taylor (1912), felt that incentives such as wages should be proportional to the work done likewise to the school setting, reward should be proportional to the level of discipline of the pupil. When a pupil performs an assignment or duty well, they ought to be complimented. Praise makes people feel consequential and recognized. One of the most important things one must know is that the way one addresses people means much to them.

Use of rewards require that the teacher should have no hesitation in offering recognition or reward either retributively or deterrent depending on the intention whether it is to indirect suggestions are carried in stories, tables, anecdotes and general expectation of attitude towards actual or potential behavior. Teachers also either precipitates a conflict before the learner is emotionally ready or conversely postpones dealing with an angry or rebellious learner until emotions cool. Waller, observes that these principles though have temporal qualities that are based on sound psychology. Also when teachers manipulate learner's social relations such as isolating, ignoring and curtailing privileges, it is a form of managing discipline and the efficiency of these techniques depends on the personality of these teacher.

Rewards can also serve as wonderful acknowledgements ways of congratulating, merit and demonstrating appreciation. Pupils of the week are acknowledged after the behavior –not as bribes beforehand. Pupils should be taught values that will last in their lifetime as a common myth is that reward motivates young people to be responsible.

2.4.2 Guidance and counseling

Guidance is the act of leading, showing the way, directing, pointing to or casting light a head, while counseling is a process that uses the safety of a special relationship between a counselor and the counselee (Human Rights Watch, 1999). In an educational organization there are many standards or codes of behavior to which teachers, pupils and non-teaching staff must adhere to in order to successfully achieve the objectives of a school. All the members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance despite the acquisition and application of the theoretical skills required of a leader. Educational managers will still be faced with the cases of teachers, pupils and non-teaching staff who do not strictly follow the set standards of their educational organization. It is thus imperative that educational managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal attainment.

Moral education focuses on what is considered right and wrong that is, set of norms or standards that guide and regulate the behavior of human beings living together in a particular society, (Kibera, and Kimokoti, 2007). Jomo Kenyatta (1953), stated that an individual who was self centered was considered to be anti-social and was looked upon with suspicion and was not expected to prosper. The children Act 2006 through legal notice No. 56/2006 and circular GP/1vol/VII/28 of March 20,2002 corporal punishment in schools was banned effectively nullifying the legal notice of 1972 contained in the Educational Act 2 (1) (Rev, 1980), which had previously permitted administration of corporal punishment as away of

inculcating discipline in pupils. It is therefore legal for teachers to administer other forms of punishment save for corporal punishment. The educational school discipline regulation mandates school heads, Board of Governors (BOG) and the director of education to suspend any pupil whose behavior they deem to be subversive of discipline, (GOK, 1980). However the suspension and expulsion procedure is biased against the pupil as there is no provision for him to defend himself or herself. In most cases, the head teacher is the complainant, prosecutor and judge. With the increased knowledge of human rights including those of children in the modern world it is little under that some pupils have recourse to legal actions against the punishments teachers met out to them (Ng'ara, 2007).

Aggrawal (2003), said that every individual is best with problem that has made life very difficult to achieve satisfactory results without assistance. Guiding and counseling service will assist the learner in adjusting to various situations and enables them to make the best choices. They wil keep themselves busy in worthwhile pursuits and learn disciplinary habits. Bear, (2005), stated that authoritative approach to classroom management and school wide discipline is characterized by much greater emphasis on supportive teacher-learner relations and learner responsibility than on the use of rewards and punishment in preventing and correcting behavior problems. Planned opportunities are provided for learners to apply, practice and further develop social, emotional and moral competencies. These may include service, class meeting and cooperative learning activities.

Gottfredson (2000), argued that effective schools establish shared values regarding mission and purpose, promote social behavior and connection to school traditions; and provide a caring, nurturing climate involving collegial relationship among adults and learners. There is hardly one who does not assistance, and there are set of differences which are involved in all situations between needs and opportunities. Therefore a situation arises for balancing them

which needs assistance and sometimes will need it constantly and through out life, or at a rare interval at time of great crises.

There are at least four social and emotional conditions for learning; emotional and physical safety, connectedness, authentic challenges, and a responsible peer. These conditions can be facilitated by four types of learners support; positive behavioural support, supportive relationships, engaging and supporting teaching. These conditions and supports are interrelated and interventions that address them should align, (Osher, 2008). There have been and will continue to be people with an occasional need who will need more experienced associate for assistance. Revolutionary changes have taken all areas of life and accordingly the nature of assistance has assumed complexity. Some learners may not be comfortable to their teachers requirements due to reasons outside their control. They may not have had enough to eat, travel long distance to school, parents expect them to work when they are not at school, take care of their siblings, or their parents may be quarrelling often. These external factors affect their ability to concentrate and the amount of time and energy they can devote to school. Under these circumstances, beating a child is unlikely to be a productive punishment.

Wilson et al, (2001), states that multitude of factors that contribute to problem behavior alone may not have modest intervention effects to address the variation. A teacher will elicit appropriate behavior if the teacher understands the situation that the learner faces and offer guidance and counseling. Talking and listening to a learner frequently leads to a change in behavior for the better. If the learner knows that there is someone who cares about his or her problems and the problem become easier to carry, even if there is no way to change them.

There is no gain saying, the importance of pupils discipline has become serious problem over the last few decades. Ryan (2006), observes that discipline in schools is a matter of great

concern in the world. Making special reference to America, he describes that the society's in ability to pass on worthwhile values to its young people is of great concern. Pupils behavior is also an issue of concern and subject of extensive research in many countries in the world Kenya being included. Wheldall (1982), said that the perceived up surge in cases of indiscipline among learners has often been blamed on the ban of corporal punishment in schools ride, circular G9/vol.vii/28 of March 2001.

Okinda, and Owour (1995), stated that they themselves had experience of advising schools to strengthen then guidance and counseling that will assist in many issues and challenges they face in their daily lives. The evolution of their guidance and counseling policies were recommended in Ominde Report of 1964, the Gachati report of 1976 and Kamunge report of 1988 and the 2001-2002 development plan. The ministry of education has made sure that teachers are equipped with knowledge and skills necessary to manage and cope with emerging issues. These include class congestion lack of facilities, children with varying psycho-social and economic needs, impact of HIV and AIDS and drug abuse, thus call for teachers to be informed and educated on the skills of guidance and counseling in managing discipline after the ban of corporal punishment.

2.4.3 Formulating and clarification of rules

Cornoley (2004), stated that the behavior of learners interferes with learning, diverts administrative time and contributes to teacher burn out. He added that failure to deal effectively with this low level aggressive behavior will contribute to poor individual, school and community outcomes.

Disciplinary measures will be more effective if the school system (teachers and administration) make clear his or her expectations at the beginning of the term. If the pupils know the rules in advance, then there are no surprises when the instructor penalizes those

who break them. Pupils are more likely to perceive the punishment as just, to maintain their respect for the school system, and to obey the guidelines if the regulations are made explicit than if not.

Clarification is another method which teachers and administrators can use to manage discipline after the ban of corporal punishment. It involves stimulating examples to develop skills in discrimination among statement of facts, opinions and values. The individual is expected to choose values in awareness of alternatives act in accordance with their chosen values. Oniang'o (1994), gives the steps involved in using this method as choosing, prizing and acting. Ryan (2006), taking cognizance of the limitations of the methods of moral education discussed has proposed what he calls the six Es of the Moral Educator and character Developer. What Ryan means by example is a kin to modeling on the part of the teacher. When Pupils accept the rules and participate in setting guidelines for the classroom, will improve discipline at school.

The process of establishing guidelines will give them a greater understanding of the reasons for the regulations, and they will see themselves as having a stake in their enforcement. Human Rights Watch (1999), interviewed headteacher, Khadija Primary, North of Mombasa, May 13, 1999, 'If children fights in the school, we summon the parents, and ask them to come and sit with us. We counsel them, we warn them, we tell them it is not good. For instance, there are times when the big boys and girls fight. When these happen sometimes it is something at home that is causing it, so we speak to the parents. You don't punish a child for the sake of punishing, but so that they will reform.' Their own life and way of responding to life should be morally exemplary. Explanation of moral values as advocated by Durkheim (1858), said that moral education does not consist just teaching rules and regulations governing behavior but in explaining them so that they are intelligible to the learners exhortations.

Many school systems (teachers and administrators) will attempt to explain the rationale behind a rule when a pupil is breaking it. Pupils who have chosen to break a rule or be otherwise disruptive often do not care that they are being childish and no amount of convincing will get them to understand why following the rule was important in the first place. School system need to reinforce rule following the consistent consequences. Explaining the importance of a rule is as useful as asking why a pupil broke a rule. It does not matter why a pupil broke the rule and the pupil does not care how important the rule is, but the bottom line is a consequence and is a must.

