CHALLENGES FACED BY SECONDARY SCHOOL HEADTEACHERS AND TEACHERS IN MAINTAINING STUDENT DISCIPLINE IN THE POST-CANING ERA IN KENYA: CASE OF RONGAI DIVISION, NAKURU DISTRICT

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BY

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A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT

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DECLARATION

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



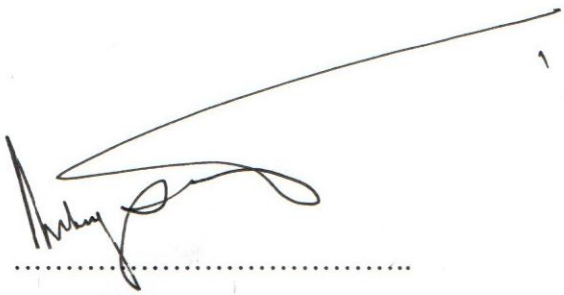
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APPROVAL

This report has been submitted to the Department of Educational Administration and Planning, Egerton University with my approval as the University supervisor.



.....

Dr. Anthony K. Sang

16/12/07.

.....

Date

DEDICATION

This work is dedicated to my children:

Irvin Kiplagat

Adrian Kibet

And

Sandra Chemutai

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First, I am grateful to the Almighty God from whom the intellectual knowledge and wisdom spring. Without Him, all human endeavors are futile. To Him I give all the honour.

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ABSTRACT

Discipline is one of the most important factors that help all social systems to function effectively and to achieve their purpose. In schools, students are expected to adhere to the school's code of discipline and any deviation from the norm is usually checked through disciplinary system existent in the given school. For a long time, the most commonly used form of punishment was corporal punishment. However, its misuse by some teachers led to its ban in schools, which is in accordance to the rights of the child as stipulated in the Children Act No.8, 2001. This radical move in the approach to maintain discipline in Kenyan schools poses more questions than answers on the way forward among teachers and headteachers. The purpose of the study therefore, was to determine the challenges and options for secondary school administrators in maintaining student discipline. The literature review focused on the nature and causes of indiscipline, management of discipline in secondary schools and the role of school administrators in the overall school discipline. The theoretical framework guiding the study was adapted from Piaget's development theory, Maslow's human behaviour theory, and Mead's social factor theory. The relevant research design for this study was cross-sectional survey research. The research was conducted in Rongai Division, Nakuru District and involved four head teachers and 40 teachers from four public secondary schools. Data was collected through questionnaires. Analysis of data employed descriptive statistics such as frequencies and percentages. Inferential statistics namely chi-square was used to test the relationship between the type and category of school and the state of discipline. The major findings of the study were that student discipline in secondary schools in the post-caning era has deteriorated due to constraints in the implementation of the new approaches to discipline. Teachers lacked the necessary skills to implement them. Parents, headteachers and the MOEST were also not supportive. It was also found out that there are certain discipline problems which are more prevalent in certain types and categories of schools than others. Based on these findings, the study concluded that in order for school administrators to maintain student discipline in the post-caning era, all the stakeholders (teachers, parents and students) should be involved in decisions regarding discipline. Teachers should also be trained in the area of Guidance and Counselling. This would enable them deal with problems which undermined implementation of the new approaches to discipline.

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LIST OF ABBREVIATION AND ACRONYMS

MOEST- Ministry of Education Science and Technology

AEO- Assistant Education Officer

HT - Head teacher

T- Teacher

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Discipline is a vital facet in any society and more so at secondary school level where the shaping of individual character to the most desired personality is at its prime (Muthiani, 1996). To many people, discipline means punishment, inflicting pain and instilling fear. According to this view, discipline is negative. It has to do with correction of the wrongdoers. However, discipline can be regarded as a positive effort (Mbiti, 2002). It can be seen in terms of training, not correction; guiding not punishing; arranging conditions for learning, not just restricting (Mbiti, 2002).

Discipline implies good conduct or behaviour of an individual according to the set standards and norms of the society (Olembo and Cameroon, 1986). The opposite of this is indiscipline, which implies bad behaviour or misconduct. Parents, teachers, school administrators and the general public believe that learners should grow up as disciplined, reliable and exemplary future citizens (Lingren, 1980). According to Okumbe (1998), discipline is the action by management to enforce organizational standards. In an educational organization, there are many set standards or codes of behaviour to which students must adhere or uphold in order to successfully achieve the objectives of the school (Okumbe, 1998).

As students from various socio-economic backgrounds meet in the school environment, the need to observe rules and regulations becomes imperative so that order, discipline and a conducive learning environment may be created (Muthiani, 1996). In Kenya, the Education Act (1968) permits the authority structure in any school to make administrative rules pertaining to the discipline of the pupils and to prescribe appropriate punishment for breach of non-adherence to such rules (Republic of Kenya, 1972 Cap 211, 73). When the youth are seen to be going against the etiquette, the public is quick to blame teachers and the school (Ball and Goodson, 1985).

According to Husen and Postlethwaite, (1985), many teachers react to indiscipline by using punishment. Punishment refers to any undesirable action or event instituted against a person who has committed an offence (Mbiti, 2002). There are varied forms of punishment; physical punishment (such as caning or torture), social punishment (such as imprisonment or doing social work) and psychological punishment (such as scolding and humiliation) (Muthiani, 1996). Punishment is intended to correct the offender, to deter him or her from repeating the

offence and as retribution. However, there is an old age controversy over the essence of using punishment to modify the bad behaviours of offenders. Lindgren (1980) has highlighted that sometimes punishment aggravates bad behavior rather than stopping or controlling it.

In schools, punishments include detention, extra class work, summoning parents to school, suspension, ridicule and expulsion. However, the most commonly used form of punishment has been corporal punishment. The legalized form of this was the use of the cane. According to Watson (1985, 103), corporal punishment has its roots in the Judaeo-Christianity and the thoughts of ancient Greeks and Romans that is 'spare the rod and spoil the child'.

Mbiti, (2002), in his traditional approach to discipline further states that the old scheme of discipline seems to be based on the idea that the child is naturally bad and that his badness must be controlled. The child's nature was thought to be evil and this evil must be dealt with ruthlessly. Over the course of history, corporal punishment has been a popular form of punishment, sometimes with interesting reports of its use. It continued to take a special place in schools in many countries. According to Kaikai (1992, 38), "caning has been the oldest form of punishment in schools the world over, and is still with us today". However, in most countries of Europe and in U.S.A, the use of corporal punishment in schools has been banned (Waihenya, 2001).

According to Chapter 211 'Education Act' of the laws of Kenya, (1970, revised in 1980), corporal punishment can only be administered under certain conditions. It can only be administered for serious cases such as continued or grave neglect of work, lying, bullying, gross insubordination, indecency and truancy. It can only be inflicted by the headteacher or by a teacher in the presence of the headteacher or by a teacher to whom authority has been delegated such as a housemaster in the case of boarding schools. Corporal punishment should be inflicted on the buttocks with a cane or a smooth light switch or the palm of the hand with a strap not less than one and a half inches in breadth. A record of every case should be kept by the school head teacher and it should contain the child's name and age, the offence committed, the number of strokes inflicted, the date it was administered and the name of the person who administered it. In addition to these, corporal punishment may be inflicted only after inquiry and not on the presence of other pupils, and in accordance with the penal code, corporal punishment should not be inflicted on girls or women (Republic of Kenya, 1980).

From the foregoing Education Act stipulations, a teacher is prohibited from administering corporal punishment to any pupil unless with direction from and in the presence of the head

teacher. Although the head teacher and the deputies have the mandate to administer this punishment, they are restrained by formalities involved. However, in the Ministry of Education Science and Technology circular (Ref: G9/Vol,VIII/26 of 20/3/2002) whose subject was "Ban on corporal punishment in learning institutions", it was noted that some teachers out of ignorance of the Education Act still used corporal punishment indiscriminately, culminating in physical assault with disastrous consequences. Teachers used blackboard dusters, rulers, sticks, hose pipes and all types of canes to hit pupils (Somjee, 1993). All these were a clear indication of violation of the Education Act.

As a result of its negative consequences, the use of corporal punishment as a method of disciplining learners was banned by the government through the Legal Notice No. 56/2001. This ban nullified the Legal Notice No. 40 of 1972 contained in the Education Act Cap 211 (Revised 1980). This was done by the Government through a communication from the Ministry of Education by the Permanent Secretary to the cabinet and Head of the Public Service, Ref. No. OP/2A dated 27th July, 2000.

The move to ban corporal punishment, its proponents argued, was based on the fact that it is against provisions provided for in international instruments on child protection to which the Kenya Government is signatory, namely:

- The African Charter on the Rights and Welfare of the Child; 1990.
- United Nations Convention on the Rights of the Child, (the CRC) 1979.
- Defense for Children International, Geneva, Switzerland.
- The Kenyan Constitution; Children and Young Persons Act (Cap 141).

The guideline spelled out in the documents cited above are in agreement with child protection and welfare provisions as contained in the Children Act No. 8 of 2001 which provides that:

- A child shall be entitled to protection from physical and psychological abuse by any person (Children Act: part II section 13 (1): 509).
- A child shall not be subjected to torture, cruel treatment or punishment (Children Act: part II section 127: 599).

Corporal punishment is therefore a violation of the rights of the child as stated in the Charter and Convention. For example, The African Charter Article XI- Education, paragraph 5, states that "State parties to the present Charter shall take appropriate measures to ensure that a

child who is subjected to schools or parental discipline shall be treated with respect for the inherent dignity of the child". It is because of this that the Education Act is being amended so that it is in harmony with the Children Act and other laws. It was argued that corporal punishment has negative effects on children, both physically and psychologically. According to the Ministry of Education Science and Technology Legal Notice No. 56, it is argued that corporal punishment leads to trauma, humiliation and physical injury to children. It further states that it increases rebellion, causes hatred between pupils and teachers and introduces fear and anxiety which adversely affects their learning, leading to poor performance in academic work.

However, this move in the approach of discipline enforcement in schools calls for an urgent need to have suitable alternative ways for handling school discipline. The Ministry of Education through a circular (Ref: G9/1/Vol, VIII/28 of 20/3/2002) came up with two major strategies that would suitably replace corporal punishment. They are:

- Initiating programmes that would educate parents, teachers, pupils and society at large on the harmful effects of corporal punishment and availability of effective alternatives.
- Strengthening of Guidance and Counselling services in all educational institutions schools.

However, during the Kenya Secondary Schools Heads Association conference held in June, 2001 at Kisumu whose theme was "Discipline in Education Management at cross-roads," various issues were raised by the head teachers concerning the ban of corporal punishment. According to the head teachers, the ban on caning had complicated issues. They observed that they were now being forced to suspend students, call in parents and even use some very cruel and crude ways of enforcing discipline such as kneeling down, throwing students out of classroom and recommending expulsion. They argued that Counselling alone cannot eliminate indiscipline and besides the Ministry of Education has not given much in terms of logistical support. The headteachers further observed that many schools have a Guidance and Counselling Unit; but they are staffed by ill-prepared teachers. They also pointed out that most of them (headteachers) do not have the essential skills of assisting learners who may have behaviour problems. Headteachers also felt that the ban on the cane had been taken too quickly by the Ministry of Education and without consultation. It is argued that if the input of the head teachers was sought before the legislation against corporal punishment, more balanced proposals would have been put forward. Being at the grassroots, and having observed the bahaviour patterns of

students for a long time, they would bring first hand experience to policy formulation (Kamotho, 2001).

Teachers are therefore confused on how to handle errant students and the directive is yet to be implemented where questions abound over the most appropriate alternative to the cane (Waihenya,2001). Several claims have been put forward that the cane is still being administered despite the new rule. The East African standard (2003) for example, reported an incident where a Form Three student of Meteitei Secondary school in Kapsabet was admitted at the district hospital after he was allegedly beaten up by his teachers for refusing to serve food to a prefect. Teachers contend that they are caught in a dilemma where they have to decide either to keep the law and watch indiscipline rise or break it and maintain order (Waihenya, 2001).

1.2 Statement of the Problem

Discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose (Wang'eri 1986). In all institutions of learning, discipline is a key issue (Olembo & Cameron, 1986). The main goal of discipline, both in the school and in the home, is to produce young people who will be responsible people when they become adults. Such people should be able to make their own decisions and accept the consequences of these decisions (Mbiti,2002).

For a long time, caning has been used as a means of enforcing discipline among students perhaps the reason being that it is the only "language" that learners, especially those hailing from dogmatic authority, understand (Wragg & Partington, 1989). Its advantage is that it is quick and efficient, but often resulted in serious injuries on pupils and in a number of cases, death (Muthiani, 1996). Consequently corporal punishment was banned as it was viewed to be against the rights of the child as stipulated in the Children Act No. 8, 2001. This radical approach of maintaining discipline in Kenyan schools, as shown in the background information, poses more questions than answers on the way forward among teachers and administrators. It is against this background that this research aimed at investigating the challenges faced by secondary school headteachers and teachers in maintaining student discipline in the post-caning era.

1.3 Purpose of the Study

The study was intended to determine the challenges faced by headteachers and teachers in maintaining student discipline in the post-caning era. Corporal punishment has been central in instilling discipline in schools. With its abolition and the absence of a definite approach or guideline for teachers on how student discipline should be handled, prospects for the rise of discipline problems in schools like use of drugs, arson, rape etcetera are high. The study is therefore intended to determine the state of student discipline in secondary schools in terms of approaches used to maintain it and the problems encountered by the headteachers and teachers in maintaining it.

1.4 Objectives of the Study

The specific objectives of the study were:

(i) To determine the state of discipline in secondary schools in post caning era.

(ii) To establish the new approaches to discipline that are being adopted by school administrators in secondary schools in post caning era.

(iii) To establish the problems associated with the new approaches to maintenance of discipline in secondary schools in the post caning era.

(iv) To assess the relationship between the type of school and the state of discipline in secondary schools in the post-caning era.

(v) To assess the relationship between the category of school and the state of discipline in secondary schools in the post-caning era.

1.5 Research Questions

The study sought to answer the following questions:

(i) What is the state of discipline in secondary schools in the post caning era?

(ii) What approaches have been used to maintain discipline among students in secondary schools in the post caning era?

(iii) What problems are associated with the new approaches to maintenance of discipline in secondary schools in the post caning era?

(iv) What is the relationship between the type of school and the state of discipline in secondary schools in the post-caning era?

(v) What is the relationship between the category of school and the state of discipline in secondary schools in the post-caning era?

1.6 Assumptions of the Study

The following assumptions were made in the study:

(i) Different schools use different approaches to discipline their students in the post caning era. That is, there is no conventional approach to discipline in secondary schools.

(ii) Secondary schools have a responsibility to impart acceptable societal values to the students.

(iii) Student discipline is one of the responsibilities that is increasingly demanding the attention of school administrators.

(iv) The selected respondents in this study would voluntarily provide the relevant data to meet the objectives set in the study.

