

**AN INVESTIGATION INTO ALTERNATIVE STRATEGIES OF  
DISCIPLINE IN THE ABSENCE OF CORPORAL PUNISHMENT  
IN THE PUBLIC SECONDARY SCHOOLS IN MATUNGULU  
DIVISION, MACHAKOS DISTRICT, KENYA**

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**BY**

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**A Research Project Submitted in partial fulfillment of the  
requirements for the Degree of Master Of Education in  
Educational Administration and Planning**

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## DECLARATION

I declare that this Research Project is my original work and has not been presented for a degree in any other university



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This research project has been submitted for examination with my approval as the university supervisor



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## DEDICATION

I dedicate this work to you dear dad and mum, for you have made me become what I am this day.

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## **ACKNOWLEDGEMENT**

My heartfelt gratitude goes to my supervisor Dr. Gatumu who through her hard work, patience and understanding guided me through this work. No amount of words can express my thankfulness for the assistance accorded all through.

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My sincere gratitude goes to all headteachers and teachers of public secondary school in Matungulu division for their cooperation during the study, which contributed greatly to the success of this study.

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Above all to God be all the glory.

## ABSTRACT

Corporal punishment has been used as a method of discipline in many schools until the withdrawal by the Ministry of Education Science and Technology (2001). With discipline being so detrimental to existence of harmony and order in our schools, alternative strategies of discipline require to be put in place to take the place of corporal punishment, which has been quite popular.

The purpose of this study was to investigate the alternative strategies of discipline that teachers in public secondary schools in Matungulu Division have adopted in the absence of corporal punishment. In the literature reviewed for this study, concept of discipline and punishment was discussed, causes of indiscipline, alternative strategies of discipline in school and in particular classrooms.

The instruments of data collection were two sets of questionnaire, interview and observation schedules. The research instruments were tested for content validity and reliability by means of a pilot study. Data was analyzed using descriptive statistics where means, percentages and frequencies were used. Chi-square was used to measure the relationship between the alternative strategies that teachers preferred to use and the independent variables. The study came up with the following research findings;

All public secondary schools in Matungulu division have embarked on the use of alternative strategies of discipline after the abolition of corporal punishment. In dealing with indiscipline, teachers have a range of alternatives that they use namely; guidance and counseling, punishment, [manual work, extra class work, kneeling down,] dialogue, having a set of school rules, withdrawal of privileges, and at times suspension.

The study made the following recommendations;

1. In regard to formulation and revision of school rules, teachers should be more involved since they play a major role in the implementation of school

rules. Other than involving teachers, students who according to the findings of this study are hardly involved in the formulation and implementation of school rules ought to be involved since these rules are basically formulated to govern them. Having a clear set of rules with consequences for non adherence is an alternative strategy that can enhance school discipline

2. The study recommended that frequent workshops, in-service and refresher courses on use of alternative strategies of discipline be availed to teachers. Guidance and counseling training should be given to all teachers irrespective of their responsibilities since it is the most effective and preferred alternative strategy.
3. Teachers of public secondary schools should learn to practice a reward-based system of discipline rather than the traditional one of punishment. They ought to be encouraged to use alternative methods of behaviour modification, which have a positive impact on student behaviour instead of using punishment, which only suppresses behaviour.

The study suggested the following research areas for further research:

1. A comparative study on the alternative strategies of discipline in public secondary schools in rural and urban set ups.
2. A replication of this study-using interview as the research instrument with headteachers, teachers, students and parents as the respondents.
3. A study on the attitude of teachers on the use of alternative strategies of discipline in public secondary schools.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Discipline is the order that is maintained in a working situation in order to attain the expected goal (Mbiti, 1984). The traditional approach to discipline was based upon the idea that the child is naturally bad and that his badness must be controlled (Wilson, 2000). The debate on the use of corporal punishment rages not only in Kenya but also in various parts of the world. Robert (2000) reports that for thousands of years, the rod or its substitute has been the emblem of the teachers and yet today few educational leaders support its use. Many approaches to the control of the child are being advocated and implemented. Many of the approaches were a direct desire to end corporal punishment but of late there has been a great emphasis in the avoidance of any sort of punishment not just corporal punishment (Awour, 2002). A study carried out in Singapore by Braema (Strait Times, 1997) revealed that more than four out of five teachers from both primary and secondary schools approve the use of cane as a disciplinary measure. It also highlighted ten common discipline problems in various schools in Singapore as telling lies, late coming, bullying, smoking, physical violence, disruptive behaviour, use of abusive language, truancy, and stealing. For these offences, teachers preferred using cane because it is thought to be quick and effective.

Argument against the use of punishment as a disciplinary method has been advanced by many psychologists including Skinner (1969) who have consistently condemned the use of punishment as a means of controlling behaviour. Skinner says that only real effect of punishment is to temporarily suppress a response but there is no permanent weakening of the punished behaviour which has taken place and when suppression effects weakens off the behaviour will occur once more. Skinner believed that positive reinforcement is far more effective operation without side effects. In his opinion, teachers should not use punishment to foster learning because it is ineffective and is

accompanied by undesirable complications. Jenkins (1999) in his study shows that a number of lessons have been learnt as a result of abolition of corporal punishment not only in Britain but also in other European countries such as Sweden and Denmark. He further explains that those lessons have also had a significant bearing on the educational situation in South Africa.

In his discussion he advances the following arguments;

- (i) Removal of corporal punishment from state schools has unwittingly led to violation of other enshrined rights for students, that is the right to education.
- (ii) The cane was cheap but its replacement is not. This is because corporal punishment was quick, time and cost effective but the alternative modes of discipline are high in terms of resources and time. Substantial efforts need to be made to provide teachers, even the most experienced of them with a range of alternative strategies.
- (iii) Teachers can no longer assume that by the virtue of their position or by their status as teachers they can implement corporal punishment as a disciplinary sanction with impunity.
- (iv) Schools do not wish to make alternative on discipline and therefore utilize the exclusion procedures not necessary as a last resort but as an early resort. However exclusion on a large scale has also created problems.

From the above arguments, it is clear that removal of corporal punishment as a discipline method has left a vacuum that needs to be replaced by other alternatives. Though it was cheap and effective as suggested, the negative effects it has on the learner cannot be overemphasized. According to the America Academy of Pediatrics, (Pediatrics Vol 106, 200) and Baler (1988) corporal punishment may adversely affect a student self image and school achievement. It may also contribute to disruptive and

violent school behaviour. Moreover, according to human Rights Watch (1999) corporal punishment may undermine the purpose of education as articulated in article 29 of the U.N Convention on the rights of the child. In addition Erickson (1950) states that corporal punishment erodes the youngsters basic trust, stimulates mistrust, anger and resentment. Erickson further reveals that data has been collected showing a direct relationship between severe corporal punishment in early childhood and delinquency later in life.

However, Section 43 of the criminal code of Canada (Justice for children, 2003) state that every schoolteacher or parent is justified in using force by way of correction. This is towards a pupil in their care if the force does not exceed what is reasonable in the circumstances. According to Hyman and Wise (1979) opposition to corporal punishment is not opposition to firm, strict discipline. To them, sparing the rod does not mean spoiling the child if other more effective means for handling misbehaviour are employed.

There are four ways in which some American schools have collaborated with the local communities to help children develop social values and skills. The first involves articulating the agreed core of values. Apart from operating mutual understanding, the consensus encourages parents to be more certain about what to teach their children. In the second strategy, help is given whereby the community can regain a sense of cohesiveness through small parent support groups. These meet in school or in a parents home to discuss matters of common concern such as measures to stop alcohol and drug abuse and excessive exposure to violence on television. Third, Lickona describes examples of school sponsored family projects to promote pro-social values. Those might involve families watching and discussing a film with a moral theme. Finally, illustrations are given of parental and social development programmeme. For instance the school might suggest ways in which parents could follow up liaison on interpersonal relation. These ideas do teach pupils to be compliant and to develop self-control for they show that partnership between families and schools can help to promote

responsible behaviour based on greater understanding, concern and sensitivity. In Britain corporal punishment was traditionally used as a disciplinary action and its removal from the classroom in 1986 led to schools looking for different alternatives to punishment (Newel, 1989). The use of alternative methods of behaviour management has proved more effective than corporal punishment.

In Kenya, over the years since 1980 the use of corporal punishment has been legal under the Education Act (Education Act, 1980). According to the section of school discipline in the Education Act, it is stipulated that corporal punishment may be inflicted only in cases of continued or grave neglect of work, indecency, truancy or the like. It also stipulates that corporal punishment may be inflicted only by the headteacher of the school or by a teacher in the presence of the head or in case of a boarding school by a house master to whom authority for administration of corporal punishment has been delegated by the headteacher in respect of pupils resident in his house. Corporal punishment shall be inflicted on the buttocks with a cane or smooth light switch or on the palm of the hand with a strap not less than one and a half inches on breadth and that a record of each corporal punishment shall be kept by the headteachers.

Having been used as a disciplinary measure over the years, the ban on corporal punishment was arrived at in 1992 and fully effected on year 2001 (Daily Nation, 13th March 2001). The ban has aroused a lot of heated debate in the media from various sources like politicians, administrators and the general public. It is indeed no wonder that due to the closure of various secondary schools brought about by strikes; the members of parliament saw corporal punishment as the only way to bring back order to schools. They were therefore advocating for the reinstatement of corporal punishment in schools. The Minister of Education who reiterated that corporal punishment had been outlawed and that the ban had to stay however denied their claim (East Africa Standard, 30<sup>th</sup> July 2001: 5) Waihenya (Daily Nation July, 21<sup>st</sup> 2001:4) reported that with the strike at Alliance Girls School, which has had the same headmistress for the

last fifteen years, several questions have had to be raised as to whether the withdrawal of the cane is a contributory factor to the indiscipline.

The Catholic Church claims that the use of cane is not a solution to the problem of indiscipline because like capital punishment, it has failed to act, as a deterrent to indiscipline in schools and therefore caning is not a cure. It only serves to bring fear, which is hardly good for learning (Daily Nation, 25<sup>th</sup> July 2003: 23.)

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Due to the rising number of strikes and students unrest in public secondary schools, the government formed a task force in August 2001 to look into student discipline and unrest. This was a clear indication that school discipline is a pressing issue that needs to be addressed. According to Siringi (Daily Nation, 31<sup>st</sup> May 1999:15), most secondary schools in Kenya have not been able to maintain discipline among students leading to mass failure in National Examination. This study will investigate into alternative strategies of discipline that are being used in secondary schools in the absence of the cane.

## **1.2 Statement of the problem**

In the recent times, Kenyan secondary schools have increasingly experienced widespread indiscipline with devastating consequences. Between 1980 and 1990 the reported number of schools experiencing student unrest intensified tremendously from 22 (0.9%) to 187 (7.2 %) Republic of Kenya, (August 2001:6). The indiscipline behaviour, which often started, simply as boycott of classes seemed to have been premeditated and planned to focus on violence, which included destruction of property, rape and injury.

Drug abuse, truancy, bullying and in the recent past, cases of students killing each other have been reported in our secondary schools. Siringi (Daily Nation, 31<sup>st</sup> May 2000:15) reports that this scenario has not left out national schools such as Lenana, Alliance Girls High School and Nairobi School. It is worrying that the indiscipline in schools has changed over time from simple protests to destruction of property and in

recent past the killing of fellow students. (Daily Nation, 12<sup>th</sup> March 2001: 29) reported that Sixty Seven students of Kyanguli Secondary School in Machakos district were burnt to death while in the dormitory by fellow students. In Nyeri High School, boys plotted and locked prefects while asleep in their cubicles and using petrol burnt four of them to death.