Clarification method will help teachers to manage discipline after the ban of corporal punishment. It involves stimulating examples to develop skills in discrimination among statement of facts, opinions and values. The individual is expected to choose values in awareness of alternative acts in accordance with their chosen values. There should be prior knowledge of rules and regulations. The school systems must ensure that all learners and pupils are informed about the terms and conditions of the school as an organization in which they are in. This should be done during orientation or induction. Okumbe (2007), argued that the rules should be clear and copies given to both learners, parents and staff. Often new rules are made or old ones are modified as situations dictate, and this should be communicated to the relevant people promptly. Effective method of communicating the rules and regulations is the use of a handbook. Such handbooks should spell out the rules of conduct, the reasons for the rules and also the consequences of not following these rules. These will boost management of discipline after the ban of corporal.

2.5 Benefits of alternative models of discipline

Reward modify behavior implicitly. Smith (1993), said that behavioral modification approach states that the single most important factor for learning behavior is what happens immediately following that behavior. Pleasant consequences are most likely to reinforce that behavior and make it more likely to happen again. Fontana (1986), said that a reward is something that appears desirable to the person concerned. Reward responses are strengthened while unrewarded responses suffer extinction. The stronger the feeling of desire attached towards a particular thing, the greater its potential power as a reward is.

Guidance and counseling is an important service in educational institutions because it contributes to the self knowledge, determination, realization, acceptance and self development of the individual by identifying his/her abilities, interests, aptitudes values, potentialities and developing them to the fullest. The service helps the learners to make the possible adjustments to the situations in the school as well as at home. It enables individuals to adapt confidently to rapidly changing circumstance, making them capable of making decisions, thus developing solving and decision making skills.

The learners are given a sense of direction, purpose and fulfillment and by so doing, minimize incidences of indiscipline among learners. It also minimizes wastage and frustrations in educations and employment by making learning experiences interesting, equipping the learners with effective study skills, identifying studies characteristics and potentialities, and matching the right occupation with the right courses and employment. This leads to efficient use of human power in the world of work and creation of goal oriented individuals in schools.

Taba (1962), stated that there is need to deepen the insight of the teachers involved in guiding and counseling. Those who have been trained should be in-serviced as this is a prerequisite towards effective implementation of management of discipline after the ban of corporal punishment. In-service will provide teachers with an understanding of the benefits of alternative methods, the need and its implications. It would be improper to assume that teachers in the classroom will automatically pick new skills and knowledge to manage discipline after the ban of corporal punishment.

Guidance and counseling helps to identify and motivate learners from disadvantaged homes that experience difficulties in adjusting to the school environment. It assists the learners to identify clearly cultural standards against which they can either question or reject completely, thus developing their own value system. It helps the learners to become aware of the needs of others and to establish positive relationship with them. This leads to the development of group learning experiences hence building good relationships. It aids learners in establishing and attaining worthwhile goals becoming self reliant and responsible for their behavior and the choices they make. It keeps learners informed on educational and vocational choices and in exploring vocations that would be appropriate outlets for their abilities, interests and personality. Nasibi (2003), said that guidance and counseling assist the teacher in creating an atmosphere that fosters meaningful learning relationships. It facilitates co-operation between teachers, parents and school system, develops positive learning experiences and seeks to compensate for the extended family ties that kept the traditional society together.

Theodore, R. (1858-1919) 'to educate a person in mind and not in morals is to educate a menace in society.' The prosperity of society depends on the nature of discipline vented on its children. Eshiwani (2001), thorough discipline and good morals among the youth, a good society can be molded. Discipline is part of moral education which is important in the development of ones character.

School system can oversee classrooms and develop their pupils' knowledge, skill and aptitudes through means other than corporal punishment. Otwani (1999), stressed that teachers should try to avoid caning as it used to be taught that corporal punishment brightened the head, but we know now that it does not, it reduces the child's status. Therefore a variety of other punishments like denying the child what child wants, rebuke, parading the child or sending the child home to collect the parents.

Guidance and counseling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to promote discipline must continuously be practices if people are to work harmoniously for the achievement of common purpose. Hendrikz (1986), stressed that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his own personal line. This means that they are responsible for planning the learning experiences, activities, attitudes and relationships so that as much as possible each pupil's basic psychological needs are satisfied through the medium of education.

The role of guidance and counseling in administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The 'Report of the National Committee on Educational Objectives and Policies of 1976' recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self discipline among pupils (Republic of Kenya, 1976).

2.6 Challenges faced by teachers when applying alternative methods of managing discipline.

Pupils discipline in school has been an issue for many years and a subject of extensive research in the world over. Following a spade of violent incident in British schools the Elton Committee was set up in 1989 to consider what action would be taken to secure an orderly atmosphere necessary in school effective teaching and learning to take place. The researchers collected data using interviews and written evidence from individuals and organizations and the committee established that pupils manifest many forms of indiscipline such as irresponsible, vandalism, bullying, fighting, truancy impatient and personal assault. The majority of the respondents were of the opinion that indiscipline was on the increase. The committee found the causes of indiscipline to be wide ranging; decline respect for authority, rejection for immoral standards, break up families, unemployment, selfish, materialism and mass media which emphasize violence and romance.

In Kenya following the escalation of cases of pupils indiscipline in secondary schools the minister for education appointed a task force on July 25 2001 to gather views from various stakeholders in education and make recommendations on issues related to discipline in Secondary schools (GOK, 2006,XV). The task force was mandated to collect views and information from stakeholders in education on causes of unrest and indiscipline in the country's secondary school and to make recommendation on action to be taken to address the problem. The task force established that student's indiscipline is caused by factors that are broadly categorized as internal and external factors. Parents give a lot of pocket money to their children, humiliate and talk irrespectively of teachers publicly. An incident by the daily Nation of 14th April 1999 illustrates this: 'A female teacher was admitted to Kerugoya District Hospital after she was allegedly attacked by an angry parent over a child who had been disciplined in the school'

The teacher in moral education lack agreement among scholars and educationist as to whether the teacher as the chair of learners discuss about moral should be neutral or has like pupils have a right to express his own views. Stenhouse et, al, (1982), insists on the importance of the neutrality of the teachers. Hirst (1974), on the other hand regards the teacher's neutrality as a travesty of education; he intends that if the teacher remains active while pupils go on expressing ignorance and prejudice no good moral education is likely to result. Indeed in order of casualty the teacher's role as a moral guide is instrumental. Besides Kohlberg, (1984), who said that a child development of moral thinking must as well accept the role of the teacher as moral guide until a child reaches autonomy in moral determination.

Influence of media where the children are encouraged to air their grievances and can challenge authority on about anything. Teachers have used poor methods or strategies that have not appealed to the learners' citation.

Conventionally teacher's work within a teacher directed model by controlling the children's behavior either by punishment or rewards of a dull curriculum or poor instructional methods, teachers place complete blame on children for their negative behavior. Kohn (1996) offers a transforms the classroom into democratic community that recognizes the needs and interests of both teachers and learners. The underlying flaw using the traditional classroom management system is that it can only succeed in eliciting temporary compliance from the learners. The use of extrinsic reward and sanctions does not teach learners to become caring and responsible individuals who will be able to act appropriately without external suspension or coercion.

Teachers have become too pre-occupied with other things that they are increasingly delegating plenty of routine supervisory work to prefects. If taken too far, this trend can be dangerous. We have all heard of the ghastly cases of prefects being torched of the petrol by

their fellow learners who recent the expansive power they are allowed to wield. Worryingly, such copy-cat crimes have been multiplying. The core problem in my view is lack of proper guiding and counseling in our schools. Powell (2003), stated that church-run schools with strong religious and moral grounding have no discipline trouble because of the importance they attach to learner guiding and counseling.

Once parents take their children to school that is the end of the matter. It is assumed the teacher will take care of everything up to and until the child gets back home. Parents these days find it more worthwhile to talk about politics or how to make money rather than how the children are doing at school. Hardly any of them will spare a second to drop a call to the teacher to find out how the learner is behaving. These have made management of discipline without a cane almost impossible. During school functions where parents are invited are usually attended only by handful. Sprague (2002), said that the child ends up having a life in school and at home utterly compartmentalized.

2.7 Summary

There is evidence from research that was done earlier that teachers need to use alternative methods when managing discipline. The researcher also agrees with Powell (2003), who said a well managed school begins with thorough advance planning by the school head and the teacher. Accordingly, extrinsic and intrinsic motivation should be used, positive and negative motivation, provision and satisfaction of learners' needs, the teacher having adequate knowledge of the subject, teaching the learners how to learn and making them to use their time effectively, (Powell, 2003).