1.7 Significance of the Study

Given the emphasis put on the role of schools in shaping the character of the youth, this study will assist head teachers as the overall coordinators of school activities to guide teachers in the school on the appropriate measures to take in order to curb indiscipline among students. It will also help in suggesting alternative ways of dealing with errant students and changing teachers' attitudes by equipping them with relevant knowledge and skills of dealing with cases of indiscipline in a student-friendly way, and supporting them in their endeavors to improve learners lives. It will also provide additional information / knowledge to existing literature on the state of discipline in Kenya so as to enhance good discipline in schools and also in serving as a basis for further research in other areas not covered in this study.

1.8 Limitations of the Study

The study was however constrained by:

Lack of well articulated literature on the area of study especially it being a contemporary problem. The impact of this limitation was minimized by relying more on the few reports that have been documented on the subject with regard to the factors contributing to its break-down and recommendations put forward as measures necessary to curb it.

Another limitation was that of the headteachers and teachers' reluctance to give exact information on the new approaches to discipline for fear of victimization. This was however, reduced by assuring them of confidential treatment of the information that they will give and also the researcher trying to establish a rapport with the respondents.

The research was a case study covering one division in Nakuru District. This narrowed the degree of national representativeness of the findings. This limitation was however, minimized by using a sampling procedure that ensured a fair representation of the study units in the area. This allowed one to generalize the findings for the region.

1.9 Definitions of Operational Terms

For the purpose of understanding this study, the following terms are defined:

Category of school

In this study, it is used to refer to the Ministry of Education's categorization of schools according to status e.g. national, provincial, district and private schools.

Corporal punishment:

The Ministry of Education Science and Technology defines corporal punishment as infliction of pain on an errant learner by a teacher using a well-defined cane, and in accordance with the stipulations of the Education Act (Laws of Kenya, Chapter 211, 1980). However because of frequent overstepping of the stipulations by teachers, corporal punishment was given a wider scope in this study and was defined as teacher's infliction of physical pain on a learner through slapping, kicking, caning, boxing or hitting with an object following an offence committed by the learner. In this study, it is used interchangeably with 'caning'.

Discipline

In this study it is used to mean training of students to act in accordance with rules. The art of conforming to rules and regulations. When students do not break school rules, they will be called disciplined students. When they do not conform, they will be called indisciplined students. According to Luthans (1989), discipline is action by management to enforce organization's standards.

Post caning

In this study, it is used to refer to the period after corporal punishment /caning was banned or outlawed by the Legal Notice NO. 56/2001.

School administrator

It is used to refer to a person charged with the responsibility of carrying out the process of planning, deciding, organizing, coordinating, communicating, evaluating and influencing matters concerning the school programme, pupil personnel, community relations and financial management in a school for example headteacher.

Type of school

In this study, it is used to refer to the organization of schools according to gender such as mixed schools, girls' schools, boys' schools and also the nature of the schools that is whether they are day or boarding schools.

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CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

In this chapter, literature related to student discipline in secondary schools, management of student discipline and the role of school administrators in maintaining student discipline was reviewed. Different authors and researchers who have done some work in this field were highlighted together with their contributions. Loopholes or limitations pertinent in such studies were also pointed out. The literature was reviewed from books, Periodicals, Journals, local daily papers, theses, and dissertations and also from government/ official documents.

2.2 The Nature of Indiscipline in Secondary Schools

It is important to point out here that there is relatively little amount of literature on scientific studies concerning discipline in schools. According to Curwin and Mendler in Husen and Postlethwaite, (1985, 1405):

> Research into student conduct and school discipline has ignored those influences over human behaviour which are subtle, tacit and difficult to measure. Researchers schooled too narrowly in scientific methods in the western traditions, shun concepts which are inherently normative such as discipline.

The above authors assert that discipline has received more of philosophical (metaphysical) attention rather than scientific investigation. Due to this, literature particularly on the challenges faced by school administrators in maintaining student discipline in the post caning era is scarce.

Discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose. In fact no government institution or establishment of any kind would function without discipline. Every social system is, therefore, expected to adhere to the code of discipline which guides them along the right path. Any deviation from the norm is usually checked through the disciplinary system existent in the given social system (Wang'eri 1986).

Schools are very important social systems that serve two purposes. They give students training in matters of intellectual nature hence helping them to acquire knowledge. They also

serve a very important role of training students in good conduct. Therefore, discipline has to be observed if schools objectives, goals and purposes are to be realized (Okumbe 1998). Educators, parents and the society at large expect good discipline from the schools. In fact the issue of good discipline in our schools is a major concern to all citizens. It is the desire of every parent to have their children enrolled in schools where students perform well in external examinations. Equally important, every parent wants to know whether the school that the child is enrolled has a tradition of good discipline (Wang'eri 1986).

A well run school, therefore, depends on few but clearly understood rules which students find easy to follow (Olembo 1986). According to Luthans (1989), discipline is action by management to enforce organizations standards. In order to successfully achieve the objectives of a school, all the members of the educational organization are required to strictly adhere to various behaviour patterns for maximum performance.

Indiscipline among youth in Kenyan secondary schools can be observed in the various forms. First, there is the self-destructive behaviour such as drinking of alcohol, smoking, taking drugs and cases of suicide. The use of alcohol and smoking is a common problem among boys' schools and less in girls' schools. Destruction of school property such as burning of school buildings or by deliberately breaking them has lately been experienced as a costly discipline problem (Irungu, 1987)

Strikes and boycotts of lessons is another form of indiscipline that students employ to express their grievances, but bullying and fighting (Muya, 1987), are noted as the most dangerous forms of indiscipline, since they inflict injury on others.

Pregnancies among girls are a major problem in girls' schools that has become difficult to control. Coupled with this are cases of improper sexual behaviour in some boarding schools. Truancy, theft, defiance of authority (being rude to teachers or prefects) and rowdiness is a problem that nearly all schools experience. Some schools have come to accept that these are existing problems that are not easy to eradicate.

Pepinski (1976) points out that all these discipline problems adolescent students present could, by a strict definition be considered as delinquent acts, yet no one seems to understand why students are acting that way. To understand why students' act the way they do, one has to scrutinize the causes of indiscipline.

2.3 Causes of indiscipline in secondary schools

Discipline problems are experienced in any normal secondary school. These can on one hand be attributed to personality behaviour problems and on the other hand, to group behaviour problems (peer influence) among others. It should be noted that any child or group of children will behave in a certain way due to many and varied factors. A child will not engage in misbehaviour just for the sake of being naughty. There will be motivating states in the child or group of children that lead to either misbehaviour or criminal acts (Lerner, 1984). What teachers and parents see and therefore punish is the overt behaviour (observable acts). They do not look beyond this to understand the covert behaviour (the motivational states that lead to behaviour). So the punishment given will be out to change the undesired observable behaviour therefore missing the whole point of modifying both overt and covert behaviour.

Extensive research has been done internationally on student control in schools which in essence entails the application of school rules and regulations. Lindgren (1967) found out that among factors that cause indiscipline in schools is the administrative behaviour of teachers. Teachers who with a sense of unquestionable authority snap or ignore students' ideas and use harsh and punitive measures to discipline students, make them develop shyness, lack confidence and have a feeling of unworthiness. These problems strongly indicate the need for human approach to student discipline.

These findings are supported by Mortimore *et. al* (1988) who carried out a study that partly aimed at identifying the factors that make some schools more effective than others in promoting students' learning and development. Among factors identified was "positive school climate" whose indicators included the working conditions of teachers, teachers' attitudes towards their pupils, and student involvement in setting of standards by which to live.

Smith (1985) also warns that the way we treat children is itself something they learn from; if we keep our schools under most constant surveillance throughout, they may well learn to regard themselves as people who cannot be trusted to work in a more relaxed atmosphere, with the result that they never will.

Husen and Postlethwaite (1985) also contend that school related factors stand out paramount as affecting student behaviour. For instance, traditional schools are characterized by custodial student discipline measures, poor communication between teachers and students and school activities are chosen for students in the form of a rigid curriculum. Their findings were

that students in open schools have positive attitudes towards school than students in traditional schools. Openness of a school here refers to flexibility, mutual trust and respect between students and teachers. Part of what causes indiscipline in schools has been argued to be lack of diversified curriculum that can cater for every student's needs (The Kenya Times 1988).This can be seen in students who do not like academic subjects. When a student does not like a subject, he/she acts out by either hating the teacher who teaches the subject or engages in behaviour that will interfere with learning the subject.

According to Wang'eri (1986), students are a product of the society as they are born and reared in the society. There are social factors that lead to indiscipline in schools from the family background and the social models influence the behaviour of the students. In the family unit, if the child has lacked love, attention and freedom, if the child has been spoilt or over protected in the school, he/she will seek what is missed at home. A child who is ignored at home will seek attention in school and may misbehave if it is the only way he/she will be noticed and therefore his/her existence recognized. A child who lacks love will seek it from the teachers or join a bad gang. A child who lacks freedom at home will seek it in school therefore engage in bad behaviour. Ayieko (1988) also points out that some of the discipline problems in secondary schools are influenced by parental upbringing. Parents who have lost control of their children at home prefer to have them in schools where somebody can help to reform them. Apparently it is usually a transfer of the problem from home to school. Besides the models in the family unit, the students are also exposed to models in society. Students read thriller stories, watch violence on television, movie theatres and even in real life situations. They see teachers beating up naughty students and even their parents beating them. There are so many aggressive models that students who fight are only imitating what they have learned from the society around them.

Another factor that should not be overlooked is the psychological state of the individual student (Lerner, 1984). If for instance a student does not achieve well academically, he/she will be frustrated and the frustration emanating from this area could lead to very negative behaviour. The student who does not excel in school work will at times seek to excel in misconduct so that he/she is at least noted for something.

Of great importance is the fact that the young boys and girls in our schools are undergoing the adolescence crisis. Some of them earlier than their age mates, others together and yet a third group will be late maturers (Lerner, 1984). This stage has its psychological problems.

During this period, the boys and girls acquire biological maturity by developing secondary sex organs and therefore biologically capable of reproduction. They start being attracted to the other sex yet because they are still in school, they are not allowed by society to use their newly developed sexual powers. Adolescents also have a lot of energy to expend and they suffer from changing moods of depression and irritability. Unless the adults understand the problems of adolescents and help them where necessary, the boys and girls will project their internal conflicts through undesirable behaviour. This is an acceptable stage of growth and development and educators and parents have to be careful how they handle the very delicate situation. If the young boys and girls are not given proper guidance at this time, the damage done to the adolescents may be irreversible.

Inadequate facilities in schools also breed indisciplined mob behaviour. When students do not have adequate laboratory facilities, textbooks, or are congested in their dormitories and classrooms, they will result in violent mob behaviour and at times the consequences can reduce buildings to ashes and students can kill one another. Therefore, schools must create adequate resources to reduce indiscipline.

Food in the right quality and quantity and variation is another very sensitive issue for students. The adage goes "A hungry man is an angry man" one may say "A hungry student is a dangerous person." When students are give little food in little quantity and lacking in variation they react very violently. Students in secondary school are in their rapid growth stage where they need a lot to eat in the right quality and good quantity (Wang'eri 1986).

Poor administration is also a cause of indiscipline in schools especially where the head teacher has some shortcomings. According to Olembo (1986,55), a head's first responsibility is to the children in his care. All pupils/students in his/her school should feel that their head cares about them as individuals. Sisungo (2002) further asserts that the head teacher should be a cheer leader and facilitator to the teachers and students. He or she is expected to work efficiently and effectively with other people in a one- to-one basis and in a group setting. To achieve this he/she has to be sympathetic, understanding, patient and willing to listen. The absence of clear channels of communication is an indication that the potential sources of conflict are not being addressed by head teachers (Griffins, 1994). If the head teacher does not devote himself/herself to the school and gives priority to his or her businesses, if he/she is a dictator who never allows the students a chance to be heard, trouble would be expected to erupt one time or another. Students

who see very little of their head teacher or who have not participated in the drawing of rules and regulations that govern them will be frustrated and will take the slightest opportunity to project their frustrations and engage in indisciplined mob behaviour (Maundu, 1986).

Shortage of teachers or incompetence of teachers especially in highly esteemed subjects like mathematics, English language and sciences will affect the state of discipline in schools. This means that some classes may be without teachers and the few therein are overworked. This may cause indiscipline among students who are not involved in active learning. Teachers who are overworked cannot be effective (Maundu, 1986).

A study by Maina (1994) also found out that indiscipline in schools was due to limited interactions between parents, teachers and students. Similarly, parents' attitude to teachers, school head and reaction to school disciplinary procedures, rules and regulations also affected student behaviour (Maundu, 1986). It should be noted that parental participation is vital if students were to imitate them and for teachers to understand them.

The causes discussed above are mainly those that have been noted to affect the behaviour of the child. They are mainly influences from without, but to understand the real causes of student indiscipline, we have to see the student as a person, who has his/her unique way of developing and therefore behave differently. It is by understanding the factors that are associated with this development that we can precisely point out the real causes.

2.4 Management of Discipline in secondary schools

Each secondary school in Kenya has its own unique way of maintaining discipline within the school. According to Ayieko (1988) there are, however, common methods that most schools use. These are school rules, punishment, Guidance and Counselling and moral lectures. All these methods to some extent have helped the schools to control discipline problems. The moral lectures for example, educate the students on the dangers of smoking, alcohol abuse, drugs, pre marital sex, abortion and the like. This is done with the aim of discouraging the students from indulging in such practices Experts in these areas are invited by the schools to talk to students, implicitly to discourage them from using what might affect their health or education. However, the problem with such talks is that there is never any follow up done to ensure whether students have desisted from such practices. Sometimes, another person may be invited to talk to the

students on the same topic and this makes the moral talks lose its meaning. It is also hard to tell whether students do benefit from such lectures or not. If they do, there should be a change.

In Kenya much indiscipline is not seen in the classroom, but often outside the classroom. This could be due to the different methods individual teachers use to maintain silence in the classroom. The only place where teachers have problems controlling students is outside the classroom. Here, students have more freedom to express themselves and can easily misbehave without being noticed. This is where smoking, fighting, sneaking out of school and disobeying prefects usually takes place. Because of the large student population outside the classroom, it is often difficult for the teacher to all the students by name. It is when the teacher fails to identify students by name that they find it easy to misbehave (Ayieko, 1988)

Because of indiscipline being experienced outside the classroom, there needs to be a kind of discipline where students will discipline themselves without necessarily waiting to be patrolled by the prefects or the teacher.

However it is worth examining the effectiveness of some of the methods used in maintaining discipline in secondary schools.

a. School rules
b. Punishment
c. Alternative methods which are being used by teachers.