With the ban of the use of corporal punishment in a gazette notice dated 13<sup>th</sup> March 2001, the issue of discipline and disciplinary methods used in schools poses a great challenge. Though the ban of the cane was in compliance with the Children's Act and the United Nations Convention on the rights of the child, the ban has been blamed for the escalation of unrest in secondary schools. Headteachers during their annual conference in Eldoret were agonizing over the trend of indiscipline and blamed the Ministry of Education for taking away the cane without consulting them.( Daily Nation, July 2001:28)

On the other hand, it has also been reported that corporal punishment has been abused by some teachers leading to serious injuries and sometimes even death of pupils.(Daily Nation,16<sup>th</sup> April 2001:23) reported that a 13 year old boy sustained fractures in three of his fingers after he was allegedly beaten by a teacher for arriving late in school. Nation Correspondent (Daily Nation, 4<sup>th</sup> November 2003:23). Wills (1945) says that punishment took away the valuable opportunity for the offender to make restitution and that it led to the exclusion of moral thinking in favour of book keeping calculations related to the possibility of being caught and the likely price to be paid. At the other extreme from punishment, permissiveness is equally unhelpful. Many alternatives for the rod according to Newel (1989) have long been used as humiliation, imposition of extra work, deprivation of privileges, but all of which have been condemned by philosophers and psychologists who contend that punishment humiliated the child and therefore is unnecessary (Skinner, 1969). It is clear that strikes are hampering learning and teaching process, causing financial difficulties to schools and parents as well as creating bad blood between teachers, students and parents.



Although the ban on the cane has been supported by many stakeholders there is a feeling that it was done abruptly and that it was wrong not to have put in place apt measures to replace the use (Daily Nation, July 21<sup>st</sup> 2001: 4) Teachers too have complained that students have misunderstood the ban of corporal punishment to mean that they should not be punished at all. In every school there are expected patterns of behaviour that students should adhere to. School rules and regulations give guidelines and order in schools to create a conducive environment for learning.

Ayieko (1988) reports that despite the existence of school rules, there are students who despite being aware of rules still do not comply hence the need for disciplinary measure against them. With the withdrawal of corporal punishment, which has long been used as a disciplinary measure in Kenyan schools, there is, need to make substantial efforts to provide teachers with a range of alternative strategies of discipline. Since discipline is so detrimental to learning, this study will seek to investigate into alternative strategies that schools are employing to instill discipline among the students.

### **1.3 Purpose of the study**

As a result of the ban on corporal punishment under legal notice No. 56/2001 (The Education School Discipline (Amendments) Regulation 2001, teachers have a big challenge of handling errant students. The net impact has been cases of new forms of indiscipline bordering on criminal activities. The study was interested in investigating where corporal punishment is not applied, what other methods of discipline exist.

### **1.4 Objectives of the study**

The main objective of this study was to identify alternative strategies that teachers use to maintain discipline in secondary schools in the absence of corporal punishment. This study therefore will be conducted under the following specific objectives:-

- 1 To determine whether the teacher's age has any relationship with alternative strategies they prefer using.

- 2 To determine whether the teacher's gender has any relationship with the alternative strategies they prefer using.
- 3 To determine whether the teacher's experience has any relationship with the alternative strategies they prefer using.
- 4 To establish whether there is any relationship between the size of the school and the alternative strategies that teachers use.
- 5 To determine whether the teacher's academic qualifications has any relationship with the alternative strategies they prefer using.
- 6 To determine whether the type of school has any relationship with the alternative strategies that teachers use.

### **1.5 Research questions**

This study sought to answer the following questions;

1. What is the relationship between the teachers' age and the alternative strategies they prefer using?
2. What is the relationship between the teachers' gender and the alternative strategies they prefer using?
3. What is the relationship between the teacher's experience and the alternative strategies they prefer using?
4. What is the relationship between the size of the school and the alternative strategies that the teachers use?
5. What is the relationship between the teacher's academic qualifications and the alternative strategies they prefer using?
6. What is the relationship between the type of the school and the alternative strategies that teachers use?

### **1.6 The significance of the study**

Every time cases of indiscipline are reported in the media, the public reacts by blaming School principals and teachers whom they think are not carrying out their duties well (Githiari, 2001) School managers respond to such reactions by blaming the decline on the family and societal values which make their work even more difficulty. Apart from

blaming the teachers, no solution or guidance is given to them on how to handle indiscipline among students. This study is going to be an eye opener to the school principals and teachers by making suggestions on alternative strategies that can improve discipline in schools instead of spending valuable time apportioning blame. The research findings may be of help to teachers in developing skills for organizing and maintaining discipline by providing various alternative strategies that teachers can use to instill discipline.

At present, little is known about the way teachers adapt their methods of classroom management to circumstances and as a result little advice can be passed on the student teacher trainees. It is hoped that the findings of the study will be of help in providing essential guidelines for teacher preparation in classroom discipline procedures. Other stakeholders in the education sector will also find the research findings useful, as they will realize the existence of other disciplinary measures, which can effectively replace the use of corporal punishment.

### **1.7 Limitations of the study**

The research was conducted in a rural setting and therefore the rural setting is not likely to reflect the social class structure of the entire country. This means that the generalization of the research findings needs to be applied with some caution.

### **1.8 Delimitation of the study**

The study was conducted in schools in Matungulu Division. Most schools in this division are predominantly in the rural area with some in very remote areas. The condition in the division could be unique and different from those of other divisions within the district and the country in general. Only public secondary schools were included in the study. The study relied on responses given by selected teachers and it was hoped that it would be a true reflection of what they practice. Otherwise the results may give the wrong reflection of the alternatives to corporal punishment

## 1.9 Basic Assumptions

The study is based on the following assumptions:-

- ◆ That corporal punishment as a disciplinary measure has been banned.
- ◆ That teachers have developed techniques in dealing with indiscipline in place of corporal punishment.
- ◆ That teachers are charged with the sole responsibility of ensuring discipline in schools.
- ◆ That each of the schools under the study has rules and regulations that student should adhere to.
- ◆ The respondents will provide truthful and honest responses to the items in the study.

## 1.10 Definitions of significant terms used in the study.

- ❖ Alternative - Different from what is usual or tradition.
- ❖ Behaviour - A way of acting either in acceptable or not socially acceptable pattern.
- ❖ Corporal punishment - A punishment that inflicts some pain on culprit especially by canning.
- ❖ Discipline - A state of order and control gained as a result of training.
- ❖ Division - A major unit of administration.
- ❖ Public school - This refers to a four year post primary school or institutions which is developed, equipped and provided with staff from public funds by the government, parents and communities.
- ❖ Punishment - Is deliberately presenting an unpleasant stimulus or taking something positive away.
- ❖ Reinforcement - Any satisfying or pleasant experience or reward that accompanies learning.

- ❖ Strategy - Total mixture of methods and materials chosen to attain certain objectives, determined by Educational philosophy, relevance of methods and materials.
- ❖ Investigation - It's an examination of facts.

### **1.11 Organization of the study**

The study was organized in five chapters. Chapter one of the study includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation, basic assumptions of the study and definition of the of significant terms used in the study.

Chapter two comprised of literature review. It was organized in the following topics; concept of discipline and punishment, causes of indiscipline, alternative strategies of school discipline, strategies of classroom discipline, conclusion, a theoretical frame work of the study and a conceptual framework.

Chapter three covered the research methodology; the following sub-headings were included; research design, target population, sample and sampling procedures, research instrument, validity of instrument instruments, reliability of instruments, data collection procedures and data analysis techniques. Chapter four includes data analysis and discussion of research findings while chapter five includes a summary of the findings, conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

The literature review in this study was discussed under the following sub-topics; the concept of discipline and punishment causes of Indiscipline, alternative discipline strategies in schools, strategies of classroom discipline and a conclusion.

#### **2.1 Literature review on the concept of discipline and punishment**

People thinking of the two concepts as one and the same thing have often confused the concept of discipline and punishment. This should not be the case as the two concepts have varied meanings. The word discipline is derived from the root word 'disciple' which according to Hover (1978) implies teaching or helping one to grow or achieve.

Mbiti (1974) describes discipline as a system of guiding the individual to make reasonable decisions responsibly. It is the control of a class to achieve desired behaviour. According to Charles (1989) most people think of discipline as punishing actions used against children in times of conflict or misbehaviour. Children too form stereotyped ideas about discipline. Generally they see discipline as arbitrary rules set up by adults to show who is in charge. Some see it as a punishment given without reason. Good discipline however has little to do with punishment. Discipline requires freedom of choice and the understanding of consequences.

In behavioural terms, discipline means various aspects of relationship. To others discipline means obedience to authority. In his model of discipline, Ginott (1972) describes discipline as a 'series of little victories'. It is a small step, ongoing, never ending. When done properly, it ultimately produces student self-direction, responsibility and concern for others. According to him, the most important ingredient of effective discipline is the teacher's own self discipline. The purpose of discipline in school is primarily to create and maintain conditions favourable for learning and teaching. The

goal of discipline according to Mbiti (1974) is to produce young people who will be responsible people when they become adults.

As Sanderson (1996) explains, punishment is only one method of discipline. Students should be made to see punishment as a natural and understandable consequence of unacceptable behaviour. According to Charles (1989) punishment should consist of planned unpleasant consequences, the purpose of which is to modify behaviour in positive directions. That punishment should not be physical nor should it involve angry outbursts that indicate lack of self-control on part of the teacher. Neither should it be actions taken to get back at misbehaving students or to 'teach them a lesson'. Instead it should require them to make amends for breaking rules, do correctly what was done incorrectly, forego activities they enjoy and so forth. Punishment is to 'correct' so that a person does not repeat the crime, at the same time, it serves as an example so that those who see a person being punished do not repeat the crime (Charles, 1989). He defines punishment as deliberately presenting an unpleasant stimulus or taking something positive away. He goes on to explain that there are two broad categories of punishment. The first is positive punishment, which involves administering something aversive to decrease behaviour and the second, is negative punishment, which involves withdrawing something to decrease behaviour.

The uses of punishment as a deterrent needs to be done with caution so as to bring the desired result. Discussing troublesome pupils, Laslett (1977) points out that the cause and source of punishment are easily confused. Punishment does not discourage misbehaviour but rather reinforces the pupil's view of adults as treacherous.

In a research review, Topping (1983) concluded that punishment was ineffective and could aggravate problems. For a few distressed individuals seeking punishment may be a part of their problem not a solution to it. Others are denied opportunity to make amends.

Topping talks of the self-defeating role of punishment. He says that sometimes being punished merely teaches children to avoid getting caught. This in the end will add to problems such as lying or truancy. The greatest effect of punishment is the observation that it may stop the bad behaviour being punished but it will not motivate the start of a good one. Charles (1989) says that punishment is physical pain, humiliation, isolation and revenge. It is a force imposed on one from an outside source. It teaches what not to do but fails to teach what to do. Irrespective of which problem or problems it sets out to solve, Glynn (1992) says that punishment is put under three headings; Retributive, Deterrent, Reformatory. Retributive punishment is the infliction of pain by an appropriate authority on a person because he is guilty of a crime. Deterrent punishment is the infliction of pain on a person in order to deter him from repeating a crime, which they believe him to have committed. Reformatory is infliction of pain on a person in order to reduce his tendency to want to commit crimes or to commit crimes of a particular sort. Where else discipline is intended to support, control and redirect misbehaviour, punishment according to Tattum (1989) is a punitive measure with the aim of deterring students from committing crime.