The study further revealed that school administrators and parents have a great role to play both in social and academic growth of the learner. Duke (1989), points out that the goal of good behavior is necessary to ensure academic growth. Befalls administrators and teachers to

remember that learners main responsibility is to establish intellectual habits and social skills. Rusby (2001), said that this will enable learners to acquire consistent, suitable and responsible decision choice making about their own beliefs and behavior without divorcing them from their family, society and religious backgrounds.

Strong elements of authoritarian leadership where teachers, parents, education officials and learners still have seated beliefs in the merit of corporal punishment challenges the use of alternative ways. Wilson (2003), said that it is imperative to ensure that the best behaviours and conditions are inculcated, established and maintained for effective learning to take place in our schools. This can be realized if we accept to manage discipline using alternatives and not corporal as it takes into account psychological needs and developmental levels of the learner.

2.8 Critique on Literature Review

The researcher concurs with Duke in his statement that school discipline ensures safety of the staff and learners and creates and creates an environment that is conducive for learning. The school system should establish and communicate rules with a climate of concern for pupil as individual. They should also spell out clearly the rules and the consequences of breaking so that they have meaningful impact in both psychological needs and developmental levels of the learner, (Duke, 1989).

The researcher also agrees with Powel who said a well managed school begins with thorough advance planning by the school head and the teacher. Accordingly, extrinsic and intrinsic motivation should be used, positive and negative motivation, provision and satisfaction of learners needs, the teacher having adequate knowledge of the subjects, teaching the learner how to learn and making them use their time effectively, (Powell, 2003).

The researcher agrees with Mayers and Pawlas who said that school administrators should communicate to staff, pupils and parents periodically restating of the rules especially after holidays. These rules can be reinforced by quiet persistence and a good example by the school administrators and teachers. In essence good discipline enables the psychological needs and others to be satisfied. This is because most disciplinary cases are as a result of an unfilled basic needs. The school system and parents should look carefully at each level including the most basic psychological one of nutrition and ventilation (Powel, 2003).

The researcher is in agreement with Rusby that behaviour modification can be used by the teacher and the parent. Here, what is unsuitable behaviour is aimed at often the culprit is consulted quietly and privately. The help of others could also be enlisted with the approval of the culprit. The main principle of behaviour management is that the teacher or parent shows quiet approval whenever the culprit is showing the desired behaviour. Minor infractions may be treated flexibly depending on the circumstances, while non negotiable consequences are set for serious offences. Another long term technique to manage discipline after the ban of corporal punishment is the development of the moral values. Moral values refer to the building of a consistent set of values and ideas which can become a basis for making personal decisions about how to behave in relation to other people and the society (Rusby, 2001)

Parental involvement in school is important to academic success. Parents should therefore provide structure, support and offer counseling and guiding. In order to manage discipline after the outlowment of corporal punishment, parents and learners are required to know the expectations for the maintenance of a healthy educational environment. Parents need to control learners absenteeism, keep variety of reading materials at home and control amount of time the television is on. These three factors when controlled will amount to ninety percent of the differences in test scores. The researcher agrees with Pugh that children need direction

form parents. Parents who establish daily routine for doing homework, meal times and completing chores promote success in the lives of their children (Pugh, 2006)

Good parents consult the school system always and does not wait for the school to do so both in academic and general welfare of the children. The researcher agrees with Golly that parents can help learners regularly by monitoring progress and that means consulting frequency with the teachers (Golly, 2002). Parents are indispensable partners of the school in helping learners learn and develop appropriate values and behaviours.

The researcher agrees with Njuguna that most corporal punishment in Kenya schools violates both Kenya law and international standards. The researcher disagrees with many teachers and parents who believe that violent punishments are necessary to teach children a lesson and to discourage them from similar practices in the future. Alternative methods of discipline are more beneficial and less detrimental to a child development than corporal punishment. Teachers and parents are therefore challenged to come up with innovative ways of teaching pupils so that the child is the centre of learning and avoid the use of corporal punishment.

The researcher agreed with Anard who said that reward may be given retributively for merit or determinately. Rewards can serve as acknowledgement way of congratulating merit and demonstrate appreciation. Teachers and parents should reward learners in simple ways and can also use non-corporal ways to punish. Teachers and parents can manipulate learners social relations by either isolating, ignoring or curtailing privileges to manage discipline and efficiency of these techniques depends on the personality of the teacher and parent.

Moral education focuses on what is considered right and wrong. Guiding and counseling assist the learner in adjusting to various situations and enables them to make the best choices. Management of discipline should be planned opportunities that are provided for learners to apply, practice and further develop social, emotions and moral competencies (Bear, 2005).

Teachers need to be equipped with knowledge and skills necessary to manage and cope with emerging issues after the ban of corporal punishment.

The researcher agrees that discipline issue among the learners is a subject of extensive research as it is on the increase after the ban of corporal punishment. Indiscipline is caused by factors that are broadly categorized as internal and external factors. Parents give a lot of pocket money to their children humiliate and talk irrespectively of teachers publicly. The underlying flaw using the traditional classroom management system is that it can only succeed in eliciting temporary compliance from the learners. The core problem is lack of proper use of alternative methods in management of discipline after the ban of corporal punishment.

Befalls administrators, teachers and parents to remember that learners' main responsibility is to establish the intellectual habits and social skills. It will enable learners to acquire consistent and suitable and responsible choices and decision about their own beliefs, and behaviour without divorcing them from their family, society and religious backgrounds (Rusby, 2001)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0. INTRODUCTION

This chapter presents information on the procedure and methodology employed in this study during data collection and analysis of field data. It is divided into the following sections; the location of the study, research design, target population, sample size and sampling technique, data collection, research instruments, data analysis and ethical considerations.

3.1 Research Design

Leed and Ormrod, (2001), described a research design as the complete strategy of attack on the central problem. White (2002) defined research design as a plan and structure of the investigation used to obtain evidence to answer the research questions.

The researcher used descriptive survey design because the findings needed to be generalized over a large population. A survey design is a self-report study that requires the collection of quantifiable information from the sample by interviewing or administering questionnaire to a sample of individuals, (Kothari, 1985: Orodho, 2003: Mugenda and Mugenda, 2008). The study used qualitative analysis that involved systematic collection, analysis and interpretation of data in order to provide description on selected issues, hence the researcher used both techniques in order to maximize the strengths and minimize limitation of each (Kombo and Tromp, 2006).

3.2 Areas of Study

The study was carried out in Kapseret Zone which is in Wareng District, Uasin Gishu County in the Rift Valley Province, Kenya. It borders with Nandi North County to the south, Eldoret West District to the West and Eldoret Municipality to the North. It is a cosmopolitan area and teachers who teach in the Zone come from different communities.

3.3 Target population

The population of any study refers to the group of people or subjects who are similar in one or more ways and which forms the subject of the study in a particular study, (Kothari, 2004).

The study area was Kapseret zone with 53 primary schools. The population comprised of headteachers, teachers and learners. The study's populations from 53 schools, 20 were private and 33 were public primary schools. The total populations for these schools were 800. The target population consisted of headteachers, teachers and learners.

The target population was sampled because the indiscipline of learners had an impact on them therefore were able to assist in management of discipline after the ban of corporal punishment. The target population consisted of classes six and seven learners. These are learners who are considered to have cases of indiscipline in the school which they may have committed at their stay at school and have had them resolved by management through corporal or alternative ways. To reach to the target population the study assumed stratified sampling, simple random and purposive sampling techniques.

Table 1: Target population

Respondents	Target population
Headteachers	53
Teachers	106
Pupils/learners	800
Total	959

Source: Author 2012

The data was collected from the following sources;

- i) Head teachers
- ii) Teachers
- iii) Pupils

The zone was chosen because of the following reasons;

- i. The researcher was familiar with the zone as she was resident within the area; hence she easily created a good rapport with the community.
- ii. The zone had the required population for the study which consisted of the different categories of schools found in Kenya. This implied that the results of the study could be generalized to the rest of Kenya.
- iii. The available resources in terms of time, finances and human resource was inadequate for a wider geographical coverage and could only facilitate the research in the zone.

3.4 Sample size and sampling technique

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole, (Webster, 1985). When dealing with people it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. According to Ghosi (1982), a sample of a minimum of a third of the target population is needed when dealing with heterogeneous population.

The study used a sample size of 30% from the target population as recommended by Oso and Onen (2005), that at least 30% of the population to be used for the purpose of the research. this gave a total of sixteen schools for the study. The sixteen headteachers of the sixteen selected primary schools were purposively selected for the study.