2.4.1 School rules

All secondary schools have school rules that are supposed to govern the conduct of the students within the school and sometimes even outside the school compound. The purpose of the school rules is to ensure that discipline is maintained in schools. All students and teachers are supposed to be familiar with the rules and it is the first thing a student is given whenever he/she joins a school. Not knowing the school rules can be termed as defiance of authority and is punishable in some schools (Ayieko, 1988)

These school rules vary in content and organization according to different schools expectations. However, most of them have a similar area of emphasis yet each school differ from another by what it considers as breaking the rules. This places the school rules in an intricate position. Lack of uniformity of concept in the school rules gives students room to behave differently in different schools. This, in a way encourages indiscipline (Wang'eri, (1986).

Another notable characteristic of school rules is lack of detailed specifications of the consequences of violating the school rules. This places the teacher in the difficult situation of deciding the nature of punishment for any committed offence. Students have also noticed some loopholes and can easily violate the rules and only get a light punishment. Where penalties have been specified, it is either suspension or expulsion. Some are rather ambiguous without clear definition. For example, 'whoever breaks this rule shall be dealt with severely.' The word 'severely' may not be very clear to students. Students therefore misbehave because the school rules have not defined clearly the kind of behaviour they are expected to exhibit. (Ayieko, 1988).

Another weakness of the school rules is that some of them have never been reviewed since they were drafted, such that a rule that was applicable in the past is still in force when it ought to have been deleted or reframed to suit the present discipline problems.

Since school rules serve as important guideline for students in the school, they should be drafted in a way that will help students elicit the expected behaviour by the authority. According to Olembo (1986), a well run school depends on a few but clearly understood rules which students find easy to follow. Duke (1986) suggests some guidelines that authorities can consider when drafting the school rules and these includes the following:

(i) Rules should clarify its intentions.

(ii) Rules should specify the persons to benefit from the rules, in this case the teachers as well as the students.

(iii) The school rules should not expect discipline problems to disappear all of a sudden, but should put into consideration students' youthful immaturity.

(iv) School rules should act as guidelines and teachers should help students who cannot cope with the rules.

Although school rules can continue being used as guideline to discipline, what is important is to improve those conditions that give rise to indiscipline (Kounin, 1970). This in effect will reduce dependency on the rules.

2.4.2 Punishment

Punishment is the main method most teachers in Kenya use for maintaining discipline in school. To some teachers it is the most effective way of dealing with students who misbehave (Ayieko, 1988). The reason behind the use of punishment is that it removes an unwanted behaviour repertoire (Walters & Grusec, 1977). This underlies Thorndike's (1966) and Skinners (1953) theories that punishment weakens an ongoing behaviour and reduces the learning of that behaviour. Theoretically, punishment is the infliction of pain on an organism so that it can stop the undesired behaviour and learn the correct responses that will not cause it to be punished. Skinner's (1953) rat as a result of electric shocks had to learn to make the correct responses so as to be rewarded and avoid the punishment of shocks.

It is with this theory in mind that teachers tend to use punishment to reduce the tendencies to behave in a certain way (Skinner, 1953). If theories behind punishment were strictly adhered to, and that the punishment succeeds in completely removing the undesired behaviour without having any effect on the organism, it would be quite effective. But, sometimes the reasons behind punishment and the way it is applied by some teachers make one to question its effectiveness. Hagreaves (1972) argues that teachers do not necessarily punish so as to reduce the students behaviour but because they feel that the student is a threat to them. There are times when teachers just punish so that the child can learn some lessons. This mostly happens when the teacher has been frustrated by the student. In such a situation, punishment is used as vengeance rather than to correct the student. Sometimes teachers punish because they cannot just think of any other way of managing misbehaviour. To some teachers, punishment is the quickest and the easiest way of dealing with indisciplined students (Mercurio, 1972).

One of the reasons why teachers tend to rely on punishment is due to the influence of the head and other teachers who apply it. The first thing that a new teacher is told when he/she has joined the staff is about the 'notorious students' and the problematic class.

Support from parents has also encouraged teachers to continue using punishment. Most parents do not see talking to students as being useful. To them, the only language that an indisciplined youth can understand is punishment. These are those parents who have tried to talk to their children but in vain.

2.4.3 Nature of punishment

The type of punishment usually used is corporal punishment (cane), cutting grass, digging a rubbish pit or school garden, kneeling on the pavement or gravel for some few minutes or hours, unproductive writing e.g. writing repetitive words such as 'I shall not be late again,' cleaning toilets or dormitories, sitting on the floor as teaching goes on, time out on assignment, detention, suspension and expulsion. Some of these punishments are very severe such as corporal punishment and it is due to its adverse effects that the government banned its use in schools (Legal Notice No. 56/2001). Punishments usually take a lot of student's learning time. Some can take a lot of hours, days or even up to two weeks. All these depend on the gravity of the offence and also the teacher.

The question teachers ought to ask themselves when punishing is whether the punishment is going to deter the behaviour. Otherwise if the punishment does not succeed in eliminating the behaviour, then it is unjustified.

Punishment theorists hold that even if punishment reduces the strength of behaviour, it does not eliminate behaviour. The effect of behaviour is temporary suppression of behaviour not a reduction in the total number of response. Even under severe and prolonged punishment, the rate of responding will rise when the punishment has been discontinued (Skinner, 1953). This means that even if teachers punish, they should bear in mind that punishment does not remove the behaviour but only suppresses its occurrence. According to Skinner as in Charles (1992), punishment could suppress misbehaviour but not eradicate it. Having done a lot of research on punishment, he concludes that punishment is an ineffective way of eliminating behaviour. He states that punishment has its dark side. While it suppresses unwanted behaviour, it produces side effects that sometimes override the best educational intents. If students see punishment as unwarranted, malicious, or excessive, bad feelings result that are very difficult to overcome. Those feelings may provoke retaliation toward the teacher and other students, or withdrawal. For these reasons, teachers are advised to use punishment as little as possible and to learn the positive methods of dealing with discipline problems. Non-punitive methods of interpersonal control that is by using other alternatives should be encouraged.

2.4.4 Alternative Method

There exist a number of alternative methods to punishment that teachers can use. Some of these are:

(i) Use of rewards (Clarizio, 1971)

(ii) Dialogue with students (Alschuler, 1980)

(iii)Reprimand or disapproval (Rutter *et al*, (1979)

(iv)Referral (Polier *et al*, 1979)

(v) Youth clubs (Kweyu, 1987)

It should however be noted that some of these alternative methods may only be applicable in lower primary schools but not in secondary schools. Take for example the use of rewards, whereby a student is rewarded for desired behaviour and punished by withdrawing the reward for bad behaviour. A teacher in this case may use tokens or praise to give the reward. In my opinion, for a student in secondary school rewards may be considered to boost their self-image but not for helping them change their behaviour. Rewards can work with children but not with youth.

Of the above mentioned alternatives, the ones that may be more effective in secondary schools are dialogue, referral to specialists and making use of parents (Polier *et al*, 1979).

Dialogue means the teacher and student can discuss the problem in detail and come up with suggestions that will help both of them (Alschuler, 1980). If the teacher understands the problematic student better, it is advisable for him/her to deal with the student by talking. He/she should work the problem with the student directly than using other means. The importance of talking with the student is that it makes the student realize how serious the teacher is by noting the non-verbal cues in the teacher's face. The teacher also has the opportunity of getting at the cause of the problem through interrogation. This also helps to establish a close relationship.

Making use of referrals is quite effective if the teacher has been unable to handle a student who is constantly causing problems. Such a student should be referred to a counsellor or any person professionally qualified to deal with human behaviour. For example, smoking, use of drugs and drinking of alcohol. Such cases where a teacher has limited power should be referred to a specialist.

Since parents have a part to play in the child's discipline, it is important to involve them in solving the student's problem. Parents will usually give support in helping the teacher guide

their children well. The assistance of the parents will help the teacher know how the student behaves at home and how that behaviour is related to what takes place in the school. If the teacher discusses the problem with the student together with parents, the student will see the gravity of his/her behaviour and may change. Parents will also discuss how they can help the student overcome his/her problem. This type of meeting may involve a kind of Counselling of parents and the student.

In Kenya, the Ministry of Education Science and Technology came up with alternatives to corporal punishment after its ban (Legal Notice 56/2001) through a circular Ref: G9/1/Vol.VIII/28 (2001). It stated that students/ pupils should be disciplined with care and love without necessarily using the cane or harming them in the process. It suggested two main strategies that would suitably replace corporal punishment. These are:

(i) Initiating programmes that would educate parents, teachers, pupils and society at large on the harmful effects of corporal punishment and availability of effective alternatives.

(ii) Strengthening of Guidance and counseling services in all educational institutions/schools.

It further suggested some preventive alternatives to corporal punishment and an outline of ways and means of strengthening Guidance and Counselling services in schools. These are:

(i) Head teachers should provide for effective management of curriculum and time. This would ensure that pupils are fully occupied and not idle.

(ii) Dissemination of information to teachers on the rights of children. This is possible at the Teacher Training and In-service levels.

(iii)Information should be availed to the youth on consequences of their behaviour to enable them make informed decisions and choices.

(iv)Positive reinforcement should be given for good behaviour in order to encourage them and provoke other to do the same.

(v) Teachers should provide good role models since the youth learn to respect that which is good and are good at copying what the adults do. If for instance the adults exhibit a culture of violence, then they will learn to be violent.

(vi)Teachers should find out if the youth may be showing a change in behaviour and seek ways of curtailing the same. In that way they would forestall bad behaviour before it becomes a disciplinary issue or gets out of hand.

(iv)Teachers should also talk to parents anytime they notice behaviour that is not usual (Unfamiliar behaviour) with a particular pupil; and be able to take appropriate action.

(vii)The school administration should create a child friendly environment to enable pupils enjoy learning.

There is no doubt that corporal punishment is despicable. Its ban is most likely not even the cause of the rising cases of indiscipline in secondary schools. There are simply too many negative stimuli that students seem to be reacting to. Certainly, the Ministry of Education is right when they insist that Guidance and Counselling should be central to behaviour control. But, besides insisting that Guidance and Counselling be intensified, top Ministry of Education officials have not given much in terms of logistical support (Kamotho, 2001). The standard response of asking teachers to intensify Counseling fail to take into account the fact that even if many schools have a Guidance and Counselling unit, they are staffed by ill-prepared teachers. Many of the heads themselves do not have any additional skills to assist learners who may have behaviour problems.

According to Waihenya (2001), teachers argue that Counselling alone cannot eliminate indiscipline. Subsequently, they are confused on how to handle errant students and it is no wonder that the cane is still in use in most schools despite the new rule. Until resources are made available to equip our teachers with vital skills, strikes and general indiscipline will continue to stalk our schools.

All these suggested alternatives can be less effective if students are not properly instructed in how to be disciplined (Jones, 1980). It is the deficiencies in skills that make students not portray the expected behaviour in the school. They are simply instructed on the right behaviour, but not told how to put the instructions into practice.

2.5 Role of school administrators in overall school discipline

Discipline in the school is the function of the administration. The general school and classroom discipline is dependent upon the head teacher's administrative, supervisory and

leadership styles since they are in charge of all the school matters. Stating the role of the principal in British school systems, Page (1964, 296) acknowledges the importance of the head teacher's need to have a clear philosophy and interpretation of the purpose of education when he observed that:

> ... If the principal takes a positive and constructive point of view towards education, he makes possible constructive attitude for teachers. But if he is a believer of authoritarian control and repression, he makes the teachers task difficult.

This implies that the head teacher is a leader of a school who must have a clear policy of what he wants for his/her school. Njagi, (1981, 1) calls the head teacher the 'the chief executive of a school.' He felt that the teacher must obey him. He further stated that the teachers must also "see the head as being engaged in the very important task of guiding, controlling and coordinating their everyday activities in the school".

Thus the head teacher has a very important role to play in maintaining discipline in the school. He/she sets the tone and the morale of the school by which he/she influences the teachers and pupils. Even at the classroom level, what the teacher does on matters of discipline is influenced by "the standards and expectations of the principal" (Page, 1964,297). Duckworth (1984) found that teachers' satisfaction with school discipline policy was related with their relationship with the principal. Good communication and shared values are important elements in this relationship. Ideally, a principal should be able to create consensus among staff on rules and their enforcement.

According to Whitaker (1983, 1), the head teacher's role is becoming increasingly demanding due to the social changes which are making schools more complex organizations. The head teacher has multiple roles which include "a public relations officer, a diplomat, a negotiator and a personnel manager..." The specific duties Whitaker identifies for head teachers are many: The head teacher shall control the internal organization, management and discipline of the school...

As the overall administrator of the school, the head teacher not only supports and encourages good school discipline, but also deals with indiscipline cases which go beyond the control of the teacher. Calderhead, (1984, 38) supports this by saying:

> In most schools, pupils with serious moral and legal infringements are referred to senior members of staff like the head teacher who

identifies the causes of misbehaviour which may determine the most appropriate action to be taken.

According to Duke (1989), the principal plays an important leadership role in establishing school discipline, both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke describes as "management by walking round", greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather feared, and communicate caring for students as well as willingness to impose punishment if necessary.

Okumbe (1998), lists seven leadership roles of a head teacher as related to:

1. the improvement of teaching and learning,
2. parents and community,
3. creative and curriculum development,
4. improvement of school living,
5. planning,
6. organizing,
7. implementing plans for total school improvement of educational methodology.

As such the head teacher's role is diverse. He/she is an overall instructional supervisor in the school who must try to improve both the programmes and the staff. On the other hand, the head teacher also faces numerous problems which sometimes are external but affect the state of discipline in schools. It is very important that educators and the general public at large realize that what happens in our schools today may be a reflection of what our society is like. When they resort to caning students, expelling them from schools, fining them or even imprisoning them, they are dealing with the root of the problem which lies deep in the society (Wang'eri, 1986).

Secondly, educator and society have to realize that the students are not miniature adults. They are either in their late childhood or in their adolescence years and the process of growth and development. They will copy the adult behaviours that they see which leads them into acts like smoking, drinking and sex abuse. Therefore, correction of indiscipline in schools has to begin with the larger society. This is why the problem of indiscipline in schools is a chronic issue (Maundu, 1986). This explains why the school administration with the guiding prescriptions

from the Ministry of Education has failed to curb indiscipline in schools. The problem is a complex one involving the whole society and instead of acting, everyone has pointed an accusing finger to someone else.

2.6 Theoretical Framework

This study adapted three theories that explain why students misbehave. Understanding the causes of such misbehaviour would enable one to devise ways and means of curbing them. These theories include:

1. Piaget's development theory
2. Maslow's human behaviour theory
3. Mead's Social factor's theory

2.6.1 Piaget's Developmental Theory

Piaget's (1958) theory explains that students' misbehaviour is a result of their cognitive development which in most cases is tested on the adults by challenging the rules. It is when they challenge the rules that they come in conflict with authority. This explains why we see a lot of indiscipline in schools. Development is often characterized by changes in their physical characteristics and their cognitive skills. Piaget (1958) states that at this stage the youth tend to develop mature cognitive and moral concept which tests law and order. They begin to criticize the values of the society and resent authority. At this stage, they want to be independent from adult control.