Indiscipline is a fact of school life with which teachers to greater or lesser degree will have to cope (Tattum, 1989). Teachers have a greater role to play in creating and maintaining a safe and productive learning environment. According to Charles (1989) a lot of time and energy is spent dealing with misbehaviour and especially the less serious actions such as 'goofing off' and disrupting. In a sense then, the less noxious behaviours are the more serious for teachers because they waste instructional time and interfere with learning. And precisely because they regard them as less serious, teachers are often less confident or aggressive in responding to them. Ironically though, it is such behaviours which no one considers that bad that drive teachers crazy because they so strongly interfere with teaching and learning.

In American schools each year since 1969 Phi Delta has sponsored a Gallup poll of the public attitude towards education. One question on the survey asks, "What do you think



are the biggest problems with which the public schools in this community must contend?" In the vast majority of the years, since 1969, the public has listed discipline as the number one problem. Although on occasion other concerns have been placed in the number one position, overall no other concern has come close to that of discipline (Gallup and Clark, 1987). This is a clear indication that discipline in America schools is a serious issue where even the public seems to be in agreement.

In the 1981 Nation-wide teachers opinion poll conducted by National Education Association, nine teachers in ten said that student misbehaviour interfered with their teaching and 25% of them said it interfered greatly. The report also revealed that 110,000 teachers suffered physical attacks from students during the previous twelve months, most of them in the classroom. One third of the teachers said they were sometimes or often afraid of personal attack from students (opinion poll, 1981 a).

In 1987, the California Department of Education released statistics indicating that during the previous year, there were 162,700 reported incidents of crimes and violence in California public schools. The majority were crimes against property, but 74,400 were incidents of assault on students, teachers and other school personnel (Charles, 1989)

Also reported a 15-year study of problems that interfere with teachers' ability to teach. Prominent among the five problem areas identified was one that is called "Control" He explained that 'Teachers want pupils to behave appropriately, to be relatively quiet, orderly and courteous. They also expect students to be honest and to show respect for others and for property" (P 403). Difficulty with class control is acknowledged to produce exceptionally high levels of stress in teachers, levels so severe that they have been linked to the battle fatigue experienced by soldiers in combat. Symptoms of this stress include; exhaustion, frustration, tension, high blood pressure, severe depression and alcoholism (Charles,1989)

The concern about discipline in American schools is not waning; rather it is growing stronger. Numerous recent studies have listed discipline as one of the major problems –

with which teachers must contend and a major factor in the high numbers of teachers leaving the profession – now 40% departure during the teachers first three years (Study Backs, 1987) Adding to the problems is that experienced teachers move away if possible from schools with especially difficulty discipline situations, leaving those schools to beginning teachers who are not yet adept in dealing with misbehaviour.

In an effort to deal with the problems, both teacher-training programmes and in service programmes for beginning teachers are giving increased emphasis to practical techniques of discipline and classroom management (Charles, 1989). While concern in the late 1960's focused on collective student unrest and demonstrations, the early 1970's saw alteration directed primarily at small group and individual violence and vandalism on campus. In late 1970's educators were concentrating more on student off-task behaviour in class. The early 1980's has witnessed yet another shift, this time to student absenteeism and apathy. As the type of student behaviour problem receiving the greatest attention has shifted, so too has the response of educators.

The late 1960's were characterized by calls for greater curricular relevance and stress on human relations, conflict resolution and group dynamics skills. When threats to property and personal safety increased during the early 1970's the school officials began to rely on sophisticated security measures including electronic surveillance and cooperative programmes with local law enforcement agencies. Educators began to focus on the quality of instruction and the consistency of rule enforcement as classroom management supplanted concerns with violence and vandalism (Jones, 1983). Currently, problems with absenteeism have caused educators to seek greater parental involvement in schooling. Parents may be notified immediately by phone when their children are suspected of unexcused absence and parent conferences may be arranged with teachers and counselors. In general, parents are expected to play a more active role in ensuring regular school attendance than may have been the case before (Charles, 1989).

It is not only parents' involvement but also president Reagan addressed prominent government and education leaders who were attempting to delineate national education priorities. He shared his own set of priorities as follows: -

“First we need to restore good old fashioned discipline. In too many schools across the land, teachers cannot teach because they lack the authority to make students take tests and hand in home work. Some don't even have the authority to quiet down their classes. In some schools, the teachers suffer verbal and physical abuse. I can't say it too forcefully! This must stop. We need to write stricter discipline codes, then support our teachers when they enforce these codes”. (Text of the president's speech 21<sup>st</sup> December 1983: 11)

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While student conduct has absorbed considerable public and proportional energy for the past decades, the particular behaviour that have created the greatest stir have changed over the years along with preferred ways of dealing with them. In a comprehensive review of American efforts to cope with student behaviour problems, it has been estimated that three out of every four America public schools posses some form of school discipline plans. These plans vary greatly in content, organisation and tone (Tattum, 1989) Among them is the introduction of strict discipline codes. After Mayor Koch of New York appointed a special committee in 1981 to develop ways to combat an alarming increase in school violence, the board of education established a policy requiring every school in the city to have a comprehensive disciplinary code that lists what the school considers to be misbehaviour and what punishment teachers and administrators can administer. Codes were to be developed by principals in consultation with parents groups and in some cases students. The new mandate defined the range of punishable offenses for the schools; offenses included the use of offensive language, vandalism, gambling, drunkenness and physical attacks (Tattum, 1989).

According to Duke (1980) systematic management for schools discipline requires seven key elements

- Rules, consequences for disobedience and provisions for teaching the rule.

- Data collection system for monitoring the effectiveness of school discipline efforts.
- Conflict resolution mechanism.
- Team trouble shooting provision for staff members.
- Parents' involvement.
- Provision for improving the climate for learning.
- Staff development opportunities.

In North Clackamas school District, the consequences for breaking school rules include, loss of privileges, conference with school personnel, parent involvement, corporal punishment, short suspension (up to three days, long suspension up to seven days and expulsions) (Charles, 1989). In recent years, school officials have been compelled to define suspension and expulsion with great care. The constitutionality of denying student access to schooling as a punishment has been challenged in courts. Since education is defined as a basic right due process must be accorded to students who are threatened with suspension or expulsion from school.

Some school systems have created a complex array of suspension practices to give them more flexibility in dealing with the due process issue. Atlanta Georgia public schools for example differentiate between in school emergency, short term and long term suspension.

A formal hearing is not required for the first three categories of suspension (Tattum, 1989). Sequoia High School, California distinguishes between teacher initiated, principal initiated and superintendent initiated suspension. Besides the more common consequences such as warnings, teacher conferences and referral to the office, some schools utilize detention centres and time out rooms to which students can be referred during school or immediately after school. Grant High School (Portland Oregon) school discipline plan explains that the purpose of this time out room is for students to identify, solve and implement the solution to problems that have prevented acceptable classroom performance. A few schools provide students charged with misconduct with

the option of attending a special short term class focusing on behaviour improvement or participating in a peer counseling programme. School based consequences may be supplemented by court ordered punishment in cases where criminal behaviour is entailed. Many states require school personnel to report to police authorities problems involving possession of controlled substances or weapons, assault, arson and vandalism (Tattum, 1989)

According to Washington Post (14<sup>th</sup> September 1999: 9) twenty-three states still allow the use of corporal punishment. However 'spare the rod and spoil the child' debate is becoming less of guiding principle in most schools according to Globe News Texas (11<sup>th</sup> December 1977).

In Denmark, teachers seem to be less of a beleaguered profession and less defensive than those in the United Kingdom (Steed, 1982) where pupils with problems connected with learning or behaviour are perceived as failures of the school or the teacher and not of the pupil alone. The existence of 'free schools' alternatives to ordinary school provision and largely by the state – is important in understanding why teachers appear to be more relaxed about disruption and less sensitive regarding challenges to their authority.

According to Tattum (1989) most ordinary schools have access to specialized welfare and psychological services. There is a team of doctors, nurses, dentist, psychologists, educational welfare worker and counselor and the expectation is that they will be regularly available and used by teachers. There are also experienced teachers and specialists in pupils learning problems who can come into classroom to give support and advise to enable teachers and pupils understand better the dynamic of situation where indiscipline occurs (Tattum, 1989).

Parents are expected and encouraged to be involved as partners in education and the formal and mandatory framework which schools provide ensures this. The exercise of pupils' democratic choices, through schools' councils goes far beyond tokenism. Pupils

and parents right to influence lesson content and presentation and to decide what subjects a pupil will be examined are acknowledged (Danish Ministry of Education, 1977b). For pupils who persist in disruption despite preventive strategies, there is what the ministry of education call 'Observation Education' (Jorgensen, 1979). In the first stage; pupil receives support and assistance from trained teachers in his own classroom. In addition every school has an observation clinic, where pupils may go for occasional, temporary and supplementary help for their normal work.

Finally there are observation schools for children who might benefit from boarding education because of emotional problems on difficulties of adjustment either at home or at school. The Danish approach to disruption is of particular interest because of its emphasis on preventive strategies and because of similarities to what the United States has come to be called a cascade model. In such model, provision ranges from the simplest to the most complex in order to accommodate pupils with differing educational needs so that none is allowed to slip through the net (Topping,1983)

In Britain, through the 1986 Education Act and new Articles of government and conditions of employment, a duty is laid on heads to encourage good behaviour, promote self discipline and a proper regard for authority, secure acceptable standards of behaviour and regulate conduct. The teachers have according to their conditions of employment to maintain good order and discipline among the pupils, while the governors have a duty to oversee the conduct of the school and have the power to determine what the acceptable standards of behaviour should be. Parents have a general duty to control their offspring. The same 1986 Act abolished corporal punishment or at least, partially did so. The abolition only applies to maintained schools and maintained pupils in independent schools. Fee paying pupils can still be beaten! However it is not only formal caning that have gone chalk flicking, board duster throwing and shoulder shaking are also outlawed but those who habitually perpetrated these were not abolished at the same time and many teachers are already finding it

hard to change their ways which could of course have severe consequences for their careers (Tattum, 1989).

According to Jones (1989) the question of detention – a time honoured school punishment is not covered by statute since it amounts to false imprisonment if parents do not know about the detention, it is important that teachers are aware that a parent has the ultimate right to custody of his child – unless a court decides otherwise. According to the task force formed in August 2001 to look into causes of unrest in public secondary schools in Kenya, the issue of discipline poses a real challenge in the Kenyan secondary schools. The increase in the magnitude of the unrest in secondary schools is observable in table 1 below. It has especially intensified in the year 2000's when corporal punishment was banned from being used in schools by the Ministry of Education.

**Table 1: Number of schools which experienced student unrest by province in year 2000/2001**

Province	Existing number of secondary schools	Number of schools that experienced student unrest	Percentage of schools going on strike	Gravity of Violence
Central	630	85	13.5%	Violent and destruction
Coast	151	4	2.6%	Destruction of school property.
Nyanza	680	7	1.0%	Destruction of school property.
Eastern	626	76	2.4%	Destruction of school property and loss of human life.
Rift Valley	625	50	8.0	Violent and destructive
Western	408	19	4.7 %	Minor destruction to school property.
Nairobi	93	2	0.02%	Minor damage to school property
North Eastern	21	7	33.3%	Destruction of school property.