This study used stratified random sampling and purposive techniques to select sample for the study. As stated by Mugenda and Mugenda, (1999), stratified random sampling was used to group schools in different categories to avoid biasness. Schools were grouped into public and private schools. These schools were further categorized into partially day and boarding and those that are pure day. From every category the schools were selected randomly so that each school has an equal chance of being selected. Two public schools day and boarding were chosen purposively as they are the only two public schools that are both day and boarding in the zone. The remaining fourteen schools were selected randomly from the fifty one schools. This made a total of sixteen schools needed for the study.

Table 2: Sample size table

Respondents	Target population	Sample size
Headteachers	53	16
Teachers	106	32
Learners	800	240
Total	959	288

Source: Author 2012

According to the sampled population 16 schools and headteachers participated in the research of these sixteen schools, two teachers per school and 15 pupils per school participated in the research. A total of 288 respondents were sampled.

3.5 Data collection

Data was collected using questionnaires. When developing the questionnaires items, closed ended and open ended formats of the items were used in all categories of the questions. The

closed ended item involved selecting the best alternative and provided little for self expressions.

3.6 Research instruments

According to Kombo and Tromp (2006), data collection refers to gathering specific information aimed at proving or refuting some facts. The sources of data that was adopted in this study were primary and secondary. Primary data were the information gathered directly from respondents by use of questionnaires.

3.6.1 Questionnaires

A questionnaire is a special document that allows the researcher to ask a number of standard questions to a large number of people in order to gather information from them. According to White, (2000), a questionnaire is an instrument with open ended or closed questions or statement to which respondents must respond.

The study involved collection of data through the use of questionnaires on the management of discipline after the ban of corporal punishment in primary schools. Questionnaires were preferred for this category (Headteachers, teachers and learners) of respondents as it limited the amount of information and gave only the relevant information that the study required. Other advantage of questionnaire is that it gathered a large amount of data from various respondents, and encourage individual to provide responses without fear, intimidation or victimization.

3.6.1.1 Administration of questionnaires

The researcher administered questionnaires to head teachers, teachers and pupils personally in order to gather their views on management of discipline after the banning of corporal punishment. The development of research instruments were done by examining the research objectives, relate literature and personal experience. This was for the purpose of training

items that examined the cruel variable in depth, Cohen and Manion, (1983). In developing questionnaires items, fixed choices format and likert type of questionnaires items were used to collect data. The questionnaires were divided into two parts; the first part was to obtain the background information of the respondents, the second part consisted of statements used to identify gaps between the actual management of discipline in primary schools after the ban of corporal punishment.

3.7 Administration of research instruments

Research assistants were trained well on how to carry out the study responses from respondents and administration procedures were used. They accompanied the researcher in piloting and modification of the study instruments so that the research assistants comprehended fully the purposes and method of data collection. The research assistants with the researcher administered the questionnaires to the respondents.

The members of the teaching fraternity that were chosen to responds were suspicious of why they were chosen while other members were left out. To counter this, the researcher assured the respondents of confidentiality as the study findings would be used for academic purpose only. The terrain of the study area was also an impediment; however the study employed selection of sample of the schools to represent all the primary schools in the area of study.

3.8 Validity and Reliability of research instruments

3.8.1 Validity of research instruments

Mugenda and Mugenda (1999), defined validity as the extent to which an instrument measure or what it ought to measure. It was the accuracy and meaningfulness of inferences, which were based on research results. According to Patton (2002), validity is the quality attributed to proposition or measures to the degree to which they conform to established knowledge or truth. Validity has been defined in this study as the degree to which evidence supports any

inference a researcher made based on the data collected using questionnaires. Wiersman (1991), emphasized that validity involves two concepts, internal and external validity.

Internal validity was the extent to which the results could be accurately interpreted and external validity as the extent to which results could be generalized to a population. The content validity was the extent to which measuring instrument provided adequate coverage of the topic under the study, Kothari (1999). Hence the instruments were determined by discussing the items in the instruments with the supervisors from the department and other experts to determine if the items were a representative sample of the skill and traits that comprised the area to be measured, Mutai (2000). These people were expected to indicate by ticking every item in the questionnaire that measured what it was supposed to measure or not and to represent the concept under the study.

3.8.2 Reliability of the research instruments

Mugenda and Mugenda (1999), defined the reliability of an instrument as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. According to Koul (1993) in enhancing the reliability of the measurement, instrument should always be administered in a consistent fashion and also standardized in its administration. In order to test the reliability of the instrument to be used in the study, the test-retest method was used. The questionnaire were pre-tested to a selected sample similar to the actual sample under study. 1% of the sample was used comprising of 16 headteachers, 32 teachers and 240 pupils to respond to the questionnaire twice withing an interval of 2 weeks. Cronbach's Alpha was used to test reliability. According to Allen and Yen (2002) Cronbach's Alpha is a model or survey internal consistency used to determine the internal consistency of a test or the average correlation of items (variables within the test).

A reliability of 0.70 or higher was considered as acceptable reliability coefficient in most research situations. A Cronbach's Alpha with a reliable measure (>0.70) meant that the test was consistent. From the analysis it was found that the questionnaire had the same results. In this study the reliability was done in order to assess the clarity and to modify the instruments by either adding or dropping some items for the purpose of clarity of meaning and comprehensibility of each item in the research instruments and to further determine the time needed to complete and get necessary information from them (Kalton, 1983).

3.9 Data analysis

The reason for carrying out data processing is to prepare raw data for statistical analysis and presentation. According to, (Kothari, 2004; Mugenda and Mugenda, 1999), this step is essential in scientific and social science research in ensuring that all relevant data are captured for making comparison and analysis. After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses which were corrected to improve the quality of response. After data cleaning the data was coded and entered into computer for analysis using the statistical packages for social sciences (spss) version 17.0. This research yielded both qualitative and quantitative data. Qualitative data was analysed qualitatively using data analysis based on analysis of meanings and implications emanating from respondents information and documented data. As Observed by Gray, (2004), qualitative data provides rich descriptions and explanations that demonstrate chronological flow of events as well as often leading to chance findings.

On the other hand, quantitative data was analysed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics were employed to analyze quantitative data. The statistics used include frequency counts and percentages. Quantitative data analysis required the use of a computer spreadsheet, and for this reason spss version 11.5 was used. As Martin and Acuna (2002), observe, SPSS version 11.5 is able to handle large

amount of data and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. The results of data analysis were presented using frequency distribution tables

3.10 Ethical Considerations

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher respected the individuals' right to safeguard their personal integrity. During the course of the data collection, the respondents were free to withdraw from the study. The respondents were assured of confidentiality. No personal identification numbers were reflected on the questionnaires except the numbering for questionnaires, mainly for purposes of identification of data during its editing. They were informed about the intentions of the research, its potential benefits to the wider society and the right to choose to participate or not.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.

4.0 INTRODUCTION

This chapter provides a presentation of research findings collected through the methodology discussed in chapter three. The findings were presented in form of frequency tables and percentages in the following order; background information and research objectives.

4.1 Background information

The study aimed to find out management of discipline in primary schools after the banning of corporal punishment. The study was designed to answer the following question:

- i. What are the roles of school administrators and parents in managing discipline after the ban of corporal punishment?
- ii. To establish whether schools have alternative ways of managing discipline after the ban of corporal punishment?
- iii. What are the benefits of alternative modes of discipline after the ban of corporal punishment?
- iv. What are the challenges faced by school system when applying alternative methods of discipline?

4.2 Personal and occupational data

The information in this section was an attempt to establish the profile of teacher's gender, age, professional qualification, teaching experience and duration in the present station. The results were presented as follows;

4.2.0 Gender of the respondents

The gender of the respondents who participated in the study was varied as shown in table 4.1 below

Table 4.1. Sample distribution according to gender

Gender	Headteachers		Teachers		Pupils	
	freq	%	freq	%	freq	%
Male	13	81.3	13	40.6	120	50
Female	3	18.7	19	59.4	120	50
total	16	100	32	100	240	100

Analysis in table 4.1 indicate that 13(81.3%) were male, while 3(18.7%) were female in the administration position. Majority of the teachers were female 19(59.4%) while male teachers were 13(40.6%). The gender of pupils involved in the study comprised of the same number of female and male. The findings indicated that there was gender disparity in the distribution of headship positions in schools. Cole (2002) noted that women are still under-represented in middle and senior management roles and that they faced difficulties in breaking in to what was very much a male duty of authority.