The desire to establish a satisfying peer relationship is a notable characteristic at this stage. This explains Maslow's (1968) need for belongingness and affection. This is why it is common to see students walking or working in groups. Peers have a strong influence on the behaviour of a student. Rutter *et al* (1979) in their research found out that students who mix with delinquent groups learn delinquent behaviour.

The cause of discipline problems is therefore, seen as the result of the school's interference with the natural growth process of the child. There is therefore a necessity to structure the learning environment so as to attend to the individual needs of each learner.

2.6.2 Maslow's Human Behaviour Theory

Maslow's (1968) theory of human behaviour states that there are basic human needs that a person must get before he/she can function effectively. According to him, human beings are by nature good as long as their needs are met. In terms of misbehaviour, he argues that an individual is not destructive as such but is just manifesting his/her frustration that his/her needs have not been met. He groups these needs in a hierarchy such that the lowest need must be met before the second one is achieved.

1. Physical needs- basic level and includes food, clothes, shelter, comfort, health, books, and teachers.
2. Safety and security (parents, teachers, school curriculum)
3. Social need i.e. belongingness and affection (group work, peer relations)
4. Self esteem
5. Self actualization and self fulfillment

Applied to school situation, students may misbehave because they have not been well fed. The food may be insufficient or not well prepared or not well balanced. Sometimes they go strike because they lack books or sufficient teachers. They may also be indisciplined because the dormitories are crowded. When students notice that the timetable is congested such that they do not have sufficient break, some of them may begin skipping lessons so as to get free time to themselves. For those who feel insecure in school as a result of ridicule by the teacher or bullying by fellow students, they may start acting indifferently or react by being aggressive towards the teacher or just withdraw themselves.

Indiscipline among the youth may also be associated with the need for self esteem (Coppersmith, 1967). This need is mainly influenced by the need to experience a sense of competence and the need to experience a sense of power (Jones, 1980).

For a student to feel that he/she is significant, he/she needs to be loved and respected by others (Maslow's fourth group needs). To the adolescent, the belief that they are liked by someone who is significant in their life is of great value. Rogers (1967) and Ivey and Authier (1978) suggests that feeling is an important means of establishing harmonious relationship. When a student does not get it from his/her teachers or peers, he/she turns to hating them. Jones

(1980) notes that this need is usually exaggerated by the cognitive developmental stage which at this time of adolescent period cannot rationalize issues.

The need to succeed is another one which bolsters self esteem, such that if they do not succeed they feel inferior to others. Failure to the student will lower self esteem. Their self esteem is so important that they will try all means to get it from their peer's approval. If they are unable to meet academic standards, they will be antagonistic towards the education system and do something that will prove to their peers that they are also important (Rutter *et al,* 1979).

Acting out may also be a sign of need to control part of the environment (Jones, 1980). This would involve the desire to influence other students into doing something. This could be explained as part of their cognitive development which is mainly associated with the adolescent stage. To the student, this is important because they feel that they have been able to gain power. That is why it is advisable for schools to make students who give teachers and prefects problems, prefects. Defying authority is usually a desire to control other students and once they feel they have the power, their discipline problems are reduced (Ayieko 1988).

This theory is therefore, useful in guiding the researcher in investigating the discipline problems among learners which teachers and headteachers encounter in maintaining student discipline and the solutions to these problems.

2.5.3 Mead's Social Factor Theory

Mead's (1970) explains that adolescent misbehaviour is due to the rapid change in society. She observes that a society that is changing faster tend to have adolescents who are more tumultuous than a society that is relatively stable. That rapid change in customs and values affect the students so much that they cannot keep pace and as a result they are thrown into confusion. Daeth (1973) who shares this view argues that when a society has a common culture the youth find it easy to adapt without a lot of confusion. The mass media seem to exacerbate the trend of life through films, music, magazines and the complicated technological life that threaten the equilibrium of the youth. The pressure at home and at school, the conflicts in society, violence, financial and economic problems all makes the society look complicated to the student. It is also an expression that they do not like the confused environment.

The negative treatment students get from the adult environment make them feel inferior. They are treated like primary children when they already consider themselves adults (Daeth,

1973). Sometimes expect them not to behave like children. These contradictory messages place them in a situation where they feel unaccepted and so rebel against society and desire to have their own where they can be understood. For this reason, Tattum (ed) (1986) blames the school for delaying the youth entry into adulthood, such that they become mature when they are still in school and yet the school denies them the chance to express their maturity.

To some extent, part of the indiscipline is caused by ineffective adult modeling (Lamb & Lamb 1978). The adults expect students to behave in a modest way when they (adults) have not set the right example for the students to follow. A teacher who smokes in the presence of students and the same time prohibits the student from doing so, is just contradicting himself/herself.

From the foregoing theoretical expositions, it can be said students' indiscipline in secondary schools is related to physical, cognitive and social changes that take place during their adolescent period in school. These changes that are exhibited in different forms of behaviour are indications of needs they would like to be met. Despite the numerous challenges school managers' face, if they respond to the requirements of these theories, it will enhance their chances of managing discipline in their schools. These theories therefore, provides a framework for thinking adequately about the kind of action school administrators should take in order to maintain student discipline in their schools in the post caning era. The principles espoused in these theories also provide the guidelines in which the pertinent issues in the subject of inquiry presented in this study will be focused upon.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the specific procedures that were used in data collection and analysis in order to answer the research questions. The chapter focuses on the design, study locale, the population, sample and sampling techniques, description of research instruments, piloting, data collection procedures and the plan for the analysis of data and presentation of results.

3.2 Research Design

The study was intended to investigate the challenges faced by school administrators in maintaining student discipline in the post-caning era. The relevant research design for this study was descriptive survey research because it sought to explore and describe the current situation in schools in as far as discipline is concerned. According to Kathuri and Pals (1993), the design is also useful in determining the opinions, attitudes, preferences and perceptions of teachers in as far as discipline problems are concerned with the view of making recommendations. The design was found to be appropriate because it allowed for the use of research instruments like questionnaires and interview schedules.

3.3 Study Area

The study was carried out in Rongai Division, Nakuru District in Rift Valley Province. The division has a total of eight public secondary schools with a total enrollment of 2129 students and 208 teachers. This was according to the statistics from the AEOs office, Rongai Division (2003). The types of secondary schools found in this division are two mixed boarding schools, five mixed day schools and one girls' boarding school. The area was selected because of the accessibility of the schools and also because of recent indiscipline in some of the schools that disrupted learning programmes.

3.4 Population and Study Sample

All the headteachers and teachers of the eight public secondary schools in Rongai division formed the population of the study. For purposes of this study, four secondary schools

were purposively selected to constitute the study sample. The selection criterion was based on the type of schools, student enrollment and the category of the school i.e. Head teachers and teachers of the respective secondary schools participated in the study. The head teachers were involved because of their role as the officers in charge of the schools and therefore possess valuable administrative information relating to this study. The reason for the inclusion of teachers in the study was because they have very useful information on student behaviour because of their frequent contact with the students in the classrooms and outside the classrooms.

3.5 Sampling Procedure

For purposes of this study, headteachers and teachers of four schools formed the study sample. The study employed both purposive and random sampling techniques. In the selection of the head teachers, purposive sampling was used in all the four schools.

To select the teachers, simple random sampling was used. For each school, 10 teachers were randomly selected. A total of 40 teachers therefore constituted the study sample. De Vos *et. al* (2002) point out that the sample size can impact on the statistical test by making it either insensitive at small sample sizes, or overly sensitive at very large sample sizes. In a case such as the sample linked to this study, where the population has been established at between 50 and 100, the authors suggest that the sample should consist of between 32 to 45 respondents.

3.6 Research Instruments

In order to answer the research questions, data was collected by use of two questionnaires. There was a questionnaire for head teachers and teachers respectively.

3.6.1 Questionnaires

Questionnaires were used to collect the data. According to Kathuri (1993), questionnaires are used to collect basic descriptive information from a broad sample. Both closed and open ended questions were used to solicit answers from the respondents with the intention of meeting the objectives set in this study. Open-ended questions or items were supposed to give the respondents more freedom to express their views or opinion and also make suggestions. Closed ended questions guided respondents to give specific responses required by the study.

Two questionnaires were developed for the headteachers (Appendix II) and the teachers (Appendix III). The questionnaires consisted of questions based on the research objectives. To enhance its relevance, each questionnaire was divided into four sections. Each questionnaire sought specific information on general information, level of discipline, new approaches to discipline and the problems associated with the new approaches to discipline.

The first section was general information and sought information on the name of school, type of school, category of school and enrollment of the school. Section two and three, solicited information on the level of discipline in schools and the new approaches to discipline in the post-caning era respectively. This was significant in evaluating the impact of the banning of the cane on student discipline. Section four of the questionnaires which was on the problems associated with the new approaches to discipline was important in seeking information on the challenges facing school administrators in maintaining student discipline in the post caning era.

3.6.2 Interviews

To supplement the information given by the headteachers and the teachers through questionnaire administration, the researcher conducted interviews with all the headteachers of the four secondary schools. The interviews were guided by an interview schedule (Appendix IV) which had open-ended questions derived from the study objectives. This was used so as to elicit deeper responses that could not be captured by questionnaires from headteachers and also to seek clarification to some of the responses given in the questionnaires. Gall *et. al* (1996) stated that interviews allowed interviewers to follow up respondent's answers to obtain more information and clarify vague statements. The issues that were included in the interviews were the level of discipline in schools in the post caning era, effects of the banning of the cane, effectiveness of the new approaches to discipline and the possible solutions to the current discipline problems in schools.

3.6.3 Validity and Reliability

Appropriate and relevant items were constructed to ensure valid and reliable data. In this case, all research objectives were covered by cross- checking the research objectives and the corresponding items. In addition, the content validity of the instruments was verified by the study

supervisor and other educational experts in the Faculty of Education and Human Resources, Egerton University.

Piloting was carried out in two schools purposively selected before the actual collection of the data for the study. The two schools were not among those selected for the actual study and these were Mema and Athinai secondary schools. Two head teachers and 10 teachers took part in the pilot study. According to Straits and Straits (1993), reliability of the instrument may be improved through conducting exploratory studies in the area of interest or by conducting pretests on a small sample of persons similar in characteristics to the target group. The purpose of piloting was to assist the researcher to discover weaknesses in the research instruments check the clarity of the questions or items and also elicit comments from the respondents that would help in the improvement of the instruments. Items that were left blank or answered in ways the researcher did not expect were modified and clear instructions given to respondents so as to avoid misinterpretations during the actual collection of data. The reliability was tested using the Cronbach's Coefficient Alpha and a reliability coefficient of 0.76 was obtained. Frankel and Wallen (2000) recommends a reliability coefficient of 0.7 or higher.

3.7 Data Collection

A letter of introduction was first obtained from the Chairman Department of Educational Administration and Planning. Schools selected for the study were contacted and informed of the intended visit. A letter of introduction and explanation of the purpose of the study was then taken to each school.

Questionnaires were delivered to the selected schools. Head teachers and teachers were given the questionnaires with instructions on completion procedures. Arrangements were made with them to have the questionnaires collected after one week. An interview schedule meant for head teachers was administered to all the head teachers of the selected schools.

3.8 Data Analysis

The data obtained was organized, coded and analyzed using both qualitative and quantitative methods. Both descriptive and inferential statistical tools were employed during the data analysis. The descriptive statistical tools that were used included frequencies and percentages. This was used to analyze objectives 1, 2, 3, and 6. Quantitative analysis of data was

done using Chi-square (χ^2). This was done for objective 4 and 5 so as to establish the relationship between the category of school and the type of school and the state of discipline in the post-caning era. All tests of significance were computed at $P \leq 0.05$. Statistical Package for Social Science (SPSS) was used for data analysis.

Table 1. Summary of Data Analysis

Research questions	**Statistics**
1.What is the state of discipline in secondary schools in the post- caning era?	Descriptive statistics
2. What approaches have been used to maintain discipline in secondary schools in the post-caning era?	Descriptive statistics
3.What problems are associated with the new approaches to discipline ?	Descriptive statistics
4. What is the relationship between the type of school and the state of discipline in secondary schools in the post-caning era?	Chi-square
5. What is the relationship between the category of school and the state of discipline in the post-caning era?	Chi-square

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This Chapter presents research findings and discussions based on the results from both descriptive and relational analysis of primary data from the field survey.

4.1.1 School Characteristics and Distribution of Respondent

Table 2. Summary of the numbers of teachers and headteachers who participated in the study according to type of School

Type of school	No. of schools	No. of teachers	No. of head teachers
Mixed day	1	10	1
Mixed boarding	2	20	2
Girls' boarding	1	10	1
Boys, boarding	–	–	–
Total	**4**	**40**	**4**

Source: Researcher's grouping.

Table 2 shows that the study sample was composed of one mixed day school, two mixed boarding schools and one girl's boarding school. This indicates that the majority of secondary schools in the study division were mixed schools. Mixed schools pose more challenge on the issue of discipline than single sex schools because of the composition of the students in terms of gender. The social interaction between students in mixed schools generates tendencies, which are more often likely to result in indiscipline as students search for their identity. This is the age where most youth would want to explore their sexuality and relations with the opposite sex. It is therefore not surprising that indiscipline cases could be high in mixed schools compared to single sex schools.

Table 3. Numbers of teachers and headteachers who participated in the study according to category of school

Category of school	No. of schools	No. of teachers	No. of head teachers
District	1	10	1
Provincial	2	20	2
National	1	10	1
Total	**4**	**40**	**4**

Source: Researcher's grouping.

In terms of the category of schools (Table 3), one is in the District category; two are in the provincial category and one in the national category. This is also an indication that provincial schools were relatively more in the study sample. Provincial schools draw their students from diverse backgrounds and this may have a direct bearing on the issue of discipline. When students from different backgrounds come together, they tend to influence one another either positively or negatively and this can have an implication on their discipline. District schools on the other hand draw their students from the localities in which they are situated and this sometimes is likely not to pose a challenge in as far as discipline is concerned. On the other hand, the localized environment may impact negatively on discipline as learners tend to revolt against the confinement.

4.1.2 State of Discipline in Secondary Schools as Perceived by the Teachers and Head teachers.

In order to ascertain the state of discipline in schools following the ban of caning, ten possible behaviour problems among learners in secondary schools were listed in the questionnaires for both the teachers and the head teachers. The respondents were asked to indicate the ones that have become more common in their schools. Table 4 presents the behaviour problems that have become prevalent in secondary schools as perceived by the headteachers.