**Source: Ministry of Education, Science and Technology, Report of the Task Force of student discipline and unrest, 2001**

It is worth to note that indiscipline cases in schools did not start today. It has always been there. Indiscipline in our schools takes different forms. Wachira (Daily Nation, 19<sup>th</sup> June 1996:12) reported how truancy as a discipline problem has lowered education standards in Mombasa. It was also reported that the top candidate in the Kenya Certificate of Primary Education had to transfer from Mangu High School due to bullying.

A study carried out by Muchiri (1998) in schools in Nairobi province on participatory processes used by headteachers to enhance discipline in public secondary schools identified some of indiscipline commonly experienced in schools as absenteeism,



persistent or non completion of work, fighting in school compounds, defiance to school rules, refusal to carry out punishments, smoking, late coming to school truancy and abuse.

Explaining further, Ayieko (1988) in an unpublished thesis on solving discipline problems in Kenya secondary schools says that indiscipline can be observed in many forms. First, there is self-destructive behaviour, expressed by students. This involves drinking alcohol, smoking and abusing drugs. The other form involves the destruction of property such as burning of school building or deliberately destroying windows and furniture. Strikes and boycott of lessons is another form of indiscipline. Bullying and fighting has been noted in secondary schools, truancy, theft, defiance to authority and rowdiness are problems, which nearly every school experiences. In another study done by Mittambo (1986) on strategies for improvement of discipline in five secondary schools in Meru also concurs and states that some problems encountered in most secondary schools are late coming, smoking, drinking, fight between students, students and teachers. There is also the destruction of school property, theft, sneaking out of school, skipping lessons, refusal to do homework, poor standard of hygiene, truancy, noisemaking and strikes.

According to Wandeo (2002) good discipline will have a tradition of good achievement and disciplined students from such a school emerge as individuals who are well molded with internalized personal discipline and indeed good citizens, parents and workers in future. Awour continues to say that the soundness of discipline in any school depends largely on the headteacher's policy. He ought to give clear sense of direction and transmit high expectations to staff and students whilst also involving all teachers in the determination of the policy.

Griffins (1994) emphasizes that the major cause of unrest in schools is the lack of administrative potentials. He argued that at the University having done Bachelor of Education, teachers acquire insufficient vision on better ways of running schools. Hence after qualifying as teachers, they end up posted to poor schools with equally poor

management and if they rise to become heads themselves, it is virtually inevitable that they will replicate the only sort of schools management they have ever seen.

Kithi and Mwaka (Daily Nation, June 28<sup>th</sup> 1999:21) on an article; 'parents blamed for student indiscipline' reports on a four day Secondary School Heads Association meeting with deputy director of Education, in which parents were heavily criticized over the increasing cases of indiscipline in schools. Several speakers in the meeting attributed the violence in schools to parents neglecting their roles and spending their time chasing money. Unavailability of parents has been attributed to a lot of student indiscipline as that they sought emotional and psychological satisfaction elsewhere. The deputy director is reported to have said that violence in schools reflected the violence in the society and urged Kenyans to refrain from acts of violence to save the young generation. He decried the social disrespect of law and order and said that unless the society respected law and order, students will continue employing tactics to resolve their problems, as it was a reflection of what took place in the society. Dealing with indiscipline is a major challenge in schools. At times efforts to avert students' unrest have borne no fruit. Kamau (Daily Nation, September 29<sup>th</sup> 2003:5) reports on students of Nyeri High School who were sent home after threatening to burn the school. The closure came barely a day after the Central Province Commissioner; Mr. Reuben Raburu spent more than four hours counseling the students to avert the strike! This kind of scenario could be a reason of desperation of parents who have been reported to have vowed to defy the canning ban (Daily Nation, August 22 2001: 2001).

## **2.2 Literature review on Causes of indiscipline**

A study done by Githiari (2001) on students' strikes in Nairobi province reviews that some of the causes of student indiscipline exist in the schools and others in the psychological state of students. They include school administration, the authoritative structure of the school inadequacy of facilities, the school curriculum, and drug abuse among others. From this study it is evident that in spite of the policies that the

government has put in place with regard to management of education, our learning institutions have been faced with cases of students indiscipline.

The increased wave of students unrest prompted the Minister of Education to appoint a Task Force chaired by the Director of Education and Senior Ministry officials whose mandate was to meet the stakeholders, gather views and information and make recommendations in order to stem the culture of violence taking root in our secondary schools. Out of the findings of the September 2001 Task force, poor school administration was sited as a major cause of indiscipline.

According to the report of the 2001 Taskforce, some headteachers lacked managerial skills in planning, budgeting and expenditure control, bookkeeping, procurement and human resource management. Consequently, lack of skills in budgeting and book-keeping leaves most heads at the mercy of the bursars who could easily mismanage school finances leading to misallocation of resources hence resulting to lack of essentials and services. It has not been easy for the government to recruit able school heads within the country (Kinyanjui, 1976). This is so because some of the ablest teachers have left the teaching profession for better opportunities elsewhere, while many who remained were promoted to administrative posts within the ministry of Education. According to Siringi (Daily Nation, August 7<sup>th</sup> August 2000:23) in an article entitled 'unrest blamed on poor managers', headteachers who engage in private business have little time to address student grievances and their schools are more likely to experience unrest. Siringi continues to say that some of them are appointed because they are well connected to the appointing authorities and therefore such headteachers lack the skills to run schools and cannot contain violent situation. Commenting on school administration, Griffin (1998) says that identification is more important than training for the latter cannot correct a person who although capable is by nature greedy, dishonest, perverted and indifferent about other people's rights. A study carried by Obure (1977) on problems encountered by headteachers of secondary schools in

Nairobi revealed that headteachers with less experience tended to encounter more problems than those with more experience.

The task force was informed that the authoritative structure of the school contributed a lot to the students' unrest. According to the Task force, the administration should be in direct contact with students to determine the problems they may be facing with an aim of ensuring that students live in most conducive atmosphere of learning. There should be an open dialogue with students so that the administration is in a position to offer suitable explanations whenever problems occur. On the contrary most secondary schools are characterized by mal-administration, which creates a wide gap between students and the administration. This results into total breakdown in communication between the two parties such that students views are not listened to, their problems not solved and their rights not respected. This creates stress in students, which translates into violence whenever the slightest opportunity presents itself (National Council of Churches of Kenya, 1992).

Kenya has inherited a tradition of strict discipline within education institutions according to Kinyanjui (1976) on a discussion paper titled "The Art of Blaming the Victims". During the colonial period, this was argued to be a necessary aspect of the training of Africans (Miles, 1973). The same happens today in education system whereby the assumption that the best way to educate young people is to reduce them to the level of docility still thrives. The authoritarian structure of the school therefore inculcates fear in the student and rewards blind obedience to authority. Consequently, any attempts by the student to have a say in the running of the schools is viewed with great disapproval and in some cases is punished (Kinyanjui, 1976).

Many teachers have remained ungraded and unrewarded and have therefore developed a negative attitude towards their work and very often vent their frustration through agitating student and parents. The taskforce found out that where students are not involved in the selection of prefects, there is a possibility of appointing unpopular prefects rendering them ineffective. In some schools, prefects were given special

privileges such as uniforms, special diets and cubicles. The privileged position of prefects cause resentment making them target of attack.

The 2001 September Task force was informed that one of the most glaring causes of indiscipline in our schools is the disparity in the distribution of resources. It was noted that disparity in resource provision in different schools within one region existed. Yet when it comes to National examinations, the yardstick for measurement of success is national and does not vary. This puts a lot of pressure on the student and the parents and may cause indiscipline.

A study carried out by Wangari (1986) on discipline problems affecting secondary schools in Thika concluded that inadequate facilities could be a source of students' indiscipline. When they lack enough books, are congested in their dormitories, lack enough food, they will result to violent behaviour and at times cause damage. The adage goes 'a hungry man is an angry man', one may also say a hungry student is an angry person. Considering that at their age they are growing rapidly and therefore need a lot of food, lack of it or inadequate supply may lead to student unrest. According to Ayieko (1988) students will turn unruly and may even cause damage when they lack enough teachers or teachers are incompetent especially in highly esteemed subjects like Mathematics, English language and Sciences. Bosire (Daily Nation, 7th March 2000; 17) in an article 'students in 15km demo' reported that more than three hundred girls from Kiganjo Secondary School in Nyeri, marched for more than 15 kms to Nyeri to protest against poor management of the institution. They claimed that there were neither learning facilities nor qualified teachers. They said that science subjects were the most affected. They also said that they feared that the school's dilapidated building could crumble.

A study done by Mbaabu (1983) in Meru on administrative problems faced by primary school headteachers revealed that curriculum posed a major administrative problem. The study found out that the leading problem for the headteachers in relation to curriculum and instructions was obtaining adequate equipment and supplies of which

lack of it could lead to students' unrest. Since the introduction of the 8-4-4 system, various curriculum evaluation have been undertaken leading to certain measures being taken in the reduction of curriculum load and the number of subjects offered both at K.C.P.E and K.C.S.E. These measures seem not to have gone far enough in addressing suitability, relevance and effectiveness of the curriculum and in respect, the Task Force was informed that the current curriculum did not wholly address the policy, objectives and philosophy of education. In its implementation, teachers tend to be more examination oriented. Emphasis is placed on academic at the expense of extra-curriculum activities (NCCK, 1992). The curriculum is overloaded. It is very broad and has led to overburdening of students and teachers so as to complete the syllabus, which is often not completed leading to mass failure in exams. Moreover a lot of emphasis is placed on science subjects yet not everybody is talented in science (NCCK, 1992]. According to task force the registration of examination should be reviewed so that it does not occur in the month of March, as is the current practice. This was observed to be a source of indiscipline and truancy since candidates feel that their contract is over and they can do whatever they feel like, as they wait to sit for the final examination in October/November of every year.

According to Anderson (1971) excessive significance of exams puts many students in the razor edge between success and failure. Anxiety of this kind promotes tension and explosive situation in schools. The curriculum therefore should have relevance to the social-economic needs of the country and also be drawn to cater for the needs of individual human values and life skills. .

The psychological state of the student should not be overlooked. A student who does not achieve well academically will be frustrated and frustration emanating from lack of academic achievement could lead to very negative behaviour as revealed in a study carried out in Nairobi by Githiari (2001). Sharing the same sentiments, Muga (1975) says that a student who does not excel in schoolwork will at times seek to excel in misconduct so that he is at least noted for something no matter what. Admitting

academically weak students in an institution that selects high achievers has the potential to make the students resort to disruptive behaviour and truancy. The taskforce observed that adolescence is a volatile stage and period characterized by identity crisis. It is the stage in life when those in it rebel against authority and identify with and respond to peer group. They view the parents as outdated people. The society needs to appreciate this transitional stage with its attendant problems and help the student to go over it.

The fact that drugs are readily available in the school neighbourhood has also contributed to increased consumption of drugs hence indiscipline in schools. According to Siringi (Daily Nation, 31<sup>st</sup> May 1999:21) drug abuse has not spared even the high cost schools like Lenana and Nairobi schools, which he says, have had their reputations besmirched by many cases of drug abuse. According to him, many students take bhang and cocaine at the pretext of academic pressure and belief that the drugs will enhance their academic prowess.