4.2.1 Age of respondent

The respondents were asked to indicate their age and the results of the findings were summarized below on table 4.2

Table 4.2.1 Age respondent

Age	Head teachers		Teachers		Pupils	
	Freq	%	Freq	%	Freq	%
8-11 years					97	40.4
12-15 years					143	59.6
16-20 years						
21-25 years						
26-30 years			8	25.0		
31-35 years	2	12.5	13	40.7		
36-40 years	2	12.5	6	18.8		
41-45 years	3	18.8	3	9.4		
46-49 years	9	56.3	2	6.3		
50 and above	16	100.0	32	100.0	240	100.0

Analysis in table 4.2 indicated that pupils who were between 8 and 11 years 97(40.4%) and those between 12 and 15 years 143 (59.6), Teachers between ages 31-35 years 13(40.7%) were the majority. Head teachers who were between 45-49 years 9(56.3) were the majority. According to the above analysis many teachers who are and capable of becoming head teachers in schools are few Young teachers have been unable to take up headship positions in school so that they can take up the change in disciplining learners using other methods but have entrusted headship positions to older teachers who were taught with whites and beliefs in corporal punishment. Parental guidance which is a form of informal education is also critical especially among communities with retrogressive social and cultural effects (profile of women's socio-economic status in Kenya, 2008)

4.2.2 Professional qualification

It was of interest of this study to assess respondent's highest qualification in relation to management of discipline. This was to find out whether qualifications affected management of discipline after the banning of corporal punishment in schools hence the analysis in table 4.3 summarizes the results.

Table 4.3 Professional qualification

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
P.1	10	62.5	19	59.4
Diploma	4	25.0	8	25.0
Graduate	2	12.5	5	15.6
Masters	0	-	0	-
Total	16	100	32	100

The analysis as shown in table 4.3 indicated that 10 (62.5%) were headteachers and were college P.1 certificate holders and also majority of teachers 19(59.4%) with P.1 certificate. The study further revealed that 2(12.5%) and 5(15.6%) headteachers and teachers respectively had gone an extra mile to attain degree. Those with diploma in education were 4(25%) headteachers and 8(25%) teachers. The findings in this study indicated that there were more P.1 headteachers and teachers therefore it concurs with the age bracket that were headteachers.

It further revealed that P.1 teachers were willing to head schools as pertains to their academic and professional experience. According to TSC code of regulations for Teachers (2005)stated that, except under special circumstances determined by the commission consideration

for promotion shall be the teacher's willingness to take up the position immediately and where a vacancy exists.

4.2.3 Teaching experience

The headteachers and teachers were asked to indicate their teaching experience in their present station and the findings were illustrated on table 4.4 below.

Table 4.4 Teaching Experience of Headteachers and Teachers

Teaching experience	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
16 years and above	8	50.0	15	46.9
5 years -15 years	7	43.8	13	40.6
0-4years	1	6.2	4	12.5
Total	16	100	32	100

Analysis in table 4.4 showed that headteachers and teachers had the required experience to manage discipline 8(50%) and 15(46.9%) respectively. The study revealed that most of the headteachers and teachers had the experience as they had taught for over 6 years 7(43.8%) and 13(40.6%) respectively and were familiar with their school setting. According to teachers service commission Act (TSC) of 2005 experience was considered important in the process of career development and progression. This varied stay in schools gives a better result since the teachers were able to give a true picture of research questions over the years they have been in the institution.

4.2.4 Duration of being in school regarding to pupils

The respondents were asked to indicate the duration of being in the school and the results of the finding were summarized in table 4.5

Table 4.5 Duration of being in school (pupils)

Duration	Pupils	
	Frequency	Percent
8 years and above	4	1.7
5-7years	126	52.5
2-4 years	74	30.8
Less than a year	36	15.0
Total	240	100

Analysis in table 4.5 showed that majority of the pupils had stayed in the present school for a good length of time between five and seven years 126(52.5%). Pupils who had stayed in the school for less than one year were 36(15%). A good number of pupils had been in the current school for a long time and are able to give their views on the management of discipline in the school after the banning of corporal punishment.

4.3. Role of school administration in managing discipline after the ban of corporal punishment.

The headteachers were asked to indicate their role as school administrators in managing discipline after the ban of corporal punishment, and the findings were illustrated on table 4.6 below.

Table 4.6 Role of school administration in discipline management.

Role of school administration	Headteachers									
	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Chair formulation and clarification rules	11	34.4	20	62.5			1	3.1		
Promotes effective communication channel	6	18.8	16	50.0	4	12.5	5	15.6	1	3.1
Offer rewards	20	62.5	11	34.4	1	3.1				
Role models	8	25.0	20	62.5	2	6.3	1	3.1	1	3.1
Rnforcing school rules	14	43.8	16	50.0			2	6.3		

As indicated in the analysis in table 4.6, when asked whether administrators know what the rules were and responds to learners misconduct properly, 20(62.5%) of the respondents agreed, 11(34.4%) strongly agreed while 1(3.1%) disagreed.

When asked whether as a school administrator communicates to the staff, pupils and parents through newsletters, in assemblies and handbooks, majority 16(50%) agreed, 6(18.8%) strongly agreed 4(12.5%) undecided, 5(15.6%) disagreed while 1(3.1%) strongly disagreed.

This issue is also supported by Duke (1989) who argues that orderly schools usually establish and communicate rules with a climate of concern for pupils as individuals and small alternative schools often maintain order with fewer formal rules, and a more flexible approach to infraction than the large schools.

The respondents were further asked to indicate whether they offer rewards both social rewards like smiling, praising and complimenting and material which are extremely effective in increasing desirable behavior. The findings revealed that 20(62.5%) strongly agreed, 11(34.4%) agreed and 1 (3.1%) undecided. Taylor, (1912) argued that incentives such as wages should be proportional to the work done likewise to the school settings, reward should be proportional to the level of discipline of the pupil.

The respondents were further asked to indicate whether as the head teacher plays an important role in establishing school discipline, both by effective administration and by personal example and 8(25%) strongly agreed, 20(62.5%) agreed, 2(6.3%)were undecided while 1(3.1%) strongly disagreed. Mayers and Pawlas (1989) noted that cafeteria and custodial staff may have excellent common sense suggestions based on their interactions with pupils.

When asked whether as a headteacher are able to create consensus among staff on rules and their enforcement, 14(43.8%) strongly agreed, 16(50%) agreed and 2(6.3%) disagreed that the headteachers are able to create consensus among staff on rules and their enforcement. According to Mayers and Pawlas (1989) recommend periodically restarting of the rules especially when learners return from holidays, as once rules have been communicated to , fair and consistent enforcement helps maintain respect to the school's discipline system.

This is in agreement with Lipsey, (2003), who attributed that school management is essential if learners are to learn effective through the use of school rules. Management of discipline without corporal punishment need good managers who are confident, positive and professional. They make good plans and understand the human behavior. Management of discipline is vital and all stakeholders should be involved in planning and helping with simple management tasks to encourage teamwork. When discipline case is referred, it should be

done to help the learner and not to revenge. Behavior management is the process of using positive communication to promote and encourage good behavior. The school management is involved in many ways since he or she has to oversee the general implementation of the school rules and smooth operations of the school.

4.4 Role of parents in managing discipline after the ban of corporal punishment.

The respondents asked to indicate the role of parents in managing discipline after the ban of corporal punishment and the findings were as in table 4.7 below.

Table 4.7 Role of Parents in Managing Discipline

Role of Parents	Headteachers									
	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Assist school system in decision making	11	34.4	20	62.5			1	3.1		
Source of advice	6	18.8	16	50.0	4	12.5	5	15.6	1	3.1
Guidance and counseling	20	62.5	11	34.4	1	3.1				
Ensure school rules are followed	8	25.0	20	62.5	2	6.3	1	3.1	1	3.1
Parents use alternative methods of discipline	14	43.8	15	46.9	3	9.4				
Role models	14	43.8	16	50.0			2	6.3		
Guidance and counseling	14	43.8	15	46.9	3	9.4				

Analysis in table 4.7 gave the frequencies and summaries of findings on role of parents in managing discipline after the banning of corporal punishment. As indicated in the analysis above, 11(34.4%) strongly agreed, 20 (62.5%) agreed while 1(3.1%) disagreed. According to

Pugh (2006) argued that parents must remember that these new people in our lives need direction most of the time who can not differentiate good from bad.

The respondents were further asked to indicate whether the role of the parents and their influence in early life would affect the life of the child for good or bad and 6(18.8%) strongly agreed, 16(50%) agreed, 4(12.5%) undecided, 5(15.6%) disagreed while 1(3.1%) strongly disagreed. Varkey (1997) contented that parents can be prince charming to the children to be princesses or the witches that turn them into frogs, therefore parents have a responsibility of fostering the social intellectual, emotional and physical characteristics that enhances the child's later.