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Table 4. Prevalent behaviour problems in secondary schools as perceived by headteachers

	Proportion of head teachers (%)		
Behaviour problem	**Agreeing**	**Not agreeing**	**Total**
Laziness	75	25	100
Absenteeism	50	50	100
Lateness	50	50	100
Dishonesty	50	50	100
Disobedience	50	50	100
Unwillingness to learn	25	75	100
Aggression (fighting,	25	75	100
Theft	25	75	100
Untidiness	25	75	100
Disrespect for teachers, rules, prefects, school authority	25	75	100

The results from this study revealed that 50% of the head teachers felt that absenteeism, lateness, dishonesty, disobedience and unwillingness to learn were common in their schools in the post-caning era than before caning was banned. 75% felt that laziness was common and 25% felt that untidiness, aggression (fighting and destruction of property), and disrespect for teachers, rules, prefects and school authority were also prevalent. From the above findings, it is clear that many schools experience similar discipline problems from learners and also that the state of discipline in most schools has generally gone down.

The results of the teachers' responses are summarized in Table 5.

Table 5. Prevalent behaviour problems in secondary schools as perceived by teacher

	Proportion of teachers (%)		
Behaviour problem	**Agreeing**	**Not agreeing**	**Total**
Laziness	74	26	100
Lateness	58	42	100
Disobedience	47	53	100
Unwillingness to learn	47	53	100
Dishonesty	42	58	100
Theft	37	63	100
Absenteeism	34	66	100
Disrespect for teachers, rules, prefects, school authority.	32	68	100
Untidiness	21	79	100
Aggression (fighting, destruction of property etc.)	08	92	100

The views of the teachers as shown in Table 5 indicate that 74% of the teachers observed that laziness is one of the most common problems in their schools in the post-caning era. This means that students were not keen on doing or finishing their assignments unless pushed by the teachers to do so. They also do not perform assigned duties as required or even waking up on time. Fifty eight percent (58%) also agreed that lateness was another discipline problem in their schools in the post-caning era. This problem manifests itself in the way students respond to bells whenever they are rung, not reporting to school on time especially for the Day schools and even their movement from one point of the school to the other. This causes a delay in the school programmes hence depriving the students of valuable learning time. Teachers were also positive that disobedience was not one of the most common discipline problems in the schools. Fifty three percent (53%) did not agree that it was a common problem. Forty seven percent (47%) of the teachers felt that students do not obey rules, teachers and school authority. This makes it difficult for the teachers and the school administrators to maintain discipline in the school since

students do not obey them. Forty seven percent (47%) of the teachers also felt that students are unwilling to learn and therefore unwilling to take instructions from teachers. Perhaps the reason for this behaviour problem is the fact that student are no longer being caned and therefore instructing the students verbally does not affect them as the cane. It therefore makes the work of teachers as instructors very difficult.

Other forms of indiscipline which were not prevalent in schools include 47% for disobedience, 47% for unwillingness to learn, 37% for theft (i.e. stealing of other student's property), 34% for absenteeism,21% for untidiness, and Eight percent for aggression (that is fighting and destruction of property). Muya (1987), observes that truancy, theft, defiance of authority (being rude to prefects or teachers) and rowdiness is a problem that nearly all schools experience and that some schools have come to accept that these are existing problems that are not easy to eradicate. From the above findings, it is clear that some discipline problems are peculiar to certain schools whereas others are common in all the schools. The findings also indicate that students have problems adhering to the school routine as reflected by the high rate of laziness. Perhaps the reason for this discipline problem is the fact that students are no longer being caned and therefore instructing them verbally is not effective.

The research also sought to find out the extent to which the banning of corporal punishment has affected the state of discipline in secondary schools in the post-caning era.. The responses of the head teachers and the teachers are presented in Table 6.

Table 6. Responses to issues relating to the state of discipline in schools in the post-caning era (Figures in percentages).

Issues relating to the state of discipline in the post-caning era	Respondents	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total (%)
Banning of corporal punishment has undermined discipline in schools	H/ teachers	75	25	_	_	_	100
	Teachers	45	47	03	05		100
Head teachers and teachers frequently deal with discipline problems	H/ teachers	50	_	_	50	_	100
	Teachers	05	68	03	24	_	100
There are more discipline problems in the post -caning era than before	Teachers	55	37	05	03	_	100

The findings show that 100% of the head teachers agree or strongly agree that the banning of the cane has undermined discipline in the schools. One headteacher when interviewed observed that "since corporal punishment was outlawed, there has been an increase in student unrests and general indiscipline in the schools. There is now an increase in absenteeism, disobedience to authority and lack of seriousness in academic work" (H.T3). The reason for this could be the lack of strong disciplinary measures or a suitable alternative to the cane, which according to them was more effective because it could be administered instantly and had immediate effect. In the interview responses another headteacher contended that "students no longer respect or obey authority because other types of corrective measures do not inflict pain. Furthermore, students prefer punishment out of class because they derive pleasure being out of class, a reflection of their unwillingness to learn" H.T1). From these responses, it is clear that the disciplinary approaches that are currently in use are yet to yield fruit.

Responses from the teachers regarding whether the banning of corporal punishment has undermined discipline indicated that 92% felt that discipline in the post-caning era has deteriorated (Table 6). They agreed that students are now aware that nothing much can be done to them for misbehaving. One teacher stated: "Students feared the cane because it was an instant punishment and inflicted instant pain therefore, making them to desist from any form of misbehaviour" (T 30). This view is supported by Wragg and Partington (1989) who observed that the cane is perhaps the only "language" that learners understand. This implies therefore, that teachers are increasingly finding it difficult to handle discipline problems as a result of the ban on the use of the cane.

The research also sought to find out whether, as a result of the ban of caning in schools, the frequency at which headteachers handled discipline problems in the school has changed. Fifty percent (50%) claimed that they frequently handled. Another 50% agreed that they sometimes did. From the interview, they were asked to state some of the most common discipline problems that they handled. One headteacher of a girls' school cited pregnancy as a common problem. She said, "When some girls are send home for school fees, they look for other sources of paying the fees and end up being cheated into engaging in sexual misbehavior leading to pregnancy" (H.T4). Others mentioned discipline problems such as truancy, noise making, neglect of duties, immorality for example lesbianism and homosexuality, sneaking out of school

and cheating in exams. The frequency, in which head teachers handle discipline problems in the school, is an indication of laxity on the part of the teachers and the discipline masters to enforce discipline in the schools. This also implies that in the absence of the cane, teachers are handicapped in dealing with discipline problems prompting the headteachers to take charge of discipline matters. Under normal circumstances, head teachers should handle only serious disciplinary problems and leave other minor problems to the teacher. The prevalence of these problems is thus an indication that discipline in the post-caning era has deteriorated.

Responses from the teachers (Table 6) on the frequency in which they handled discipline problems indicated that majority of them i.e. 74% agreed that they frequently handled discipline problems. Only 24% indicated that they sometimes did it. This is an indication of the role of the teachers in shaping the character of the students under their care. It is also a pointer to the fact that there are many disciplinary problems among learners that require the attention of the teachers. The teachers were further asked whether there are more discipline problems in the post-caning era than before caning was banned. Ninety two percent (92%) were of the opinion that there are more discipline problems in the post-caning era than before caning was banned. This could be due to the inadequacy of the disciplinary measures in place to effectively instill discipline on the students.

Given the above findings, it is clear that the state of discipline in the post caning era has gone down given the prevalence of discipline problems and the inability of the teachers to handle these problems.

4.1.3. The New Approaches to Discipline

The research sought to find out certain issues relating to the new approaches to discipline as provided by the Ministry of Education Science and Technology. The responses are presented in Table 7.

Table 7. Headteachers' and teachers' responses to issues relating to new approaches to discipline (Figures given in percentages)

Issues relating to new approaches to discipline	Respondents	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
Teachers and head teachers are aware of the new approaches to discipline	H/teachers	100	_	_	_	_	100
	Teachers	_	89	_	11	_	100
New approaches to discipline are sufficient substitutes to the cane	H/teachers	_	75	_	25	_	100
	Teachers	_	08	37	50	05	100
New approaches to discipline are meeting the objectives of maintaining student discipline in schools	H/teachers	_	50	25	_	25	100
	Teachers	_	21	32	42	05	100
Students' response towards the new approaches to discipline is positive	Teachers	08	21	29	42	_	100
Teachers need training in order to implement the new approaches to discipline	Teachers	63	24	03	05	03	100
The role of parents and teachers is important in the implementation of the new approaches to discipline	H/teachers	75	25	_	_	_	100
Strengthening Guidance and Counselling is meeting the objective of promoting good discipline among learners	H/teachers	75	25	_	_	_	100

The findings presented in Table 7 show that 100% of the headteachers agreed that they were aware of the new approaches to discipline. Majority of the teachers (89%) were also aware of these new approaches to discipline. Only 11% were not aware. This is an indication that the MOEST had effectively communicated to the schools about the change in discipline procedures.

Apart from Guidance and Counselling, the respondents also listed some of the commonly used approaches and these included suspension, manual work, kneeling down, press ups, expulsion and open forum for students to air their views. Some of the above methods of discipline are however, crude and cruel. According to Kamotho (2001) head teachers claimed that the ban on caning has complicated issues. That they are now increasingly being forced to suspend students, call in parents and even use some very cruel and crude ways of enforcing discipline such as kneeling down, throwing students out of class and recommending expulsion.

This implies therefore, that despite the guidelines provided by the Ministry of Education Science and Technology on how to handle errant students, schools are increasingly finding it difficult to implement them and are therefore using other means not provided to instill discipline on the learners without necessarily using the cane.

The teachers' responses on whether the new approaches to discipline are sufficient substitutes to the cane also indicated that the majority (55%) did not agree while 37% were not certain and only 08% agreed that it is a sufficient substitute to the cane. Among those who disagreed, one teacher observed: "the measures are time consuming and that they lack parental support in implementing the approaches" (T10). Another one further stated "few students respond positively to counselling and that the African setting is not wholly favoured by these alternatives" (T38). They opined that caning if properly executed has its unique role and so is counselling. From the presentation of the findings, it was clear that teachers face difficulties in implementing the new approaches to discipline. It is an indication that teachers' do not agree with the Ministry of education's new approaches to discipline. According to Kamotho (2001), head teachers claimed that if their input were sought before the legislation against corporal punishment, they probably would have made very good proposals. Being at the grassroots, and having observed behaviour patterns of students for a long time, they would bring first hand experience to policy formulation. It is therefore important that the stakeholders are involved in any policy formulation so that they can be in a better position to implement it.

The headteachers were asked whether the role of parents and teachers is important in the implementation of the new approaches to discipline (Table 7). 100% of the head teachers indicated that for the approaches to be successfully implemented, the stakeholders role is paramount i.e. the child, the parent and the teacher. When interviewed, one head teacher observed: "Indiscipline in schools was due to laxity in enforcement of rules and unexplained punishments by teachers" (H.T2). Others cited lack of good role models among parents and teachers and lack of proper communication between students and school administration. A Study by Maina (1994) also found out that indiscipline in secondary schools was due to limited interaction between parents, teachers and students. Similarly, parent's attitude towards teachers, school head and reaction to disciplinary procedures, rules and regulations also affected student behaviour. Maundu (1986) noted that parental participation is vital if students were to imitate them and for parent to understand them. These findings therefore, support the fact that there is

need for a concerted effort between school and home in discipline matters considering the age of secondary school students. This would boost the teachers' morale in guiding students and as a result, the exposure of students to rules and regulations and punishment as a way of making them appreciate law and order in society would probably be realized.

The research also sought to find out whether strengthening Guidance and Counselling as one of the approaches to discipline is meeting the objective of promoting good discipline in the schools (Table 7). All the headteachers (100%) indicated that it has helped create a lot of awareness among students hence positive response. In the interview, one headteacher observed, "It has helped some students focus on their studies and that students tend to behave well when they know that teachers and parents are concerned about their behaviour" (H.T1). Another one also pointed out that the knowledge shared between parents and teachers enhance discipline of the students and it is also likely to enhance teacher-student relationship especially on academic grounds. Polier *et al* (1970) observes that if the teacher discusses a problem with a student together with parents, the student will see the gravity of his/her behaviour and may change. This concurs with the headteachers' positive response to the question on Guidance and Counselling in solving discipline problems among learners.

Responses from teachers (Table 7) indicated that 47% disagreed that Guidance and Counselling approach to discipline was meeting the objective of maintaining good discipline. Only 21% agreed that it was meeting the objective while 32% were not certain. The negative response of the teachers is an indication that they were probably not prepared for the new challenge and as such; lack the necessary skills to implement the approaches. One teacher also noted that they lacked the necessary resources and time to carry out the service (T25). According to Waihenya (2001), teachers lacked time to counsel students because of pressure to complete the syllabus and perform other duties. He further stated that Guidance and Counselling as an alternative has its own problems. With the current teacher shortage and lack of training for specific counselors, it might turn out to be ineffective. This view therefore concurs with the teachers' opinion that they were not prepared for the new challenge due to lack of time and resources to implement the new approaches to discipline. The uncertainty is also an indication that most of the teachers may not be in step with these approaches for them to appreciate the results. It could also imply that they are yet to implement them. The positive response is an indication that teachers have the capacity to implement the new approaches to discipline only

that the resistance to change from their former ways of administering discipline (i.e. the use of the cane) hinders the change. One teacher observed: "since most of the teachers are those whose discipline was shaped by the cane, it has made it difficult for them to accept that any other form of discipline can yield fruit" (T17). This therefore implies that such teacher might relax on disciplining students or resort to summoning parents to schools for minor offences committed by their children. This is an indication that some teachers still have problems in implementing the new approaches to discipline.

The main goal of discipline both in the school and in the home should be to produce young people who will be responsible people when they become adults (Mbiti, 2002). When asked whether the new approaches to discipline are meeting the objective of maintaining good discipline in the school (Table 6), 50% of the headteachers indicated that it was. Twenty five percent (25%) were not certain and only 25% indicated that it was not. This is an indication that majority of the headteachers are in support of the new approaches to discipline as suitable methods of maintaining student discipline. Those who felt that it was not meeting the objective of maintaining good discipline is a further indication that there are problems in the implementation of these approaches by some head teachers. The uncertainty may also imply that problems abound in the implementation of these approaches to discipline. Among those who felt that it was not meeting the objective of maintaining good discipline, one headteacher when interviewed argued that "students seemed to be getting used to counseling and therefore not making any impact in their lives since it causes no pain like the cane" (H.T3). It could therefore be noted that many schools, in the absence of the cane, still find it difficult to implement the new approaches to discipline, which is indicated by their inability to realize the objective to maintain good discipline.

The research also sought to find out whether the students' response to this approach to discipline is positive (Table 7). Forty two percent (42%) of the teachers indicated that it was not. Only 29% felt that it is positive and 29% were not certain. The proportion of uncertainty is an indication that some of the teachers have not realized the results of these new approaches to discipline. Those who indicated that students' response is negative is an indication of failure to properly implement these approaches to discipline. One teacher observed, "It has not been practiced for a long period of time and its effects are yet to be determined" (T14). Another one also claimed that "few students respond to counselling and that most of them have a negative

attitude towards it. In fact some ran away from it because they think it is fault finding" (T35). For those who felt that the students' attitude is positive (29%), one observed that it has made students to be more open to the teachers and the administration and therefore can own up for any offence committed (T22).