### **2.3 Literature review on alternative strategies of school discipline**

Having the knowledge of the causes of indiscipline helps us to understand what might be the remedies and where the practice of punishment fits in. Many of the causes of indiscipline are all singly and collectively causes of tension and frustrations likely to result in attention seeking outbursts. Jones (1989) says that treatment and remedies are also complex and time consuming. For a start, dealing with the worst cases is a skilled job – for which social and welfare workers, police and probation officers receive training in counseling. Virtually nothing exists for teachers yet teachers are asked to be front line responders and initiators of appropriate action.

Wangari (1986) as cited earlier carried out a special study of discipline problems affecting secondary schools in Thika. The study focused on eleven secondary schools and a questionnaire was used as the sole instrument, with headteachers as the respondents. On the issue of disciplinary measures that the headteacher applied when confronted with various problems of indiscipline, there were findings that in 63.3% of

the schools, the headteachers used punitive measures that ranged from strict warning, manual work, corporal punishment, calling parents to school, alerting police in cases of drug possession suspension and in extreme cases expulsion of offenders. The headteachers also made extensive use of counseling together with application of punishments like detention, suspension and caning when they had to. In another study done by Wasike (2002) in Kimilili division on approaches to discipline suggests three approaches that is; Mild responses, moderate and punitive responses. Mild responses will include use of verbal and none verbal responses while moderate responses will involve removing of desired stimuli to decrease the occurrence of the indiscipline while the third approach involves the use of severe punishment. The headteacher has a key role to play in maintaining discipline in a school (Mbiti 1985). The Ministry of Education views the school head as a key player in initiating and organizing the school (Rono, 1989). Olembo and Cameroon (1986) recommends that the headteacher should make sure that all his teachers know exactly what punishment they can give to a pupil for what reasons and the procedures to follow. This means that every school should have their own disciplinary policy coordinated by the headteachers.

A study carried out by Mittambo (1986) deals with strategies for handling indiscipline in school as a whole. His guidelines include the establishment of dialogue, punishment, guidance and counseling, the group motif and good teaching as measures against discipline problems. This study goes beyond general school discipline to classroom discipline by looking at some teacher approaches that can be used to promote discipline in the class. New and novel ways of maintaining discipline in schools require fresh positive views on discipline. The following are some of the alternative strategies, which should be used to maintain discipline in schools in the absence of corporal punishment.

According to Tattum (1982) rules are an important part of the hidden curriculum as they give substance and expression to values for whilst values are vague and general, rules are more specific and apply to identifiable situations. In advising on school rules, the Elton Repot (DES, 1989) suggests that obscure, arbitrary or petty rules discredit the



whole code. It is important therefore to state clearly and precisely, the boundaries. Once rules are stated, the teacher's credibility hinges upon ability to enforce them. It is therefore sensible to reduce the number of formal rules to a minimum and their purpose clearly explained so that time, effort and authority are not unnecessary expended on injunction and enforcement. Where students are not involved in formulation of school rules, there is lack of ownership resulting in resentment and ultimately open defiance. According to the Taskforce report, rules ought to be clear and stated in unequivocal terms together with the reward for good behaviour as well as the punishment to be meted in the event of a breach of any of the rules.

According to the report, rules should be reviewed from time to time and students be involved in their formulation. The draft school rules be presented for discussion in the open forum (*baraza's*) once the rules have been adopted, every student be given a copy to be signed in the presence of the parent/guardian as a binding contract. White (1943) suggests that rules governing the school should so far as possible represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. He further suggests that rules should be few and well considered, once made they should be enforced.

In educational setting guidance and counseling is regarded as the purposeful understanding and assistance given to the students so that he/she is better able to handle his own problems (Kilonzo, 1980). Counseling is seen as a helping process which depends on the development of a relationship between two people which is sufficiently supportive to enable one of these people, the client in this case the pupil, to explore ways of coping. Through counseling opportunity for 'cooling off' and for expressing anxiety and distress is given. Counseling should therefore touch the lives of students more than any other helping profession while guidance is the provision of experiences that will help students to understand themselves. The fact that most secondary school students are in the adolescent stage, guidance and counseling is needed to help them control behaviour. In an earlier cited study Wasike (2002) recommends that in order to

improve school discipline all schools should intensify and expand guidance and counseling programmes. That the ministry of Education should organize more seminars, workshops, staff clinics and other in service courses for all teachers to equip them with skills necessary in guidance and counseling.

According to Abagi (1985) customary practices which placed the responsibility of guiding and counseling on grandparents, parents and other elders in the village has rapidly lost ground in the face of the majority of social and economic changes that have been taking place in Africa. This responsibility has gradually shifted to parents due to changes in the mode of social organization and settlements. It is therefore, important for parents to spare time with their children in guiding and counseling them so as to grow up into responsible adults through the use of their power and reason (Abagi, 1985). However though most parents are aware of what should be done the majority of them lack the courage and/or knowledge necessary for the moral guidance of their children (United Nations Children Education Fund, 1994).

According to Kilonzo (1980) it is important to note that guidance and counseling in schools has been produced mainly in form of books for secondary school students. The most shocking aspect about the service is that it is mostly confined to form four students especially with regard to career choices. They simply show the students the requirements needed for various career choices but do not seriously address the problem of indiscipline in schools. The ministry however is stressing on the strengthening of guidance and counseling because used effectively, it can be an effective strategy to maintain discipline (King'oro Kenya Times, June, 20:1998:13). In this regard the government has committed itself to providing guidance and counseling to strengthen discipline by providing teacher counselors to every school.

There is need for headteacher to establish clear channels of communication with built in feedback loops as the taskforce was informed. The system should link all the stakeholders of the school to the principal's office. All information that is received should be synthesized prioritized and acted upon without undue delay. Headteachers

have been accused of absenting themselves from the schools and without even informing their deputy headteachers. This should never be the case as it was observed by the 2001 Task force that it was a major cause of indiscipline.

A study done by Mortimorel (1986) in the London Junior School noted that schools in which there was better behaviour tended to be those in which the head was always available to see parents at particular times during the week without appointment. This strategy presumably facilitated parent – teacher relationships in general and created the opportunity for behaviour problems to be discussed before they became serious. In reviewing public opinion polls, Jones (1990) noted that during the past 20 years public opinion has gradually moved from physical punishment. They indicate that it is likely that there is considerable less public support for physical punishment. Instead headteachers said they gave students room to air their grievances they sought after good communication and relationship between students or teaches and parents. From the above arguments it implies that the heads should put in place democratic forums in the schools such as students *'baraza's'* in which dialogue should be promoted and freedom of speech encouraged for students to air their views openly and express their grievances without fear of victimization.

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Student government should be strengthened. The student leaders should be elected and then involved in decision-making organs of the school especially those that deal with students' welfare, recreation sports and curricular implementation. Mwiria (1995) carried a study on the constrains and challenges to effective school management in Eritrea. In this study he found out that involving students in school administration and decision-making has some positive aspects. This is because students become more responsible when it comes to the use of school property. Early involvement of students in making of decisions that affect them is good training for their future and that of their country. Failure to involve students in decision-making has been cited as a cause of students' indiscipline. The task force was informed that non-involvement of students in decisions affecting them breded mistrust between students and administrators.

It is necessary to create a school climate, which is conducive to learning and living. The environment should be perceived as friendly and not as hostile. Make the school clean, orderly and well maintained and equipped. Having a vision, a motto and a slogan to rally the school together creating a spirit of teamwork between teachers and students cannot be over emphasized.

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

- (i) A student may be suspended from attendance at a school by the headteacher or a teacher acting on the capacity. If his or her language or behaviour is habitually or continually such as to endanger the maintenance of a proper standard or moral and should conduct in the school, or if any singly act of series of facts subversive to discipline committed.
- (ii) A pupil who has been suspended by headteacher or teacher acting in that capacity shall not be allowed to attend classes and shall be required to be physically away from the school premises until he/she is informed of the outcome of his/her case by the headteacher or teacher acting on that capacity.
- (iii) The board of Governors shall after considering the report, recommend to the Director of Education through the provincial Director of Education responsible for the area in which school is situated, the punishment that in the opinion of the board is commensurate with the offence committed.
- (iv) A pupil may, on order of the Director of Education be excluded from school if after consideration of age and progress; the Director is of the opinion that it is not in the interest of that pupil to remain in the school.
- (v) Any other punishment that is commensurate to the offence which does not include inflicting pain in the student and which is not perceived as excessive.

Ukoye, Akabogu and Ndu (1992:294) say that in their programmes for the provision of opportunities and encouragement for student to behave desirably, principals and school administrators should try to: -

- ◆ Develop school ideals and spirit. This is best achieved through assemblies, homeroom discussions and other student group meeting's where character, good citizenship and good spirit are deliberately cultivated.
- ◆ Develop favourable relations. This is where principals who are well liked and respected make students behave in a way that will merit approval. Principal's should therefore, where possible exhibit at least a casual interest in every pupil and with activities, congratulating them when they succeed and sympathizing with them in their misfortunes.
- ◆ Careful and daily roll call will forestall truancy.
- ◆ Have rewards for good citizenship. This should be given the best all round student during an annual selection by choice members from the school community.
- ◆ There should be home and school cooperation when dealing with deviant students.

Griffin (1996:29) says that positive methods should be used to enhance discipline

These are;

- ❖ Start right – Explain to the student the standard expected. Make it clear that discipline is not something discarded like a garment on leaving the school premises.
- ❖ Key rules should be simple
- ❖ Help the student settle properly by avoiding or eliminating bullying.
- ❖ Trust the students by allowing freedom of speech.
- ❖ Encourage the student by praising them for the good things they do.
- ❖ The head should be accessible – So the student can see him or her when in need.

In the study carried out by Muchiri (1998) it was found out that the best strategies of enhancing student discipline as suggested by Nairobi secondary school heads are; Guidance and counseling, dialogue, punishment, parental involvement and in some cases suspension. The research recommended that; disciplinary committees should be formed, student should be allowed to participate actively in school matters that affect them, parents to be guided and counseled on how to bring up children in face of domestic problems such as parental divorce or separation among others. If the cane and punishment did the trick in the past years, it will not today and therefore tactics should be changed to ensure order is maintained in schools.

#### **2.4 Alternative strategies of classroom discipline**

Good discipline is based on reasonable expectation of what the child is like as an individual at this stage of development. It is discipline, which is carried out firmly but calmly without an attempt to increase the child's feelings of guilt. It is one that helps the child face and understands better his or her behaviour. Good discipline is good guidance. In the classroom situation, how can teacher spare the rod and yet not spoil the child? Is it possible for instance to discover a plan of action which will enable us to preserve both ideals of teaching and a reasonable state of behaviour in our classrooms? Charles (1976) points that one will be able to select an appropriate control technique if he/she quickly addresses the following questions:-

- Why is the student behaving this way?
- How will the student react to available control techniques.
- How will a given control technique affect this student relationship with the teacher and class?

Mittambo (1986) suggests that if the control technique to be applied will deter the degree of the learning process than the defiance itself, then the method should not at all be applied. Considering that children may deliberately or inadvertently display behaviours which is unacceptable in the class, it is imperative that the teacher is

equipped with techniques to establish and maintain a sound discipline policy in his classroom.

In their study, Hover and Hollingsworth (1978) reveal that there are many teacher variables that may cause behaviour problems in class. Such include sarcasm, inconsistency, and inappropriate activity for the time of the day, being impolite, having favorite, failure to provide for individual differences and using same methods day after day.