When asked whether parents have a responsibility of fostering the social, intellectual, emotional and physical characteristics that enhance the child's later learning both at school and life 20(62.5%) strongly agreed, 11(34.4%) agreed while 1(3.1%) undecided. Frrazier (2012) said that you are and how you act is the most potent guide and teacher for your child. Treat him or her with respect in all situations and manage his or her behavior with a calm attitude that comes from your understanding that self control is ultimately necessary and good for the child.

The respondents were further asked whether discipline is about training and parents should avoid too much pressure on their children to study or to do other work where individual experiences tension and fear 14(43.8%) strongly agreed, 16(50%) agreed and 2(6.3%) disagreed. Mutie and Ndambuki (2007) stressed that parents need to help children cope with academic pressure by choosing the school they take their children carefully, give unconditional love, know their children by spending time with them individually and as a family, respect and pray with and for their children.

The respondents were asked to indicate whether parents understand that children need more of empathy, understanding and friendship than being pampered with money and other things, 14(43.8%) strongly agreed, 15(46.9%) agreed while 3(9.4%) were undecided. Hough (2002) stated that relationship needs are concerned with the giving and receiving of love, affection, acceptance and trust and neglect of those needs or disturbance of the balance required to maintain them will result in trauma and emotional disturbance.

For discipline techniques without corporal punishment to be effective, they must occur in the context of a relationship in which children feel loved and secure. In this context, parents responses to children's behavior, whether approving or disapproving are likely to have the greatest effect because the parent's approval is important to the children. Parental responses within the context of loving and secure relationships also provide children with a sense that their environment is stable and that a competent adult is taking care of them, which leads to the development of a sense of personal worth. As children respond to the positive nature of the relationship and consistent discipline, the need for frequent negative interactions decreases, and the quality of relationship improves further for both parents and children. Therefore parents have a role to play in management of discipline of children both at home and at school which will lead to good academic performance. To this end, the best educators of children are people who are good role models and about whom children care enough to want to imitate and please certain conditions in the parent-child relationship have been found to be especially important in promoting positive child behavior. Derzon, (2003), said that the idea that parents can positively influence their children's education is common sense as children spend more at home than they do at school.

4.5 Alternative methods of managing discipline

The respondents were asked to indicate how the school uses alternative methods of managing discipline after the banning of corporal punishment and the findings were as follows in the table 4.8

Table 4.8. Alternative methods of managing discipline

Alternative methods	Head teachers		Teachers		Pupils	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
Reward method of discipline	4	25	9	28.1	77	32.1
Guidance and counseling	7	43.75	16	50	107	44.6
Formulation and clarification of rules	5	31.25	7	21.9	56	23.3
Total	16	100	32	100	240	100

Analysis in table 4.8 showed that 4(25%) head teachers 9(28.1%) teachers, 77(32.1%) pupils support reward method of discipline as an alternative way of managing discipline after the banning of corporal punishment. According to Arnard (1962) reward may be given retributively for merit or deterinately where opposite behavior is manifested. Retributively is meant to be an incentive while conditioning is used deterrent to stop the learner and others from repeating the undesirable behavior where rewards can be verbal or actual gifts.

The data indicated that 7(43.75%) headteachers, 16(50%) teachers, and 107(44.6%) pupils ranked guidance and counseling as an alternative method of managing discipline after the

banning of corporal punishment. Aggrawal, (2003), stated that every individual is beset with problems and a problem in his or her life has become very difficult for him or her to achieve satisfactory results without assistance. An efficient guidance and counseling service will assist the pupils in guiding themselves to various situations and enables them to make the best of their abilities and assets.

The respondents were further asked to indicate whether formulation and clarification of rules would be used to manage discipline and 5(31.25%) headteachers, 7(21.9%) teachers, 56(23.3%) responded. According to Okumbe (2007) he argued that learners should be informed on the consequences of breaking the school rules.

4.6. Benefits of alternative models of discipline

A further investigation was done on the third objective and the findings were as in the table

4.9

Table 4.9 Benefits of alternative methods of discipline.

Benefits of alternative models of discipline	Headteachers				Teachers				Pupils			
	Yes		No		Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Rewards and unrewards	12	75	4	25	17	53.1	15	46.9	185	77.1	55	22.9
Guidance and counseling.	9	56.25	7	43.75	27	84.4	5	15.6	204	85.0	36	15
Formulation and clarification of rules	7	43.75	9	56.25	21	65.6	11	34.4	198	82.5	42	17.5
Promote effective communication	16	100			27	84.4	5	15.6	204	8.5	36	15

Analysis on table 4.9 indicate that 12(75%) headteachers, 17(53.1%) teachers, 185(77.1%) pupils supported that reward modify behavior implicitly or explicitly whereas 4(25%) headteachers, 15(46.9%) teachers, 55(22.9%) pupils appeared quite unpopular. According to Smith and Lasleh (1993) pleasant consequences are most likely to reinforce that behavior and make it more likely to happen again thus rewarding responses are strengthen while unrewarded responses suffer extinction.

The respondents were further asked whether guidance and counseling contributes to the self-knowledge, realization, acceptance and self development of the individual and 9(56.25%) headteachers, (84.4%) teachers, 204(95.5%) pupils said yes. 7(43.75%) headteachers, 5(15.6%) teachers, 36(15%) pupils said no. nasibi (2003) argued that guidance and counseling assist the teacher in creating an atmosphere that fosters meaningful learning relationships.

The respondents were asked whether when learners are given a sense of direction, purpose and fulfillment minimize incidences of discipline among learners analysis showed that 7(43.75%) headteachers, 21(65.6%) teachers, 198(82.5%) said yes while 9(56.25%) headteachers, 11(34.4%) teachers, 42(17.5%) pupils said no. Eshiwani (2001) argued that through discipline and good morals among the youth, a good society can be used to mould the learners, therefore are given a sense of direction, purpose and fulfillment and by so doing, minimize incidence of indiscipline among learners.

When asked whether guidance and counseling helps to identify and motivate learners from disadvantaged homes that experience difficulties in adjusting to the school environment, 16(100%) headteachers, 27(84.4%) teachers and 204(85%) pupils said yes while 5(15.6%) teachers 36(15%) pupils said no. Hendrikz (1986) stressed that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his / her own personal line.

4.7 Challenges faced by teachers when applying alternative methods of managing discipline

It was of interest in this study to find out from respondents whether there are challenges faced when applying alternative methods of managing discipline and the findings are as follows in table 4.10 below

Table 4.10 challenges faced when applying alternative methods of discipline.

Challenges faced when applying alternative methods of discipline	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Cultural conflicts	6	18.8	16	50	4	12.5	5	15.6	1	3.1
Influence of Mass Media	20	62.5	11	34.4	1	3.1				
Lack of skills on alternative methods.	8	25	20	62.5	2	6.3	1	3.1	1	3.1
Corporal punishment elicit temporary compliance.	14	43.8	15	46.9	3	9.4				
Rewards promote discipline	14	43.8	16	50			2	6.3		

When asked whether cultural aspects pose a challenge when applying alternative of discipline and the analysis showed that 6(18.8%) strongly agreed, 16(50%) agreed, 4(12.5%) undecided, 5(15.6%) disagreed while 1(13.1%) strongly disagreed on cultural practices. Marah (2006) argued that cultural aspects are part of the main reasons why schools have problems of implementation and some families condoning it.

When asked whether media influence children to air their grievances and can challenge authority on anything 20(62.5%) strongly agreed, 11(34.4%) agreed and 1(3.1%) undecided. Narayana (2002) argued that mass media programmes feature antisocial themes and excessive use of them can cut family communication. It does not contribute towards the development of relationships especially between parents and children thus resolved conflicts between parents and their children, thus makes management of discipline difficult.

The respondents were asked to indicate whether teachers have poor skills to offer guidance and counseling 8(25%) strongly agreed, 20(62.5%) agreed, 2(6.3%) undecided, 1(3.1%) disagreed and 1(3.1%) strongly disagreed. The Koech commission (1999) reiterated the need for guidance and counseling in schools. Therefore learners should be equipped with skills and knowledge to help them make appropriate and relevant choices as to fit in the world of work.

The respondents were asked to indicate whether the underlying flow with using the traditional classroom management system can succeed in eliciting temporary compliance from learners 14(43.8%) strongly agreed, 15(46.9%) agreed while 3(9.4%) undecided. The National Conference on Education and Training (2003) recommended that a national program be instituted for professional training of teachers to handle guidance and counseling services and that the latter services should be offered by professionally trained matured members of staff.

When asked to indicate whether the use of extrinsic reward and sanctions does not teach learners to become responsible and caring individuals who would be able to act appropriately without external suspension or coercion 14(43.8%) strongly agreed, 16(50%) agreed while 2(6.3%) disagreed. According to Taylor (1912) felt that incentives such as wages should be proportional to the work done likewise to the school settings rewards should be proportional to the level of discipline of the pupil.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION.