4.1.4 Problems Associated with the New Approaches to Discipline as Perceived by the Teachers and the Head teachers in Rongai Division

Discipline as earlier mentioned in the background of the study is one of the most important factors that help all social systems to function effectively and to achieve their purpose. Since the community judges a school by the behaviour of its students outside it, it is in the head's own interest to promote the kind of discipline that lasts. He/ she must have powers to deal with and allow his/ her teachers to deal with students who disobey the rules and behave badly (Olembo & Cameron 1986). Responses from both teachers and headteachers on problems associated with new approaches to discipline are presented in Table 8.

Table 8. Responses of headteachers and teachers to issues relating to problems associated with the new approaches to discipline (Figures given in percentages).

Issues relating to problems associated with new approaches to discipline	**Respondents**	**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**	**Total**
Problems are encountered in adopting the new approaches to discipline	H/teachers	_	50	_	50	_	100
	Teachers	29	66	03	02	_	100
The head teacher is supportive in implementing the new approaches to discipline	Teachers	03	08	13	39	37	100
The MOEST emphasis on use of Guidance and Counselling to solve discipline problems of students is effective	Teachers	11	32	16	37	05	100
Parent are supportive in implementing the new approaches	H/ teachers	50	_	_	25	25	100
Teachers lack the necessary skills to implement the new approaches to discipline	H/ teachers	50	50	_	_	_	100
	Teachers'	87	_	_	13	_	100
The new approaches to discipline are effective in dealing with the following serious disciplinary problems	H/ teachers						
-Pregnancy		50	_	50	_	_	100
-Strike		25	25	25	_	25	100
-Drug abuse		25	25	_	_	_	100
-Sex abuse		_	75	_	_	25	100
-Theft		25	50	_	_	25	100
-Fighting/ assault		25	50	_	_	25	100
The society was not sensitized by the MOEST on the importance of the new approaches to discipline	H/ teachers	75	25	_	_	_	100

Results from the responses of teachers and headteachers on whether they encounter any problems in the implementation of the new approaches to discipline shows that 50% of the headteachers agree that they encounter problems and 50 % do not. This implies that these approaches to discipline have been successfully implemented in some schools and not in others. Among those that encountered problems, one head teacher in the interview indicated "teachers are not willing to subject students to Guidance and Counselling because of its demand in terms

of time and the fact that it does not produce instant results since it requires a lot of patience" H.T2). Another one also pointed out that students no longer fear committing offences since they will not be subjected to any form of painful punishment like corporal punishment (H.T4). The teachers views were however different from the head teachers. Majority of them (95%) agreed that they experienced problems in the implementation of the new approaches to discipline. The variation in experiences as indicated by their responses could also mean that headteachers and teachers do not have a concerted effort in dealing with the student discipline problems. It could also be an indication that some head teachers may not be actively involved in the discipline of the student and could have left it to the teachers hence they may not be in a position to say whether there are problems in implementation of the new approaches to discipline.

The findings also indicated that headteachers lacked support from parents in the implementation of these approaches to discipline. Fifty percent (50%) of the head teachers agreed that they received the necessary support from them while another 50% disagreed with this view. This is an indication that schools differ in the level of involvement of parent in the affairs of the school. One headteacher when interviewed stated that "parents gave little assistance to the guidance and Counselling their children in matters regarding discipline. Some parents ignored meetings between them and the teacher counselors as they assumed that the school should take care of students under its custody" (H.T1). This could be attributed to lack of awareness amongst parents about their roles as moral educators. It is also an indicator of lack of cooperation between the home and school. School administrators as such had not facilitated the establishment of closer links between the school and other stakeholders who assist in the moral up bringing of the youth. Ayieko (1988) observes that since parents have a part to play in the child's discipline it is important to involve them in solving the student's problem. The assistance of the parents will help the teacher know how the student behaves at home and how that behaviour is related to what takes place in school. According to Crown *et. al* (1998) discipline is a cooperative effort between parents and school staff. Parents are to be informed in the correction procedures. Discipline is also a crucial part of a students learning environment. Cooperation among parents, students and school staff will lead to quality education for all students.

Seventy six percent of the teachers (76.3%) also agreed that headteachers were not supportive in dealing with discipline matters. The response from one of the teachers to support this claim indicated that most of the head teachers do not teach and therefore cut off not only

from the students but also from the staff who tend to regard him/ her less as a teacher and more as an administrative boss. This is therefore an indication that most of the headteachers are oblivious of what goes on in the classrooms or even outside in terms of student discipline leaving the teachers to handle all disciplinary matters. It could also be an indication that even when difficult cases are referred to them, they are seldom handled to the satisfaction of the teacher. Teachers also supported this claim by pointing out that certain head teachers were not keen on punishing students lest they lose their popularity among them. These are the kind who look for cheap popularity from student as a means of survival. This state of affairs could to a great extent affect the state of discipline in the schools consequently leading to breakdown of law and order. Wayson and Lasley (1984), point out that a well disciplined school is one with a visible and supportive principal. They tend to be very visible in hallways and classrooms talking informally with teachers and students, speaking to them by name, and expressing interest in their activities. It could therefore be noted that the head teacher's support in dealing with discipline matters is of paramount importance if the objective of maintaining good discipline in schools is to be achieved. Calderhead, (1984) asserts that the head teacher, as the overall administrator of the school, not only supports and encourages good discipline, but also deals with indiscipline cases, which go beyond the control of the teacher.

The findings in Table 8 also revealed that the new approaches to discipline are effective in dealing with serious disciplinary problem like pregnancy, strike, drug abuse, sex abuse etc. The findings presented in Table 8 above shows that 50% of the headteachers feel that they are effective in dealing with issues like pregnancy and strike. All the headteachers (100%) feel that they are effective in dealing with drug abuse and 75% feel that they are effective in dealing with cases of theft, sex abuse and fighting /assault. This is an indication that when dealing with such serious cases, the use of the cane may not be effective since these problems touch on the emotional, social and psychological states of the students. These can be attributed to personality behaviour problems and to group behaviour problems (peer influence). According to Rice (1981), there are motivating states in the child or group of children that lead either to misbehaviour or criminal acts. He further points out that what teachers see and therefore punish is the overt behaviour (observable acts) and so do not look beyond this to understand the covert behaviour (motivational states that lead to behaviour). Teachers and headteachers should therefore understand the cause of misbehaviour among students by talking to them and where the

teacher has limited power, should refer the student to a counselor or any person professionally qualified.

Teachers also lacked the necessary skills to implement the new approaches to discipline. Table 8 shows that all the head teachers (100%) felt that the use of the cane was withdrawn abruptly instead of gradually while in-servicing teachers on alternative methods of discipline. This explains why majority of teachers encounter problems in the implementation of these new approaches to discipline. They observed that Guidance and Counselling requires proper training and patience which most teachers lack. Majority of the teachers (89%) indicated that they lacked the skills to implement the new approaches to discipline (Table 8). Kamotho (2001), points out that the standard response of asking teachers to intensify Guidance and Counselling fail to take into account the fact that even if many schools have a Guidance and Counselling unit, they are staffed by ill-prepared teachers. There is therefore, need to provide teachers with regular in-service courses on Guidance and Counselling, group dynamics and on how to handle the present day adolescents.

The Ministry of Education Science and Technology emphasizes the use of Guidance and Counselling to solve discipline problems of students. Teachers' responses indicated that 42% agree that this is effective while a similar percentage (42%) disagree with this view (Table 8). This implies that whereas some teachers feel that Guidance and Counselling is effective, a good number still feel that it is ineffective. This is therefore an indication that teachers are not fully equipped to guide and counsel students under their care. According to Waihenya (2001), teachers argue that Counselling alone cannot eliminate indiscipline. Subsequently, they are confused on how to handle errant students and it is no wonder that the cane is still in use in most schools despite the new rule. It is also an indication that the Ministry of education Science and Technology may not have provided the logistical support in the implementation of these new approaches. Kamotho, (2001) points out that the Ministry of Education Science and Technology is right when they insist that Guidance and Counselling should be central to behaviour control. But besides insisting that Guidance and Counselling be intensified, the Ministry of Education officials have not given much in terms of logistical support. Teachers felt that the emphasis on Guidance and Counselling failed to take into account the fact that many schools are staffed by ill-prepared teachers and also lack necessary resources like books and office.

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Data in Table 8 also shows that all the headteachers (100%) felt that the society was not sensitized enough by the Ministry of Education Science and Technology on the importance of the new approaches to discipline. This is an indication that the decision to change the policy on discipline could have been rushed by the Ministry of Education Science and Technology without informing the stakeholders. According to Maundu (1986), correction of indiscipline in schools has to begin with the larger society. Researchers have generally found that well disciplined schools are those, which have a high level of communication and partnership with the communities they serve (Short 1988). Brodinsky (1980) further points out that all groups affected by a policy should be involved in creating it. In this case, the students who must conform to the policy, the school personnel who must enforce it and ideally, students families and other community members. This is an indicator of inefficiency in the Ministry of Education because it has not facilitated the establishment of closer links between the school and other stakeholders who should assist in the implementation of these approaches to discipline.

In order to achieve the objective of improving student discipline in schools, both the teachers and headteachers suggested various strategies of overcoming the problems to implementation. Majority of the teachers indicated that concerted efforts should be made to provide teachers with regular in-service courses on ways of handling student discipline. Parent should also be encouraged to be involved in the discipline of their children. The head teachers also felt that reinforcing Guidance and Counselling in schools would assist students to grow up morally. All these depended on the headteachers as the overall leaders in their schools. Headteachers should assist teachers improve their classroom management and discipline skills by arranging for staff development activities as needed.

4.2 Relational Analysis of Data.

This section presents further findings from analysis of data done to test two research questions, to help understand how each factor selected relates or is associated with the state of discipline in secondary schools in the post-caning era. The statistics used to analyze the data was chi-square (χ^2). The value applied in testing the level of significance was $P \leq 0.05$.

4.2.1. Relationship between the Type of School and the State of Discipline.

Table 9. Relationship between the type of school and prevalence of certain types of discipline problems

Discipline problem	Type of school	Responses (%)		χ^2_c	P-Value
		Agree	Disagree		
Absenteeism	Mixed day	80	20	13.662	0.001*
	Girls' boarding	30	70		
	Mixed boarding	11	89		
Lateness	Mixed day	90	10	6.002	0.050*
	Girls' boarding	40	60		
	Mixed boarding	50	50		
Dishonesty	Mixed day	10	90	14.207	0.001*
	Girls' boarding	90	10		
	Mixed boarding	33	67		
Theft	Mixed day	10	90	4.228	0.117^{ns}
	Girls' boarding	50	50		
	Mixed boarding	46	54		
Disobedience	Mixed day	50	50	0.032	0.984^{ns}
	Girls' boarding	50	50		
	Mixed boarding	50	50		
Laziness	Mixed day	60	40	1.900	0.387^{ns}
	Girls boarding	70	30		
	Mixed boarding	83	17		
Untidiness	Mixed day	50	50	7.649	0.022*
	Girls' boarding	20	80		
	Mixed boarding	6	94		
Unwillingness to learn	Mixed day	30	70	9.922	0.007*
	Girls' boarding	90	10		
	Mixed boarding	33	67		
Aggression / fighting	Mixed day	10	90	1.174	0.556^{ns}
	Girls' boarding	_	100		
	Mixed boarding	11	89		
Disrespect for teachers, rules, prefects and school authority.	Mixed day	30	70	3.820	0.431^{ns}
	Girls' boarding	20	80		
	Mixed boarding	50	50		

df=2, α=0.05, * Significant relationship, ns: not significant

The findings in the table show that the calculated test statistics for absenteeism was χ^2_c =13.662 while the p-value was 0.001. This suggests that there is a significant difference in the trends of absenteeism across the different types of schools. The responses from the teachers indicate that 80% from the mixed day agreed that absenteeism is prevalent in their school. Seventy percent (70%) of the respondents in the girls' boarding and 89% in the mixed boarding school disagreed that this is problem in their schools. Plausible explanation that may be put forward to account for this is the fact that these schools are boarding and therefore students are confined within the school and their attendance of classes is easily monitored and controlled. In contrast, the prevalence of this problem in the mixed day school may be due to the fact that majority of the students commute between home and school, making it difficult for teachers and school administrators to closely monitor and control their movement. Husen *et. al* (1985) observes that socio-economic factors, psychological problems and academic ability and attainment are frequent factors that are related to absenteeism. Gullat *et. al* (1997) cites causes of absenteeism as boredom and loss of interest in school, suspensions and bad relationships with teachers as the major factors in students' decision to skip school. Absenteeism is detrimental to students' achievement, promotion, graduation, self-esteem and employment potential. Clearly students who miss school fall behind their peers in the classroom. This in turn, leads to low self-esteem and increases the likelihood that such students will drop out of school. Given the prevalence of absenteeism in mixed day secondary schools, it is likely that most of these resultant effects of absenteeism can be witnessed or expected in such schools.

The findings also showed that the calculated test statistic for lateness was $\chi^2_c = 6.002$ while the p- value was 0.050. This suggests that there is a significant difference in the trends of lateness across the different types of schools. The findings indicate that 90% of the responses from the mixed day school agreed that this problem is prevalent in their school while 50% and 60% of the respondents from girls' boarding school and mixed boarding schools respectively disagreed that this is a prevalent problem in their schools. Lateness in boarding schools is likely not to be a serious problem considering the fact that students are accommodated within the school and therefore observance of punctuality is much easier than those from day schools. The prevalence of this problem in day schools on the other hand may be attributed to the fact that students in day schools have to travel to school on daily basis using various modes of transport.

For those who depend on public transport, there is likelihood that some will arrive to school late because of unnecessary delays on the way. Those who walk to school may also get to school late if they do not start the journey early. Lateness leads to interruption of the learning process especially if students have to come to class when lessons are already on and also a waste of valuable learning time. It also interferes with the smooth running of school programs. If this is not checked, it affects the performance of the affected students as they continually lag behind others in their class work. It is therefore imperative that in the absence of the cane (which most students feared), lateness in day schools will be a problem that the school administrators have to contend with. Unless ways and means to curb this problem is sought, management of such schools in the post-caning era will be difficult.