Dunhill (1964) supports this view and adds that children become intolerant of inefficiency and hold in disrespect the teacher who fumbles his way through the lesson. Other negative teacher characteristics such as poor voice characteristics lack of clarity and poor classroom climate have been known to cause behaviour problems such as inattention, unruliness, aggression, talking and defiance on the part of the pupil (Charles, 1976). According to him lack of clarity makes student unsure about limits of acceptable behaviour and they become resentful of unfair treatment, while poor classroom climates that are psychologically cold and which allow little activity do not reinforce desirable behaviour.

Hassan (1979) while studying pupil control ideology in science classroom in Sudan reveals that some science teachers in Sudan were proud of being harsh and punitive and that there was no place for laughter in their classroom. This shows how mistaken teachers can be of what discipline is. According to Bickerstaffe (1972) such a teacher who is constantly imposing control from above is inviting opposition to his authority.

Mwau (1982) observes that teachers who resort to being ruthless will instill fear, which may result in their being disliked by the student. Durojaiye (1972) adds that sarcasm, ridicule or satire on the part of either the teacher or parents throws nearly all children into an emotional state that makes them incapable of normal reaction in a learning situation.

Ginott (1971) talking about sarcasm says that, teachers often use sarcasm as a form of wit. They intend to be clever and witty. All too often, however, their sarcasm sounds clever only to themselves and not to the students receiving the comments, who end up with hurt feelings and damaged self-esteem. Teachers ought to avoid labeling because it is disabling. According to Ginott (1971) it tells students how to think of themselves. When subjected to negative messages often enough, they begin to believe in them and start to live up to a negative self-image. He goes on to say that teachers should avoid direct command, which frequently induce hostility. By inviting cooperation, teachers begin to breakdown student dependency on the teacher. Too much dependency on teachers often makes student lethargic and indecisive, even resentful and hostile.

When correcting misbehaviour, teachers should avoid attacking a student's character. Charles (1976) suggests that teachers should avoid using praise to manipulate student's feelings about themselves. As with negative comments praise can have detrimental effects on forming a positive self-image, especially if the praise is judgmental. When praising, teachers need to concentrate on applauding specific acts without including objectives about the personality. Praising good behaviour can have its drawbacks too. When teachers praise students for behaviour they are supposed to show, it may appear that the teacher is surprised by the good behaviour implying that poor behaviour is expected. Sometimes student live up to negative expectations.

However, there are positive strategies that teachers can employ to ensure discipline in the classroom. Children respect a knowledgeable teacher, one who reveals a firm grasp of his subject matter and dexterity in performance of some skill or craft. They have also provided some interesting evidence about teachers respected by pupils. In their conversation with secondary school pupils, they found that while they certainly respected teachers who could control them, pupils did not confine their respect to those teachers who were unskilled in this. They said they also respected teachers who;

- Did not shout at them;
- Did not treat them like kids;



- Were humorous;
- Could admit being in the wrong;
- Were fair in their treatment of them as individuals;
- Were not boring;
- Did not show off;
- Could express genuine anger appropriately when this is reasonable;
- Were conscientious in marking their work;
- Learned their names and remembered them.

A study carried out on Nottingham Comprehensive School discussing guidelines for the prevention and management of teacher – pupil relationship Fraude and Gault (1984) found classroom organisation and preparation of lessons fundamental with less able groups and in more academically demanding lessons. This had a number of facets such as ensuring work suited to all levels of ability, having clear rules and routines, free but systematic use of praise and recognition of achievement. The findings of this study reveal that this was the most effective way of stamping out undesirable behaviour.

According to Chisholm (1986) there are common sense rules, which help pupils at their task. These include teacher adequacy in lesson preparation, requirement, refinement and extension of the repertoire of non-verbal skills in order to avoid teacher behaviour that is likely to increase the possibility of pupil misbehaviour. Studies have also shown that a teacher who is clearly concerned about his pupils' welfare both inside and outside the classroom will quickly gain their respect and control problems will diminish.

Bicker staff (1972) suggests that the best way to show pupils that you are working in their interest is to be regular in attendance, punctual and above all, to be well prepared. Pupils will soon realize and respond to these qualities. He gives the following guidelines to teachers;

- Simple rules
- Be positive not negative
- Beware of possible disruptive parts in lesson.

- Do not use threats if you do not mean to carry them out.
- Do not look for or expect trouble.
- Ignore troublemakers as far as possible.
- Be sensible about noise level when the class is working on its own.
- In order for teacher to create a climate for molding their students into a cohesive supportive community, teachers need to display personal attributes that will make effective models and socialisers.

Qualities such as cheerful disposition, friendliness, emotional maturity, sincerity and a caring attitude contribute to the making of a good teacher. Effective teachers do not need to spend much time responding to behaviour problems. This is because they use management techniques that elicit student cooperation and sustain their engagement in class activities. In a recent Gallup Poll Scotter (1994), qualities most often characterizing the ideal teacher include ability to communicate, patience, ability to discipline fairly and friendly, sense of humor and intelligence.

According to Bickerstaffe (1972) classroom control contributes to the building of discipline in a school and in pupils. The purpose of discipline in the classroom is to create and maintain conditions favorable for teaching and learning. Dunhill (1964) suggest that a qualified teacher should be capable of advising and implementing courses of action and activity. Teachers should be trained in such a way that they can understand and diagnose the problem of a particular child before resorting to a ruthless punishment (Sharma Daily Nation, 31st July 1979).

A study carried out by Mittambo (1986) on strategies for improvement of discipline in secondary schools in Meru suggests the following procedures corrective interventions;

- Supportive self control which helps the student to control misbehaviour that is just beginning through eye contact, head movement and proximity to such students.

- Tasks assistance to help remove frustrations at different points during a lesson. Bull and Solily (1996) suggest that the teacher can change the context of the lesson by changing the activity providing help removing obstacles and using humour.
- Other studies recommend the use of extinction to check undesirable behaviour in a child.

The root of most undesirable behaviour in class is the need for attention and this activity is reinforced if the teacher makes a fuss or punishes the behaviour (Sanderson, 1996). According to Stone (1966) if such behaviour is ignored, it will gradually be given up. However ignoring misbehaviour may lead to serious interruption of the class and in this case Bull and Solily (1996) recommend the following guidelines in the use of warning technique.

- i) Gain attention and specify inappropriate behaviour.
- ii) Specify consequences of non-compliance.
- iii) Return quickly to teaching and praising other children.
- iv) Praise the target child once he is behaving appropriately.
- v) Only give the child one warning
- vi) Should unwanted behaviour persist, follow through the consequences.

Montgomery (1992) says that traditionally, school discipline has been more concerned with punishment than reward. It is not surprising therefore that some teachers feel a system of discipline based primarily on positive reinforcement is a sign of weakness if not an admission of defeat. According to Tattum (1989), positive reinforcement can be seen as developing self-control and working upwards through this hierarchy. Although aims towards self-management and working motives of self-esteem with children, the starting point is usually making praise contingent on socially approved behaviours. From this level, it may be necessary to resort to more tangible rewards, not out of desperation but out of recognition that this is the most effective way to get rapid results

In the same breath, approved behaviour should be rewarded with affection and approbation. Skinner believes that human behaviour can be shaped along deserved lines by means of the systematic application of reinforcement. Reinforcement can be anything that an individual wants badly enough to do something to earn them (Charles, 1989). Durojaiye (1972) states that among the incentives for prevention of the need for punishment, praise is often the easiest and most frequently used. Many of the things that students want cannot be dispensed in school and while that puts limitation on what teachers can use as reinforcers, they still have a powerful arsenal at their disposal. According to Laslett and Smith (1984) commonly used reinforcers in schools fall into four categories; Social, graphic, activity and tangible reinforcers.

- Social reinforcers include words, gestures and facial expressions. Many students will work diligently to just get a smile part of a kind word from the teacher.
- Graphic reinforcers include marks of various kinds such as numerals, checks, happy faces and special symbols that a teacher can use to reward the students
- Activity reinforcers include those activities that students prefer in school.
- Tangible reinforcers refer to real objects that students can earn as rewards for desired behaviour and are more effective for some student than other types of reinforcers.

According to them teachers should provide positive consequences for positive social as well as academic accomplishment. This is particularly with children who misbehave frequently than children with fewer problems. Durojaiye (1972) however cautions against the use of incentives for discipline purposes. The danger according to him is that either a few children often get the rewards leaving others discouraged or the other children strive by fair or foul means to measure to receive the awards. This he claims creates more discipline problems.

According to Jones (1989) punishment is a fact of life that will never change but the use of it and understanding of its effect will change and has changed. He adds to say that Plato knew that there was a system of punishment because if there was not then

people would simply take the law into their own hands. We in turn know that in schools punishment are only one part of the whole apparatus of keeping order and discipline and creating a harmonious climate. According to Tattum (1981) the purpose of the punishment must be explained, understood and accepted. It is part of the educational process that children should learn that their actions may have consequences, sometimes undesirable one. He goes on to say that what punishment must not become is simply things that a child is compelled to do or not – without explanation or reason if we intend the growing person to care at all about the rules and later the law in general.

Bull and Solily (1996) stated that the use of classroom punishment as a strategy helps a teacher calm circumstances, which are potentially distracting. However such punishment must not involve shouting, shaming or corporal punishment, all of which are detrimental to the relationship between the teacher and his pupils. So what strategies are there for the teacher?

One commonly used strategy is giving children tedious written tasks to do. A study done by Maundu (1988) suggests that students can be punished by being made to write repeatedly one sentence for long. This according to him will rob the student of his freedom and will cause him to concentrate on changing the undesirable behaviour. On the contrary Dunhill (1964) is opposed to such punishment such as repetitive writing. According to him, the punishment must be constructive. Repetitive writing is negative and will probably increase the culprit's determination to err. An essay on why he should not talk when a teacher is talking will cause the youngster to reflect on his rudeness and at the same time give him practice in composition writing.

Bickerstaffe (1972) although supports the use of an imposed task maintains that an exercise to write an essay has obvious drawbacks. For one, he says that a student will do minimum work and that it cannot be good practice to identify certain subjects with punishment. He therefore recommends the use of a task that robs the pupil of his free time but yet is useful.

Use of reprimands is also another strategy that teachers could employ. According to Bickerstaffe (1972) children usually respond to reprimand particularly if they respect the person issuing it. Several other studies agree with the fact that students do not mind teachers who are strict with them as long as they are competent. Jones (1989) carried out a study, which revealed that pupils dislike teachers who are soft and/or inconsistent including teachers who do not teach to goals forcing their pupils to under perform or underachieve. Bickerstaffe (1972) says that reprimand is seen as a natural way of pointing out to a student who is not behaving that his conduct has been noticed and should change. At the same time a reprimand can be seen as indicating personal dislike and therefore a teacher should try to ask the student a question and then praise a good try especially after a reprimand has been used.

Concurring with the use of 'time - out' – separation as a sanction, Bickerstaffe (1972) reveal that though sending the offender out of the classroom means his missing lessons, there are occasions when pupils should be sent out of the room. This would be especially when a student directly defies the authority of a teacher and when a student repeatedly interrupts the lesson and can no longer be ignored. Musambai (2003) in her study on teacher centric approaches of discipline reveals that timeout, as a strategy will keep the offender from disrupting the entire class and helps the teacher to be in control.