5.0 Introduction

This chapter presents the summary of the findings from the study, the conclusion drawn and its recommendation based on the findings. The purpose of this study was to investigate management of discipline in primary schools after the ban of corporal punishment. The study also sought to find out the role of administrators and parents in management of discipline. The study further investigated whether primary schools have alternative methods of managing discipline and benefits of alternative methods. The study further established the challenges faced by school system when applying alternative methods of managing discipline.

5.1 Summary of the findings

The finding of the study have been discussed basing on the following areas of focus;

- i. Role of school administrators in managing discipline after the banning of corporal punishment.
- ii. Role of parents in managing discipline after the ban of corporal punishment.
- iii. Alternative methods of managing discipline.
- iv. Challenges faces by teachers when applying alternative methods of discipline.

This chapter presented and analyzed the data. The organization was in such away that related information obtained was analyzed and reported together where characteristic of the sample was presented first to facilitate analysis and reporting. To adequately address the research problem, the data was analyzed and reported under the following titles; personal and occupational data, role of school administration and parents in managing discipline after the ban of corporal punishment, alternative methods of managing discipline, benefit of

alternative methods of discipline and challenges faced by teachers when applying alternative methods of discipline after the ban of corporal punishment.

The findings indicated that parents and administrators have a role in managing discipline after the ban of corporal punishment. The headteachers agreed that they have a role to communicate to the staff, pupils and parents on the expectation of them pertaining school rules and their consequences when they break them. The headteachers as the school managers agreed that there is need to offer rewards which are extremely effective in increasing desirable behavior. Headteachers are role model by being both effective in administration and by personal example through interacting with pupils. Headteachers also agreed that creation of good consensus among staff on rules and their enforcement will bring the standard of discipline high in the school.

The findings indicated that parents plays a great role especially in the early life of the children as they can influence either positively or negatively. Headteachers and teachers agreed that parents have a responsibility of fostering the social, intellectual emotional and physical characteristics that enhance the child's later learning both in school and life. Therefore parents have a vital role to play in the life of the child and not to put pressure on the children.

On the part of alternative methods of managing discipline after the banning of corporal punishment have a great impact on the pupil life when used appropriately. Reward method need to be given retributively for merit or deterinately where opposite behavior is manifested. an efficient guidance and counseling service will assist the pupils in guiding themselves to various situations and assets. Formulation and clarification of rules can be used to manage discipline as learners are able to be informed on the consequences of breaking the rule.

The findings of the study revealed that cultural aspects pose a challenge when apply alternative method of discipline in implementation and some families condoning it. Mass media also influence children as they can challenge the authority and teachers or school system have poor skills to offer guidance and counseling to equip learners with skills and knowledge to help them make appropriate and relevant choices as to fit in the world of work. Therefore a national program be instituted for professional training of teachers to handle guidance and counseling service and that the latter services should be offered by professionally trained matured members of staff.

5.2.0 Role of school administrators and parents managing discipline after the banning of corporal punishment

The study found out that school administrators have a role to play in managing discipline in their schools. The headteacher as the administrators have a role to communicate to staff, pupils and parents through newsletters, in the assemblies and handbooks. School administrators offer rewards both social rewards like smiling praising and complimenting with material rewards which are extremely effective in increasing desirable behavior. The school administrators play a vital leadership role in establishing discipline both by effective administration and by personal examples and are able to create consensus among staff on rules and their enforcement.

5.2.1 Role of parents in managing discipline after the ban of corporal punishment

The study found out that majority of the teachers agreed that parents have a great role in managing discipline after the ban of corporal punishment especially in the early years of the children. Parents and their influence in the early life of the child affects either for good or bad as they have a responsibility of fostering the social, intellectual, emotional and physical characteristics that enhance the child's later learning both in school and life. From the study it was identified that discipline is about training and parents should not put too much pressure

on their children to study or to do other work where individual child experiences tension and fear but parents should understand that children need more of empathy, understanding and friendship than being pampered with money and other material things in life. In fact parents view teachers as a dependable source of support in the academic and behavioral development of their children on the strength that the society has bestowed on teachers power and authority through the institution of the school. Parents therefore tended to share attitudes, beliefs and perception of the teachers who in most cases are also parents

5.3 Alternative methods of managing discipline

The study found out that school system and pupils preferred rewards guiding and counseling and formulation and clarification of rules. Guiding and counseling appeared to be regarded as the most effective alternative methods of instilling discipline. The perceptions of school system are that more time is needed to execute alternative measures of punishment. A technique like counseling requires training and patience is also necessary so that training can bear observable benefits. But such patience is likely to be shunned in a highly competitive and achievement oriented education system like in Kenya pupils welcomed the idea of formulation and clarification of rules in schools as they would be informed of the consequences of breaking the school rules. However, the widespread lack of empowering of teachers through skills and training for alternative methods of discipline by government agencies has negatively affected the implementation of alternative methods of managing discipline. Formulation and clarification of rules when made clear by the school system would make disciplinary measures more effective. This is because individual learners are given an opportunity to give their views and are given clear explanation on the rules.

5.4 Challenges faced by teachers when applying alternative methods of managing discipline

Findings of the study indicated that corporal punishment is replete with controversy. Those who are in support of it due to the advantage of immediate compliance to behavior become opponents when it was abolished for excessive abuse and misuse. There are two broad approaches which can be described as normative and punitive in nature. Normative involves manipulating conditions and situations to encourage appropriate behavior while punitive include physical punishment, threats and withdrawal of benefits or unpleasant experiences. The danger is that schools may resort to more sensitive and wasteful methods of handling learners showing aberrant behavior like forcing them out of the school prematurely in the absence of canning. The study further revealed that cultural perception towards corporal punishment played a key role in management of discipline in schools. More controversies arise due to the existing laws of Kenya by the time of political independence from British colonial rule in 1963 which allows persons less than 18 years to be punished for the purposes of their education. The study revealed that teachers lack skills to offer guidance and counseling to learners and also time. From the study media has given a great challenge to management of discipline in schools. Media have encouraged learners/children to challenge authority if they feel they have used poor methods that are not appealing to them.

5.5 Conclusions

Based on the findings, the following conclusions emerged;

That although the government through the ministry of education abolished corporal punishment in schools in Kenya, it has put in place little in the way of implementation plans, monitoring arrangements, publicity as well as solutions to possible management difficulties likely to face schools and those affected by it. This has resulted in conspicuous, dissatisfaction and general lack of support especially among school systems and parents. Findings in this study showed that school administrators have a role to play as a chair in the formulation and clarification of rules as well as play an important leadership role in establishing and maintaining school discipline. The study revealed that parents are key players in management of discipline as it is their responsibility to foster the social, intellectual, emotional and physical characteristics that enhance the child's later learning both in school and outside school. The research revealed that alternative methods of discipline like guidance and counseling, rewards, formulation and clarification of schools plays a great role in managing discipline.

School system could ensure that they have decisive authority to deal with disruptive discipline at school level to minimize cultural practices as obstacles. In addition, school system and learners should be able to comply with contemporary agreements of keeping personal and ethical distances towards incidences of human rights violation. Schools could also ensure that teachers have decisive authority to deal firmly with disruptive discipline, and reward teachers who cease from using corporal punishment on learners. Therefore on the whole the study found out that there are alternative ways to manage discipline in schools but school system and parents do not maximize them but continue to use corporal punishment. Then, concluded that management of discipline should start at an early age at home and

system need to be trained on alternative ways of managing discipline for them to deliver appropriately.

5.6 Recommendation

Based on the finding this study made the following recommendations;

1. Opening up of communication channels between pupils, staff administration, and parents to enhance effective discipline management in schools as most of the issues that provokes pupils can be easily resolved.
2. Guidance and counseling should be incorporated in the management of discipline cases with the aid of making follow up measures.
3. Periodic appraisal of state of discipline should be carried out to identify challenges that limit its management in schools.
4. Convening of regular meetings among the pupils and parents by the school system should be carried out always to create awareness on the importance of discipline on the overall performance of school.
5. Parents should be informed or reminded on their role in enhancing pupils discipline during school holidays.
6. School system need to be in a position to know the dangers of the new technology and pass the same to learners.

5.7 Areas for further studies

1. More research is needed on parental income, educational level, marital status and attitudes that contribute to indiscipline amongst learners.
2. Similar studies to be done in other parts of Kenya to validate the findings.
3. More research to be done to find out why most teachers do not use guidance and counseling method of discipline in primary schools.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

Dear Respondent,

I am a student at Moi University pursuing a masters degree in Educational Planning. Currently I am undertaking an academic research for partial fulfillment of the said degree.