The calculated test statistics for dishonesty was $\chi^2_c = 14.207$ while the p- value was 0.001. This suggests that there is a significant difference in the trends of dishonesty across the different types of schools. This vice was found to be common in girls' boarding schools where 90% of the respondents agreed that this problem was prevalent in their school. Ninety percent (90%) of the respondents from mixed day and 67% from the mixed boarding schools disagreed that this problem was prevalent in their schools. In view of the gender differences between boys and girls, it is obvious that girls have more needs than their male counterparts. The prevalence of dishonesty in girls' schools than the other types of schools is likely to be as a result of a quest to meet certain needs which have not been met especially those who come from low socio-economic backgrounds. Dishonesty can also be in form of cheating in exams whereby they do not do an honest work due to fear of failing or low self esteem which makes them believe that they cannot excel in academic work. According to Crown and Spiller (1998), individual and environmental factors are the major causes of dishonesty. They further observed that studies indicate that students are more likely to cheat if they observe other students cheating or they perceive that cheating is common place or acceptable among peers. Dishonesty has severe consequences especially when it relates to academic dishonesty, which has in many cases resulted in the cancellation of national examination results of many candidates especially in Kenyan secondary schools. Schools should therefore come up with institutional policies regarding the penalties for such misconduct. Effective communication of the policies and increased student awareness of penalties and enforcement tend to reduce dishonest behaviour (Crown & Spiller 1997). In view of the prevalence of this disciplinary problem in girls school,

school administrators should take it upon themselves to provide proper guidance to their students on the importance of being honest. The new approaches to discipline can effectively deal with this kind of discipline problem. But given the current situation where teachers find it difficult to implement these approaches, such problem will still pose a challenge to the school administrators.

The calculated test statistic for untidiness was $\chi^2_c = 7.649$ while the p-value was 0.022. This suggests that there is a significant difference in trends of untidiness across the different types of schools. This is a problem, which seems to be prevalent in mixed day schools than the other types of schools. Fifty percent (50%) of the respondents in the mixed day school cited this as a common problem in their school whereas 80% of respondents in girls' boarding and 94% in the mixed boarding disagreed. The likely reason why this problem is not common in both the girls' boarding school and the mixed boarding may be due to the fact that these schools are boarding schools and therefore the environment supports tidiness and also the fact that the students have what it takes to keep tidy like adequate water, soap, bathroom, laundry and ironing facilities, wardrobes etc. Whereas students in boarding schools do not walk to school, students in day schools cover long distances through dusty or muddy roads, which expose them to dirt. Untidiness among students in day schools could also be explained by the fact that these students stay in their homes hence making it difficult for the school to monitor their cleanliness and grooming. Furthermore the environments in which some of the students live in may also be another cause of untidiness in the sense that they may not have the facilities to keep their uniforms clean. Untidiness among students sends negative signals about students and may portray a wrong picture about the school. This situation could be worse in the post-caning era than before because of the fact that students feared to be caned and would make a deliberate attempt to be tidy. In the post-caning era, most of them do not heed to verbal correction making it difficult for the school administrators to ensure tidiness among students. Day schools should therefore make a deliberate effort to correct this situation by providing facilities in the school like bathroom facilities, soap etc. for those students who may not be in a position to enjoy such facilities at home. In this way, the school will be able to instill a sense of cleanliness among the students. It is likely that the situation could have been better before caning was banned because students feared being caned and would have done anything to avoid it. Given the fact that this no longer the case, students may deliberately become untidy so as to test the administration.

The calculated test statistics for Unwillingness to learn was χ^2_c =9.922 while the p- value was 0.007. This suggests that there is a significant difference in the trends of unwillingness to learn across the different types of schools. The responses indicate that 90% of the teachers in the girl's school agreed that this is common problem. Seventy percent (70%) of the teachers in the mixed day disagreed that it is a common problem in their school while 67% in the mixed boarding also disagreed. The likely reason why this problem is not common in the two types of schools is may be because the two schools are mixed schools which provide a conducive atmosphere for competition between the boys and the girls making them work hard to outwit one another. The prevalence of this problem in girls' school could be explained by the attitude that most girls do have towards certain subjects like mathematics and the sciences, which they deem, are for boys. The cultural stereotypes that prevail in most communities about the girl child and their inability to excel in education may also have a hand in contributing to their unwillingness to learn. Most girls' therefore do not put any effort in their academic work because they do not see themselves going beyond a certain level. They look at themselves as unable to face the challenges of life as their male counterparts and therefore do not see the need of working hard in school. In view of this therefore, girls need to be encouraged to compete favourably with the boys for them to also have a quality life after school. The society should also be sensitized enough about the need to support girls' education as the only way to empower them. There is therefore need to introduce different strategies for disciplining learners in different types of schools because of the nature of the problems facing them. In this scenario, the cane may not be the answer but Guidance and Counselling could help change the attitude of the girls.

The findings also revealed that certain behaviour problems have no significant difference with the type of school. This includes behaviour problems like theft, laziness, aggression (fighting, destruction of property etcetera) and disrespect for teachers, rules, prefects, monitors and school authority. This means that these problems do occur in all schools regardless of the composition of the school in terms of gender and hence the ban of caning has had no significant differential effect on schools of different types.

4.2.2 The Relationship between the Category of School and the State of Discipline in the Post caning Era.

To test this research question, the respondents were asked to indicate the category in which their school belonged i.e. whether district, provincial or national categories. From the list of behaviour problems provided in the questionnaires, the respondents (teachers) were required to indicate those that were rampant in their schools in order to show the relationship between the category of school and the nature of indiscipline. Table 10 summarizes the findings.

Table 10. Relationship between category of school and prevalence of certain types of discipline problems

Discipline problem	Category of school	Responses (%)		χ^2_c	P-value
		Agree	Disagree		
Absenteeism	National	_	100	14.847	0.001*
	Provincial	28	72		
	District	80	20		
Lateness	National	40	60	6.916	0.032*
	Provincial	39	61		
	District	90	10		
Dishonesty	National	20	80	12.931	0.002*
	Provincial	72	28		
	District	10	90		
Theft	National	40	60	4.479	0.107^{ns}
	Provincial	50	50		
	District	10	90		
Disobedience	National	20	70	3.642	0.162^{ns}
	Provincial	61	39		
	District	50	50		
Laziness	National	100	_	4.994	0.082^{ns}
	Provincial	67	33		
	District	60	40		
Untidiness	National	_	100	7.917	0.019*
	Provincial	17	83		
	District	50	50		
Unwillingness to learn	National	10	90	13.488	0.001*
	Provincial	78	22		
	District	30	70		
Aggression (fighting, destruction of property)	National	_	100	1.174	0.556^{ns}
	Provincial	11	89		
	District	10	90		
Disrespect for teachers, rules, prefects, and school authority.	National	30	70	2.107	0.821^{ns}
	Provincial	44	56		
	District	20	70		

df=2, α=0.05, χ^2_{crit} =5.9917 , *: Significant relationship, ns: not significant

Analysis of the relationship between school category and prevalence of specific discipline problems showed that there is a significant difference between absenteeism and the categories of schools. The calculated test statistics was χ^2_c =14.487 and a P-value of 0.00. This suggests that there is a significant difference in the trends of absenteeism across the different categories of schools. The responses show that 80% of the teachers in the district school agree that this problem is common in their school whereas 100% in the national school and 72% in the provincial schools disagreed. This problem is not common in both national and district schools perhaps because most of these schools are likely to be boarding schools and therefore the issue of absenteeism does not arise. The possible reason that can be advanced to explain why this problem is prevalent in the district school is the fact that these schools draw their students from the localities in which they are situated. There is also a likelihood that most of the district schools could be day schools and therefore students may absent themselves from school because of various reasons like lack of transport to school, and also parents detaining their children at home so that they can help them in the household chores. Research has shown that a contributing factor in absenteeism is lack of parental guidance and supervision as well as complacent attitude by parents towards education (Gullat *et. al,* 1997). According to Gullat *et. al* (1997) absenteeism leads to serious behavioural problems by youths and ultimately to adjustment problems in adulthood. It has been found to be a contributing factor in substance abuse, gang activity and involvement in criminal acts as burglary, auto theft and vandalism. Early intervention should therefore begin at home. The school should also take note of students who continually absent themselves from school and discuss this with the parents with the view of helping them. Parents who are aware of truancy should seek assistance immediately, first through the school and then through youth programs. The re-introduction of the cane may not necessarily help curb this problem, but there's need for the parents and the school to work together in order to help children who are victims of absenteeism.

The calculated test statistics for lateness was χ^2_c = 6.916 while the P- value= 0.032. This suggests that there is a significant difference in the trends of lateness across the different categories of schools. The responses indicate that 90% of the teachers in the district school agree that this is a problem in their school. Sixty percent (60%) in national and 61% in the provincial schools disagreed that this is a problem in their schools. This problem is prevalent in the district schools because of the likelihood that these schools are day schools and therefore students are

bound to be late because of the fact that they are not accommodated within the school and they have to walk to school or use other modes of transport to get to school. Lateness can also be seen as a sign of laxity on the part of the students of not taking their studies seriously especially considering the fact that these students are likely not to have done well in the primary leaving examination, the reason why they were admitted to a district school. A keen student would be a good manager of time. These are therefore, students who are not serious with their studies and the problem is further compounded by the fact that they do not fear the consequences of coming late since the disciplinary measures in place are not severe as the cane.

The calculated test statistics for dishonesty was $\chi^2_c = 12.931$ while the p-value was 0.002. This means that there is a significant difference in the trends of dishonesty across the different categories of schools. The responses of the teachers regarding this indicated that 72% in the provincial schools agreed that this is a problem in their school. Eighty percent (80%) in the national school and 90% in the district school disagreed that this is a problem in their school. The possible reason why this problem is prevalent in provincial schools is because such schools admit students from diverse backgrounds who are likely to influence one another negatively leading to adoption of such vices as dishonesty. These are also students of average academic ability and therefore the tendency to cheat in exams may also be high due to the desire to compete with their counterparts in national schools and excel in examinations. This is an indication that students lack certain moral values that can make them see the need to be honest. This problem often leads to poor relationship between the students and teachers and also between the students and the school administration as a result of lack of trust. This is a discipline problem which may not necessarily be a result of the absence of the cane but rather in the culture of a group of students. It therefore calls for the intensification of Guidance and Counselling programmes in the provincial schools.

The study also sought to find out whether there is a significant difference between untidiness and the category of school. The calculated test statistics was $\chi^2_c = 7.917$ while the p-value was 0.019. This means that there is a significant difference in the trends of untidiness across the different categories of schools. The responses indicated that 50% of the teachers in district schools agreed that it is a common problem in their school. Eighty three percent (83%) in the provincial schools disagreed and 100% in the national school also disagreed. This problem may not arise in the provincial and national school perhaps because these schools are likely to be

boarding schools, which means that students are provided with the means that can promote their tidiness. The problem was found to be common in the district school probably because most of the district schools are day schools and because these students operate from their homes they may face a lot of challenges in terms of keeping themselves tidy due to their varied socio-economic backgrounds. The habit indicates indifference and lack of consciousness among some students. It is also an indication of lack of self-discipline among the students and a habit of gross laziness. These students are difficult to control and untidiness is a sign of indiscipline or a sign of rebellion against the administration. Students deliberately refuse to comply with the school's dress code so as to test the administration. Considering the nature of schools under this category, it is likely that this behaviour problem may be difficult to eradicate using the new approaches to discipline. The use of the cane could probably have minimized the incidences of this behavior since students feared the cane. There is therefore need to look into the appropriate disciplinary measures which are more effective in dealing with this problem in these schools.

The research also undertook to find out whether there is an association between unwillingness to learn among students and the category of school. The calculated statistical test was 13.488 while the p-value was 0.001 which suggests that there is a significant relationship between the tendencies of unwillingness to learn and the category of school. The teacher's responses indicated that 77% in the provincial schools agreed that this is a common problem in their schools whereas 90% in national and 70% in district schools disagreed. National schools are not likely to experience this problem because the students admitted to such schools are brilliant and are therefore focused in their studies. Those in district schools on the other hand may be aware of their low academic ability and therefore may be willing to learn so as to compete with other students in the other categories of schools. This problem is therefore common in the provincial schools may be because majority of the students admitted in these schools are of an average academic ability. It is likely therefore that such students can easily lose interest in learning especially when they do not meet their expectations. This problem has a negative implication on the student's academic performance because students will not take interest in their work and in most cases such students may absent themselves from class hence making it difficult to monitor their conduct. The prevalence of this problem in the provincial schools is an indication of the failure on the part of the school administrators to implement the new approaches to discipline. The fact that students are unwilling to learn could be a pointer to

other deeper problems which the students could be undergoing. Unless such students are helped out of those problems, the situation may escalate into a serious disciplinary problem which might be difficult to control.

The research, however, found out that there are certain behaviour problems that have no significant relationship with the category of school. These include disobedience, theft, laziness, aggression and disrespect for teachers, rules, prefects, monitors, and school authority. This therefore means that these problems are common across all the categories of schools hence the ban on caning has had no significant differential effect on schools of different categories.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

From the study findings, various conclusions can be drawn which provides the basis for making recommendations on how student discipline would be effectively managed or maintained in schools in the post -caning era.

5.1 Summary for the Study

From the analyses of data collected to answer the above questions, this study established that:

5.1.1. Teachers and headteachers felt that discipline in secondary schools in the post-caning era has deteriorated. They cite the increase of strikes and unrests in schools to support their view. There is also rampant absenteeism, disobedience to authority, dishonesty, untidiness, laziness and lack of seriousness in academic work. The reason for this is lack of strong disciplinary measures to match the cane which was hitherto considered painful and instant, making student desist from misbehaviour. The banning of corporal punishment has therefore undermined discipline in secondary schools.

5.1.2. The findings also indicate that there are more discipline problems in the post-caning era than they were before caning was outlawed. This is seen by the frequency at which teachers handle discipline problems, which is far greater in the post-caning era than before. The increase in the rate of discipline problems may be attributed to lack of preparedness of the teachers to deal with these problems using the new dispensation of managing discipline.

5.1.3. Majority of the teachers are aware of the new approaches to discipline. Guidance and Counselling was cited as one of the commonly used methods of helping student with discipline problems. However teachers cited other methods used such as punishment such as manual work, kneeling down, exclusion, suspension and expulsion. However, it was observed that these new approaches to discipline are not sufficient substitutes to the cane. Teachers cited lack of skills to implement these new approaches to discipline as a

hindrance to their effectiveness and that the measures are time consuming. They also cited lack of parental support as a factor undermining the implementation of these approaches. This impacted negatively on the role of the teacher in establishing and maintaining appropriate student behaviour, which is an essential pre-condition for learning.

5.1.4. It was further evident that the role of teachers and parents is important in the implementation of the new approaches to discipline. It was found out that indiscipline in the secondary schools was due to laxity in enforcement of rules and unexplained punishments, lack of good role models among parents and teachers and absence of clear channels of communication between students and the school administration. There is therefore a need for concerted effort between school and home in molding the character of the students. Their relationship would greatly affect the way students behave as they grow up in school.

5.1.5. Regarding the role of Guidance and Counselling in promoting good discipline in schools, the findings indicated that it has helped create a lot of awareness among students about who they are. It has also helped others get focused in their studies and enhanced teacher-student relationship. However, it was found out that teachers lacked the necessary skills to implement it and that they also lacked time and resources to carry out the service. It was also found out that few students respond to Counselling because they have a negative attitude towards it. They regard it as a fault finding exercise.