2

Foster (2002) suggests the withdrawal of certain privileges as a discipline strategy. Teachers can choose activities that are valuable to the student and then remove it. Bull and Solily (1996) advises that the pleasant event, which is removed, must be one that a teacher is free to withdraw. An article carried out by the Daily Nation (October, 16th 2000:20) reveals how Mr. Khaemba of Alliance Boys High School has made use of existing traditions. Such as exits where every weekend afternoon the students go for a walk outside the school. Those caught in offenses will not be caned but will miss the walk. Offenders can also be made to miss a club activity like guest talk. In this case the offender feels punished enough and will therefore not want to repeat the offense.

Detention is another strategy that has been used in schools in many countries though keeping children at break or after school can be difficult since the teacher has to stay behind as well. Dunhill (1964) considers it a negative punishment especially where a child is kept after school.

Suspension from class is viewed as ultimate and should only be used as a last resort. Bickerstaffe (1972) states that it is like surgery, which though cures the disease, could kill the patient. In this case, control is re-established but the pupil is not taught. He suggests that the parent of the pupil is invited to discuss the behaviour problem of his child. If teachers are going to achieve the desired results by using these strategies, then they too ought to be good role models for children learn better through imitating. According to Ginott in his discipline model, teachers who use appropriate discipline;

- Recognize feelings
- Describe the situation
- Invite cooperation
- Are brief
- Do not argue (They stick to a decision but remain flexible enough to change if they are wrong.
- Model appropriate behaviour
- Discourage physical violence
- Focus on solutions
- Allow students to help set standards

Generally, the effectiveness of the techniques relies upon the context for the use. According to (Smith & Laslett, 1977) a focus on negative behaviour can lead to the problem of the criticism trap and the slippery slope to a negative pattern of management.

## **2.5 Conclusion**

In conclusion, the enactment of the Children Act (2001) in Kenya has led to the ban of corporal punishment, which was the most prevalent disciplinary method in Kenya schools. This leaves the schools with no choice but to innovate and find new ways and means of disciplining students. Some other punishment can be abusive depending on their severity and context. Physical labour can lead to serious injuries while toilet cleaning can be both degrading and hazardous. Publicly shaming a child can injure self-esteem. Moreover these types of punishment are not in harmony with the Children's Act No. 8 2001, which states in part that, a child shall not be subjected to torture, cruel treatment or punishment (G9/1/VoIV. VII/28)

From above arguments, it is obvious that thrust of discipline in schools will be on the prevention of indiscipline and yet teachers have not been trained to acquire the required skills. At the same time alternative methods of discipline seem time consuming and costly. In spite of all these difficulties, one can conclude that alternative discipline methods are more beneficial and less detrimental to child's development than corporal punishment according to the American Academy of pediatrics (pediatrics' vol 106, 200). Teachers can still oversee classroom discipline and the same develop the pupils' skills and aptitude through means other than the cane. Alternative methods are seen as the most appropriate for preparation of responsible citizens in a developing country such as Kenya.

## **2.6 Theoretical framework**

The study is based of on the Systems Approach Theory. Put at it's simplest, according to Cole (1996) a system is a collection of interrelated parts which form some whole. Systems can be "closed" or 'open'. Closed systems are those; which for all practical purposes are completely self-supporting and this do not interact with their environment. Open systems are those, which do interact with their environment on which they rely for obtaining essential inputs and for the discharge of their system outputs.



The three major characteristics of an open system are:

- a. They receive inputs or energy from their environment
- b. They convert these inputs into outputs.
- c. They discharge their output into their environment.

A school is an example of an open system according to Okumbe (1998). In relation to a school the inputs include people, materials, information and finance. These inputs are organized and activated so as to convert human skills and raw materials into products, services and other outputs, which are discharged into the environment. One of the most useful attempts to summarize the complexities of organizations as open systems has been that of the two American Academics Katz and Kahn (1966). They identified the common characteristic of such open system as follows:

1. Importation of energy and stimulation e.g. people and material
2. Conversion e.g. the processing of materials and organizing of work activities.
3. Output e.g. products or services
4. Cyclic nature e.g. – the returns from marketing the output to enable further inputs to be made to complete the cycle of production.
5. Negative entropy: The natural process by which all things tend to break or die.
6. Feedback. Negative feedback, in particular enables the system, to correct deviations. Organizations tend to develop their own thermostats.
7. Steady state: this refers to the balance maintained between inputs flowing in from the external environment and the corresponding output retiring to it. An organization in steady state is not static, but is a dynamic form of equilibrium.
8. Differentiation e.g. the tendency to greater specialization of functions and multiplicity of roles.
9. Equilifinality. This word was coined by an early systems theorist Von Bertalanfy in 1940. It means that open systems do not have to achieve their goals in one Particular way. Similar ends can be achieved by different paths and from a different starting point.

Other key features of social organizations according to Katz and Khan are roles norms and values. Roles differentiate one position from another and require a standardized form of behaviour and the formalized role system. Roles limit the effects of the incumbent's personality on performance in the position. This idea is very much in line with Weber's view of rational and impersonal conduct of an office incumbent. Whereas roles help to differentiate the activities of the organization, norms and values help to integrate behaviour. Norms or standard of behaviour are closely associated with roles because they specify role behaviour in terms of expected standards. Values are more generally held beliefs. They represent the ideology of the organization.

According to Cole (1996) the key variables that are of latest interest to those adopting social systems theory to organizations are people, technology and environment. Where else earlier theorists look at individual variables in isolation, the theorists of systems study the relationship between two or more of them. Initially, the Tavistock researches for example I looked at the relationship between people and technology, and between structure and environment. Later, studies such as those of Pugh and colleagues have developed a more comprehensive mult – dimensional approach, utilizing all the above variables (Cole, 1996).

A school has got various elements that relate together and all contribute to the achievement of the whole. The success for good discipline requires the use of the right strategies. It also requires the efforts of teachers, parents, the community and students as well. The headteachers should be concerned with how to involve all these parts. Unless discipline prevails, attainment of other educational goals of producing responsible self-reliant citizens becomes a dream. Without the proper alternative strategies, it is almost impossible to think of disciplined students.

The teacher is the key person who interacts closely with the student for the better part of the school term. He is the one better placed to understand what alternative strategies of discipline would best suit which of her/his students. The environment in which the school obtains is also a critical factor. Both the classroom and school

environment are created and maintained by the teachers. Good strategies of discipline will result to improved student behaviour and performance and hence the overall improvement of the school. Although the headteacher has the responsibility of maintaining discipline he cannot achieve this alone. He will need to work with the teachers, parents, community and also the cooperation of the students. This will enhance the achievement of aims and aspirations of the school.

In effective schools, teachers and students co-exist harmoniously and cultivate a climate of peace and discipline that promotes the achievement of the school goals and objective. Good discipline within the school as whole signals the seriousness with which a school approaches its task and how effective a school will be (Okumbe, 1998). This will only be achieved by the use of the right tools to instill discipline. Since teachers in the institution have a role to teach while parents and students expect him to teach well and effectively, the right environment has to be created to achieve this.

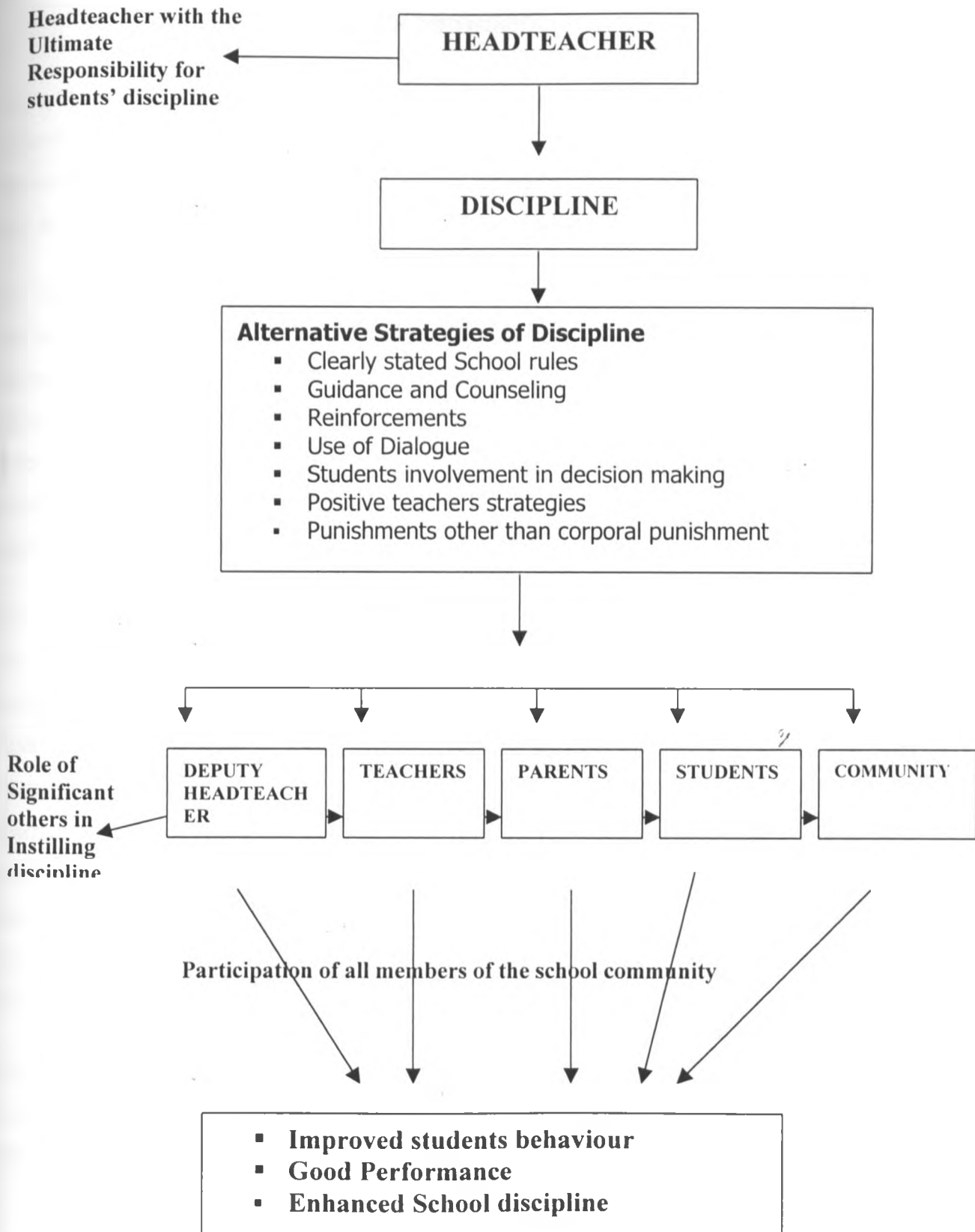
An administrator has a task of integrating the demands of the institution and those of the staff members. He must do this in such a way that these demands are organizationally productive and individually fulfilling. If teachers are even going to find their work fulfilling, they must be equipped with knowledge of alternative strategies of discipline since they work with students who must be put under control in order to produce the desired outcome.

## **2.7 Conceptual framework for the study**

The conceptual framework of this study is based on the concept that alternative strategies of discipline can be effective when all the secondary school stakeholders who include parents, teachers, students, and the community are involved in school discipline.