The study aims at investigating management of discipline after the banning of corporal punishment in primary. In order to achieve the objectives of this study, I kindly request you to fill the questionnaire attached as honestly as possible. I assure you that your responses shall be used only for the purpose of this study and shall be treated with utmost confidentiality.

Thank you

Jedida Jepkoech

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

PART ONE

BACKGROUND INFORMATION.

1. Gender

- a) Male () b) Female ()

2. What is your age?

- a) 21-25 () d) 36-40 ()
b) 26-30 () e) 41-45 ()
c) 31-35 () f) Above 45 years ()

3. What is your professional qualification?

- a) P₁ c) Graduate
b) Diploma d) Masters

4. For how long have you been teaching?

- a) 16 years and above () c) 0-5 years
b) 6-15 years

5. For how long have you been in your station?

- a) 8 years and above () c) 2-4 years ()
b) 5-7 years d) Less than a year

6. Does the school management involve parents in management of discipline after the ban of corporal punishment.

- a) Yes ()
b) No ()

(If Yes, answer question 7 & 8. If no skip to question 9.)

7. How do school management ensure that parents are involved in managing learners discipline? (Specify).

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8. How effective is parental involvement in managing learners discipline after the ban of corporal punishment?

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

Others list

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PART TWO

9a). ROLE OF SCHOOL ADMINISTRATORS IN MANAGING DISCIPLINE AFTER THE BAN OF CORPORAL PUNISHMENT.

The following items relate to role of school administrators and parents in managing discipline after the ban of corporal punishment. Please tick the statement that agrees with the understanding of the problem.

Table 4:15 Role of school administration in managing discipline after the ban of corporal punishment.

Role of school administration in managing discipline.	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Chair formulation and clarification of rules					
Promotes effective communication channels					
Offer rewards					
Role models					
Enforcing school rules.					

9a) Role of parents in managing discipline after the ban of corporal punishment.

Table 4.16 Role parents in managing discipline.

Role of parents in managing discipline	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Assist school system in decision making					
Source of advice					
Offer guidance and counseling					
Ensure school rules are followed					
Role models					
Parents use alternative methods of discipline					

9b). Alternative methods of managing discipline

The following items on alternative methods of managing discipline after the banning of corporal punishment in primary schools. Please tick where appropriate.

Alternative methods of managing discipline.	Headteachers	
	Yes	No
Reward method of discipline		
Guidance and Counseling		
Formulation and clarification of rules.		

9c). Benefits of alternative methods of managing discipline.

The following items relate to benefits of alternative methods of managing discipline, please tick the statement that agrees with the situation in your school.

Table 4.20 Benefits of alternative models of discipline.

Benefits of alternative models of discipline	Headteachers		Teachers		Pupils	
	Yes	No	Yes	No	Yes	No
Rewards modify behavior implicitly or explicitly.						
Reward responses are strengthened while unrewarded responses suffer extinction.						
Guidance and counseling promotes discipline						
Formulation and clarification of rules						
Promote effective communication						

5d). Challenges faced when applying alternative methods of managing discipline.

The following items relate to challenges faced when applying alternative methods of managing discipline, please tick where appropriate.

Challenges faced when using alternative methods	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Cultural conflicts					
Influence from media					
Lack of skills on the use of alternative methods.					
Teachers have no sole authority in regard to punishing indiscipline learners.					

APPENDIX III: QUESTIONNAIRES FOR TEACHERS

PART ONE.

BACKGROUND INFORMATION

1. Gender: Male () Female ()
2. What is your age?
 - 21-25 years ()
 - 26-30 years ()
 - 31-35 years ()
 - 36-40 years ()
 - 41-45 years ()
 - Above 45 years ()
3. What is your professional qualification?
 - a) P1
 - b) Diploma
 - c) Graduate
 - d) Masters
4. For how long have you been teaching?
 - a) 16years and above ()
 - b) 6-15 years ()
 - c) 0-5 years ()
5. Does the school management involve parents in management of discipline after the ban of corporal punishment?
 - a) Yes ()
 - b) No ()

(If Yes, answer question 6 and 7. If no skip to question 8.)

6. How do school management ensure that parents are involved in managing learners discipline (specify).

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7. How effective is parental involvement in managing discipline after the ban of corporal punishment.

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

PART TWO

8a i) **What are the roles of school administrators and parents in managing discipline as per the view of the teachers. Please tick where appropriate.**

Role of school administrators and parents in managing discipline.	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Chair formulation and clarification of rules					
Promote effective communication channels					
Offer rewards					
Role modes					
Enforcing school rules					

8 a ii) **What are the roles of parents in managing discipline as per the views of the teachers.**

Role of parents in managing discipline	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Assist school system in decision making					
Source of advice					
Offer guidance and counseling					
Ensure school rules are followed					

8b) Alternative ways of managing discipline.

The following items relate to alternative ways of managing discipline. Please tick the statement that agrees with the understanding of the problem.

Alternative ways of managing discipline	Teachers	
	Yes	No
Reward method of discipline		
Guidance and counseling		
Formulation and clarification of rules.		
Promote effective communication channels		

8c) Benefit of alternative methods of managing discipline

The following items on benefits of alternative method of managing discipline in primary schools please tick where appropriate.

Benefits of alternative models of discipline	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Rewards modify behavior implicitly.					
Reward responses are strengthened while unrewarded responses suffer extinction.					
Guidance and counseling promotes discipline					
Formulation and clarification of rules of indiscipline among learners.					
Promote effective communication					

5d) Challenges faced when applying alternative methods of managing discipline.

The following statements are about challenges faced when applying alternative methods of managing discipline. Please tick in the box you response towards this.

Challenges faced when applying alternative methods	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Teacher has no sole authority in regard to punishing pupil.					
Influence of media can encourage learners to challenge teachers.					
Lack of skills on the use of alternative methods					
Cultural background					

APPENDIX IV: QUESTIONNAIRE FOR PUPILS

This questionnaire is purely for academic purpose. You are kindly requested to respond to them as genuinely as possible. Please note that the answers will be treated with a lot of confidentiality. Do not indicate your name anywhere in this form.

PART ONE

Background information

1. Gender: Male () Female ()
2. What is your age?
 - 10-12 years
 - 13-15 years
3. What class are you in?
 - a) Class 6
 - b) Class 7
4. For how long have you been learning in this school?
 - a) 8 years and above ()
 - b) 5-7 years ()
 - c) 2-4 years ()
 - d) Less than one year
5. Does the school management involve parents in managing discipline after the ban of corporal punishment?
 - a) Yes ()
 - b) No ()

(If Yes, answer question 6 and 7. If no skip to question 8).

6. How do school management ensure that parents are involved in management of discipline ? (specify).

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7. How effective is parental involvement in management of discipline after the ban of corporal punishment?

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

Others if any

.....
.....
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PART TWO

8a) Role of school administrators in managing discipline at the ban of corporal punishment.

i) Below are statements about role of school administrators in managing discipline after the banning of corporal punishment. Please put a tick in the box that represent your response.

Role of school administrators in managing discipline after the banning of corporal punishment.	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Chairs formulation and clarification of rules					
Offers rewards					
Role models					
Promotes effective communication channels					
Enforcing school rules.					

8 a ii) Role of parents in managing discipline after the ban of corporal punishment as viewed by the learners.

The following items relate to the role of parents in managing discipline. Please tick where appropriate.

Role of parents in managing discipline	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Assist school system in decision making					
Source of advice					
Offer guidance and counseling					
Ensure school rules are followed					
Role models					
Use alternative methods					

8b). Alternative ways of managing discipline

Below are statements about alternative ways of managing discipline after the ban of corporal punishment. Please put a tick in the box that represents your response.

Alternative ways of managing discipline.	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Reward method decrease indiscipline cases.					
Guidance and counseling is used in school.					
School system involves learners in formulation of rules.					
School system formulate and clarity school rules.					

8c) Benefits of alternative methods of managing discipline.

The following are items on benefits of alternative method of managing discipline in primary schools. Please tick where appropriate.

Benefits of alternative methods	Strongly agree	agree	Undecided	Disagree	Strongly disagree
Reward modify behavior.					
Reward responses are strengthened while unrewarded responses suffer extinction.					
Guidance and counseling promotes discipline					
Formulation and clarification of rules .					
Promotes effective communication channels					

5d) Challenges faced when applying alternative methods.

Below are statements about challenges faced when using alternative methods. Please put a tick in the box that represent your response.

Challenge faced when applying alternative methods	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Pupils are influenced by media and can challenge authority.					
Pupils have no say in regard to punishment given.					
Due to cultural background learners as children have no say or contribution.					
Some alternative methods have not been clarified to the learners.					