5.1.6. The study also found out that there were problems experienced by teachers and headteachers that affected the implementation of the new approaches to discipline. The problems included unwillingness by teacher to guide and counsel students because of its demand, lack of support from parents, lack of support from head teachers, lack of skills by teachers and lack of support from the Ministry of Education Science and Technology. These problems affected the state of discipline in the schools and consequently the objective of maintaining student discipline in school cannot be realized. It is therefore

important that the problems be addressed if the objective of maintaining student discipline in schools is to be achieved.

5.1.7. The study also revealed that there is a significant difference between the type of school and the prevalence of certain discipline problems. For instance, it was found out that discipline problems such as absenteeism, lateness, dishonesty, untidiness and unwillingness to learn were common in certain types of schools than others.

5.1.8. It was also found out that there is also a significant difference between the category of school and the prevalence of certain types of discipline problems. The study found out that there is a significant difference in trends of absenteeism, lateness, dishonesty, untidiness and unwillingness to learn across the different categories of schools.

5.1.9. However, the study found out that there are certain discipline problems that have no significant difference between the type and category of school. Such discipline problems include theft, laziness, disobedience and disrespect for teachers, prefects, rules and school authority. Hence the ban on caning has had no significant differential effect on schools of different types and categories.

5.2 Conclusions

From the findings and discussions of the study, the following conclusions were made based on each objective and research question.

1. The study results showed that 100% of the headteachers and 92% of the teachers felt that the banning of the cane in schools has undermined discipline. This is evidenced by the increase in student unrests and general indiscipline in the schools as indicated by the prevalence of certain discipline problems in the schools. It can therefore be concluded that the new approaches to discipline have not been effective in maintaining student discipline and therefore, school administrators face difficulties in their effort to maintain student discipline in the post-caning era.

2. The study also revealed that 100% of the headteachers and 90% of the teachers were aware of the new approaches to discipline. However, majority of the teachers did not agree that these approaches were a sufficient substitute to the cane. This was also supported by the rate at which they handled discipline problems which for the teachers indicated that 74% frequently did. From these findings, it can be concluded that Guidance and Counselling as a strategy for maintaining student discipline in the post-caning era has proved to be inadequate and teachers were not prepared to handle the new challenge due to lack of skills to implement it. It is also an indication that the Ministry of Education may have developed the new approaches in haste and without the input of the stakeholders.

3. Results from the responses of teachers and headteachers on whether they encountered any problems in the implementation of these approaches to discipline indicated that 50% of the headteachers agreed that they did while 95% of the teachers also agreed. Some of the problems cited include lack of support from the Ministry of Education Science and Technology in the implementation of the new approaches to discipline. The society was also not sensitized enough on the change of disciplinary procedures. The role of parents was also seen to be important in the implementation of the new approaches to discipline although this seemed not to be forthcoming. From the problems cited above, it can be concluded that the ineffectiveness of these approaches to discipline was a result of failure on the part of the MOEST to involve the stake holders namely the parents, teachers and the students in the translating of the new approaches to enhance good discipline. If they were involved, they would have been in a better position to implement them with ease.

4. It was also found out that certain disciplinary problems are more common in certain types of schools than others and also in certain categories of schools. In as far as the relationship between the type of school and the state of discipline is concerned, it can be concluded that mixed day schools face more challenges in terms of discipline than the boarding schools. This therefore calls for disciplinary procedures that will cater for the different characteristics of the school. The findings also indicated that there is a relationship between the category of school and the prevalence of certain disciplinary

problems. The findings revealed that district schools faced more disciplinary problems than the provincial or national schools. This leads to a conclusion that the proponents of the new approaches to discipline failed to take into consideration the structural differences that exist in secondary schools.

5.3 Recommendations

From the findings and conclusion of the study, the following were the recommendations.

5.3.1 The study also found out that Guidance and Counselling as a method of disciplining learners is not comprehensive and teachers are forced to resort to other methods of punishment such as kneeling down, manual work, throwing students out of class and recommending expulsion. Teachers however observed that the new approaches to discipline are not sufficient substitute to the cane. It is therefore recommended that the cane be re-introduced but with specific guidelines on its use. It should be used alongside other methods of discipline depending on the nature and seriousness of the offence.

5.3.2 The findings also found out that teachers lacked the necessary skills to implement the new approaches to discipline. In view of this, to prepare them on how to employ this approach, all teachers should be trained in the area of Guidance and Counselling and posted to schools to head the department. Workshops should be organized for those who are already in the profession. Teachers should be in-serviced to equip them for the new challenges in the maintenance of student discipline.

5.3.3 The study also revealed that the some of the head teachers were not supportive in the implementation of these approaches to discipline. They did not also inform parents about what goes on in the school. Headteachers should strive to improve relationship between members of the school community. This could be through creating clear channels of communication for example frequent meetings between them to discuss matters affecting the school. Through regular interaction, they would be aware of their responsibility of nurturing and guiding the youth.

5.3.4 The study findings revealed that some parents were not supportive in the implementation of the new approaches to discipline. There should therefore, be a close collaboration between teachers and parents in ensuring maximum discipline and closer observation of students. Parents should be involved in school functions and be kept informed of the school goals and activities.

5.3.5 The findings also revealed that indiscipline among students was due to absence of clear channels of communication between students and school administrators. Headteachers should therefore explore ways of involving the students in the administration of the school. They should put off the "subordination jacket" and sensitize students about the school regulations and get their views. This could be done through organizing student 'barazas' and councils. This is the child-centered approach to discipline, which should be able to reduce indiscipline.

5.3.6 Prefects should be inducted on their roles/duties and be involved in decision-making as one way of resolving conflicts that emanate from unsound decisions arrived at without consensus. Headteachers should encourage frequent formal meetings between the prefects and teachers in order to promote a culture of dialogue.

5.3.7 The study findings also found out that there is lack of support from the MOEST in the implementation of the new approaches to discipline. They took too long to respond to issues related to student discipline. It is therefore recommended that the Ministry of Education Science and Technology should decentralize the handling of discipline matters. The Board of Governors in schools should be empowered to mete out disciplinary action like expulsion instead of the Permanent Secretary in the Ministry of Education. This will reduce the unnecessary delays emanating from such bureaucratic arrangements. Alternatively, District Disciplinary Committees be legally constituted at the District Education Offices to handle issues of expulsion of students from school.

5.4 Suggestions for Further Research

- The study was limited to secondary schools in Rongai Division, Nakuru district of Rift Valley province. Therefore, further research is recommended to cover a wide area so as to establish the extent to which the findings of this study apply to other schools in the country.
- Further research should be carried out to develop appropriate strategies for managing student discipline in public secondary schools in Kenya in the post-caning era.
- Further research needs to be undertaken to determine factors that contribute to student indiscipline in the post-caning era.
- Further research should also be done to help understand how teachers' attitude to the new approaches to discipline may affect the state of discipline in secondary schools.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO HEAD TEACHERS

Kiprop C.J
Egerton University,
P.O Box 536,
Njoro.
Date .....

Dear Sir/Madam,

PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student taking a masters degree in Education in Egerton University.
I am conducting research on the challenges faced by secondary school administrators in maintaining student discipline in the post-caning era. I would thus be grateful if you and your teachers take part in the study.

The study is important putting in mind the challenges and demands expected of head teachers and the entire school in molding the character of students under their care.
Thank you for your anticipated co-operation.

Yours faithfully,

Kiprop, C.J.

APPENDIX II

QUESTONNAIRE FOR HEADTEACHERS

Information to the respondent: This questionnaire seeks to establish the challenges faced by school administrators in maintaining student discipline in the post caning era. As a head teacher, you can greatly assist in achieving this objective. Put a tick (✓) in the appropriate bracket or fill in the information. Do not write your name anywhere in the questionnaire. All information given will be treated with utmost confidentiality.

PART A: General information

1.Type of school:

Mixed day [ ] Mixed boarding [ ] Boys' boarding [ ] Girls' boarding [ ]

2.Category of the school: National [ ] Provincial [ ] District [ ]

3. Number of years served as a head teacher: .....

4.Number of the students in the school: .....

PART B: Levels of discipline

4. Below is a list of some of the possible behaviour problems (indiscipline) among learners in the school. Indicate by a tick the ones you think are rampant in your school.

(i) Absenteeism [ ]
(ii) Lateness [ ]
(iii) Dishonesty [ ]
(iv) Theft [ ]
(v) Disobedience [ ]
(vi) Laziness [ ]
(vii) Untidiness [ ]
(viii) Unwillingness to learn [ ]
(ix) Aggression e.g. fighting, destruction of property etc. [ ]
(x) Disrespect for teachers, rules, prefects, monitors and school authority [ ]

10. Banning of corporal punishment has undermined discipline in the school.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

11. How often do you deal with cases of indiscipline in the school?

Very frequently [ ] Frequently [ ] Not certain [ ] Sometimes [ ] Never [ ]

12.List the most common discipline problems in your school.

.....

.....

.....

Give reasons for the prevalence of such problems.....

.....

.....

PART C: New approaches to discipline

13. Are you aware of the alternatives to corporal punishment as provided by the Ministry of Education Science and Technology? Yes [ ] No [ ]

If yes, list the ones most commonly used in your school

.....

.....

.....

14. The approaches to discipline listed in (13) above are sufficient substitute to the cane?

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly agree [ ]

Give reason to support your answer in (14) above.....

.....

.....

15. The role of parents and teachers is important in the implementation of these new approaches to discipline?

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

16. Strengthening Guidance and Counselling as one of the approaches to discipline is meeting the objective of promoting good discipline in your school.

Strongly agree [ ]Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

Give reason to support your answer in (17) above.....

.....

PART D: Problems associated with the new approaches to discipline.

17. Have you encountered any difficulties in adopting the new disciplinary approaches?

Yes ( ) No ( )

If yes, specify the particular problems encountered.....

.....

.....

.....

If no, explain the main advantages of the new approaches.....

.....

.....

18. For these approaches to discipline to be successfully implemented, the support of both the parent and the teachers is required. I always receive this kind of support?

Very strongly [ ] Strongly [ ] Not certain [ ] To some extend [ ] Not at all [ ]

20. The new approaches to discipline are effective in dealing with serious disciplinary problems such as the following; Tick appropriately.

	Strongly agree	Agree	Not certain	Disagree	Strongly disagree
Pregnancy					
Strike					
Drug abuse					
Sex abuse					
Theft					
Fighting/assault					

21. Teachers lack the necessary skills to implement the new approaches to discipline hence it is difficult for them to enforce/ make them work.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

22. The society was not sensitized enough by the Ministry of Education Science and Technology on the importance of the new approaches to discipline.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly Disagree [ ]

Give reason to support your answer in (14) above.....

.....

.....

23. The new approaches to discipline are meeting the objective of maintaining good discipline in the school.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

Give reason to support your answer in (16) above

.....

.....

23. What do you think can be done in school to enhance discipline?

.....

.....

APPENDIX III

QUESTIONNAIRES FOR TEACHERS

Information to the respondent: This questionnaire seeks to establish the challenges faced by school administrators in maintaining student discipline in the post-caning era. As a teacher, you can greatly assist in achieving this objective. Put a tick (✓) in the appropriate bracket or fill in the information. Do not write your name anywhere in this questionnaire. All information will be treated with utmost confidentiality.

PART A: General information

1. Type of school: Mixed day [ ] Girls' Boarding [ ] Mixed Boarding [ ] Boys Boarding [ ]
2. Category of the school: National [ ] Provincial [ ] District [ ]
3. Number of years taught .....

PART B: Level of discipline

4. Below is a list of some of the possible behaviour problems (indiscipline) among students in secondary schools. Indicate by a tick the ones you think are rampant in your school.

(i) Absenteeism [ ]
(ii) Lateness [ ]
(iii) Dishonesty [ ]
(iv) Theft [ ]
(v) Disobedience [ ]
(vi) Laziness [ ]
(vii) Untidiness [ ]
(viii) Unwillingness to learn [ ]
(ix) Aggression e.g. fighting, destruction of property etc. [ ]
(x) Disrespect for teachers, rules, prefects, monitors and school authority [ ]

5. Good discipline in schools in the post caning era has deteriorated.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

Give reason to support your answer in (5) above.

.....

.....

6. How often do you deal with student discipline problems?

Very frequently [ ] Frequently [ ] Not certain [ ] Sometimes [ ] Never [ ]

7. List the most common behaviour problems that you come across in your school.

(i).....

(ii).....

(iii).....

8. There are more discipline problems in the post-caning era than they were before caning was banned.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

PART C: New approaches to discipline

9. Are you aware of the new approaches to discipline as provided by the Ministry of Education Science and Technology?

Yes [ ] No [ ]

If yes, list the most common ones that you use as a teacher.

.....

.....

10. The approaches listed above are sufficient substitutes to the cane.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

Give reason to support your answer (10) above

.....

.....

11. The above mentioned (9) approaches are meeting the objective of maintaining good discipline in the school.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

12. Students' response towards the new approaches to discipline is positive.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

13. Teachers lack the necessary skills to implement the new approaches to discipline.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

Give reasons to support your answer (13) above

.....

.....

14. What other approaches other than those supported by the Ministry of Education Science and Technology do you think can be employed so as to enhance discipline in schools?

.....

.....

PART D: Problems associated with the new approaches to discipline

15. There are problems encountered in adopting the new disciplinary approaches.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

16. The head teacher is supportive in dealing with discipline matters.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

17. The Ministry of Education Science and Technology emphasizes the use of Guidance and Counselling to solve discipline problems of the students. Do you agree that this is effective?

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

18. Teachers need training or in-service in order to implement the new approaches to discipline.

Strongly agree [ ] Agree [ ] Not certain [ ] Disagree [ ] Strongly disagree [ ]

19. What do you think can be done to improve student discipline in schools?

.....

.....

.....

APPENDIX IV

INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. How would you compare the discipline of the students before and post caning?
2. What are the effects of the banning of the cane on student discipline?
3. How do you ensure good discipline in the school?
4. Do you think the approaches you use to maintain student discipline are effective?
5. What has been the student response/ attitude to these approaches to discipline?
6. How has Guidance and Counselling strategies helped in dealing with discipline problems?
7. How have you managed to keep in touch with the parents in matters relating to discipline of the students?
8. What role does the Ministry of Education Science and Technology play in ensuring that discipline in schools is maintained?
9. What problems do you encounter in trying to maintain student discipline in the school?
10. What do you think are the solutions to these problems?

APPENDIX V

LIST OF SECONDARY SCHOOLS IN RONGAI DIVISION

School	Category	Type
1. Moi High School-Kabarak	National	Mixed boarding
2. A.I.C Morop Girls	Provincial	Girls' boarding
3. Kirobon High School	Provincial	Mixed boarding
4. Mama Ngina Kenyatta sec.	District	Mixed day
5. Kampi Ya Moto Secondary	District	Mixed day
6. Mema Secondary	District	Mixed day
7. Athinai Secondary	District	Mixed day
8. Bomasan Secondary	District	Mixed day