Participation of students in school decision-making process enables them to control the extent to which other school members have power over them. In order for the alternative strategies of discipline to be effective, it requires the efforts of the teachers, parents and the entire community. The involvement of these parties will make them have ownership of the school. Effective use of alternative strategies of discipline leads to the achievement of the prescribed goals and objectives of the school specially improved performance. In addition, the schools will be able to produce graduates with well-rounded personality and admirable behaviour and can actively participate in development activities for the benefit of the society as a whole. The table below shows how the concepts relate with each other to produce the aspired results.

## CONCEPTUAL FRAMEWORK FOR THE STUDY



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter outlines the research methodology used in the study. It describes the research design, the target population, sample and sampling procedure, the research instruments, instruments validity, instruments reliability, data collection procedure and data analysis procedures.

#### 3.1 Research design

This study used survey method. According to Mugenda (1999) a survey method is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This study was a survey exploring the strategies teachers have applied after the abolition of corporal punishment in Matungulu Division. The study chose this method because it involved obtaining information that describes existing phenomena by using questionnaires.

#### 3.2 The target population

The target population of the study was all public secondary schools in Matungulu Division in Machakos district. According to the Ministry of Education, Matungulu has 15 public secondary schools (MOEST, 2004). The target population consisted of the 15 headteachers and 300 classroom teachers of the 15 public secondary schools. Headteachers were used in this study because they have a sole responsibility of ensuring that discipline is maintained in their schools. Classroom teachers were targeted because they too have a responsibility of ensuring a sound base for formulation and implementation of effective educational policies concerning discipline for quality education.

#### 3.3 The sample and sampling procedure

According to Kerlinger (1986) sampling is taking any portion of target population or universe as a representative of that population or universe. The researcher selected the

sample through random sampling. The sample included 20% of the total population of headteachers and classroom teachers in the division. Ary (1972) observed that in descriptive research, ten to twenty (10-20%) of the total population is acceptable. This in turn meant that out of the 15 schools, 3 headteachers and 60 out of 300 classroom teachers were randomly sampled. This was a 20% of the target population and thus an acceptable percentage of the sample (Ary, 1972). In order to obtain the sample for this study, a list of public secondary schools in Matungulu division was obtained from the District Education office to enable the researcher to get the number of teachers from every school. From the list, names of teachers were written on small pieces of paper, folded and then put in a container where the researcher randomly picked until a sample of 60 teachers was realized. Out of the 15 public schools, four headteachers were randomly selected as respondents for the headteachers questionnaire.

### **3.4 Research instruments**

This study used various instruments of data collection. The researcher employed various data collection methods such as questionnaire, observation schedules and interview schedule. In order to achieve the objectives of the study, questionnaires were used to collect data. There were two sets of questionnaires, one set for the headteachers and the other for the classroom teachers. Questions were developed from literature related to discipline problems and strategies of discipline in schools.

Appendix 1 had the questionnaires for headteachers, which had two parts; Part one was to elicit background information of the respondent while part two was to elicit information on administration of discipline in the school. Appendix 2 had questionnaires for the teachers, which had two parts. Part one was to elicit background information of the respondent while part two elicited information of classroom discipline. Questionnaires had both open ended and closed ended questions. The closed questions were used because they deal with facts and are less time consuming, while open ended were used to give detailed information on the alternative strategies of discipline used in schools. Appendix 3 had the interview schedule which had open-ended items in order to

allow respondents to express their views freely and allow the researcher an in-depth understanding of the responses obtained. There was an observation schedule for the school climate and physical facilities like guidance and counseling offices in Appendix 4.

### **3.5 Validity of instruments**

Validity of research instrument is the degree to which it measures what its intended by the researcher (Borg and Gall, 1989). To enhance validity, a pilot study was carried out to help the researcher identify items in the research instruments that might be ambiguous in eliciting the relevant information. The instruments were then modified accordingly. Nachmias and Nachmias (1976) state that the validity of items in research instruments can be determined by expert judgment. In this case the supervisor examined the questionnaires to determine its content validity.

### **3.6 Reliability of instruments**

A reliability of a research instruments is its level of internal consistency or stability over time (Borg and Gall, 1989). Therefore, a reliable instrument is the one that consistently produces the expected results when used more than once to collect data from two samples randomly drawn from the population. To establish the reliability of the instrument a pilot study was carried out to test both validity and reliability of the instrument in order to ensure clarity of language and interpretation. To test the reliability of the instrument, a test-retest method was used. Roscoe (1969) underscores the usefulness of a pilot study. He points out that a pilot study will be useful to test the research instrument reliability in one way by helping to establish possible causes of error variance which could occur as a result of wording of the instrument, respondents mood during instruments administration, ordering of the instrument items or may be because of the content of the instruments. This involved the researcher going to the field and administering the same group of subject in order to assess the clarity of the instrument item, whether they are correctly worded and hence free from misinterpretation when administered during the final study. This was done at an interval of two weeks. After each respondent filled the questionnaires on



then pilot study, each questionnaire item was discussed with him or her to determine suitability, clarity and relevance. The responses drawn from the two tests were drawing consistent results and thus the instruments proved reliable.

### **3.7 Data collection procedure**

Data was collected into two stages; the pilot study and then the main study. The researcher visited the selected schools for the main study and made appointments for the administration of questionnaires. After the questionnaires were given to selected teachers and headteachers there was a period of one week given to the respondents to fill the questionnaires and a date agreed upon for collecting the questionnaires. Date for interviews was set after the questionnaires had been administered. On the appointment dates, the investigator visited selected schools and personally collected the responses from the respondents and conducted interviews with a few selected teachers who had not participated in the filling of the questionnaires.

### **3.8 Data analysis procedure**

The commonly used method for analyzing a survey study is to use frequency distribution, calculating the percentages and tabulating them appropriately (Nachimias and Nachimias, 1976). Analysis was done using frequency and percentages. The responses in the questionnaires were tabulated, coded and processed by computer. A qualitative analysis was used to analyze responses derived from the data on the open-ended items and interview schedule. In order to answer the research questions on relationship between alternative strategies that teachers prefer using and the various independent variables, the researcher used chi-square tests to measure whether there was any significant relationship that existed. Percentages and frequencies were also used to strengthen the results. Each of the alternative strategy was calculated in terms of mean and the responses were given the following rating;

Always	scored	5
Often		4
Occasionally		3
Rarely		2
Never		1

Descriptive statistics such as frequency distribution, percentages and means were used where applicable to analyze demographic data and school information.

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## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.0 Introduction

The main focus of this chapter is to report the results of the data collected in the study. The chapter has three parts. Part one consists of the demographic information. Part two consists of the analysis of the alternative strategies of discipline that headteachers and teachers use to manage discipline in public secondary schools in Matungulu Division, it also has the preferred alternative strategies and teachers opinion on the use of the alternative strategies. Part three consists of the analysis of the relationship between the alternative strategies that teachers preferred using and the independent variables (age, gender, academic, qualification, working experience and size of the school).

A total of 54 respondents completed the questionnaires for teachers out of the target population of 60 classroom teachers; thus a (90%) return rate. This number was very sufficient to give the desired results for the study. The return rate of the headteachers' questionnaire was 100%. All the four questionnaires were duly filled and returned.

#### 4.1 Demographic information

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**Table 1 shows the headteachers' gender.**

<b>SEX</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Female	3	75%
Male	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

From the above table, it shows that 75% of the respondents were female headteachers while male headteachers formed the remaining 25%. This means that more female headteachers participated in this study.

**Table 2 shows the headteachers' age.**

AGE	FREQUENCY	PERCENTAGE
30-35	2	50%
36-40	1	25%
41-45	1	25%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

According to table 2, (50%) of the respondent were between age 30-35 years and those between 36-40 were 25% and the other 25% was formed by those of the age 41-45 years. This implied that majority of the headteachers were young below 40.

**Table 3 shows the headteachers' highest academic qualifications**

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
University Graduate	3	75%
Masters Degree	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

Data collected in table 3 showed that most of the headteachers (75%) were university graduates. The study also revealed that only 25% of the respondent had a masters degree.

**Table 4 shows the headteachers' working experience.**

EXPERIENCE IN YEARS	FREQUENCY	PERCENTAGE
1-5	2	50%
6-10	2	50%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

As it is shown in table 4, half of the headteachers' population (50%) had a working experience of 1-5 years while the other half had an experience of 6-10 years.

**Table 5 shows the size of the school.**

NO. OF STREAMS	FREQUENCY	PERCENTAGE
Double streamed	2	50%
Triple streamed	2	50%
<b>Total</b>	<b>4</b>	<b>100%</b>

According to data in table 5, (50%) of schools were double streamed while triple streamed schools took the other 50%.

#### Table 6 shows the type of school

SCHOOL TYPE	FREQUENCY	PERCENTAGE
Girls School	2	50%
Mixed School	2	50%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

Table 6 shows that girls' schools involved in the study were 50% while mixed schools covered the other 50%.

#### 4.1.1 Teachers' demographic information.

##### Table 7 shows teachers gender

SEX	FREQUENCY	PERCENTAGE
Female	28	51.9%
Male	26	48.1%
<b>Total</b>	<b>54</b>	<b>100%</b>

Table 7 above revealed that 51.9% of the population of teachers was female as compared to only 48.1% male teachers. It implies that more female teachers participated in the study.

##### Table 8 represents teachers' age

AGE	FREQUENCY	PERCENTAGE
Under 30	13	24.1%
30-35	27	50.0%
36-40	10	18.5%
41-45	2	3.7%
46-50	2	3.7%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>

The data in the table 8 indicated that teachers' under the age of 30 formed 24.1% of entire population. Majority of the teachers involved in the study were those between

30-35 years of age (50%) 18.5% of the sample were between 36-40 and only 3.7% were aged 41-45. It is clear from the above data that highest population that participated in the study was drawn from the 30-35 bracket.

**Table 9 shows the teachers highest academic qualification.**

<b>ACADEMIC QUALIFICATION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
SI	3	5.5%
Diploma	5	9.3%
A.T.S	11	20.4%
University Graduate	32	59.3%
Masters Degree	3	5.5%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>

According to table 9, it is indicated that 32 (59.3%) of teachers had a Bachelor of Education degree. There were 3 (5.5%) teachers with master’s degree and 5 (9.3%) had diplomas. Another 3 (5.5%) were S1 holders. Majority of the teachers involved in the study had University degree as shown in the table above.

**Table 10 shows the teachers working experience**

<b>EXPERIENCE IN YEARS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
1-5	16	29.6%
6-10	22	40.7%
11-15	13	24.1%
16-20	1	1.9%
Over 20	2	3.7%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>

From the above table, a majority (40.7%) of teachers in this study had a working experience of between 6-10 years while a minority of 2 (3.7%) with over 20 years experience. This implies that the respondents were experienced teachers and therefore had useful information on the use of alternative strategies of discipline.

**Table 11 shows the size of school**

<b>NO. OF STREAMS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Single	1	1.9%
Double	14	25.9%
Triple	30	55.6%
Four	6	11.1%
Five	3	5.5%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>

Data on this table indicates that 55.6% of the schools were triple streamed and (25%) of them being double streamed. Four streamed schools took 11% while 5.5% consisted of five streamed schools. The least in this category were single streamed schools, which only formed 1.9%.

**Table 12 Shows type of the school.**

<b>SCHOOL TYPE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Girls	20	38.46%
Boys	9	17.31%
Mixed	23	44.23%
<b>TOTAL</b>	<b>52</b>	<b>100%</b>

According to the table above, mixed schools formed the highest percentage (44.23%) and girls' schools 38.46% with the boys' schools taking the least percentage of 17.31%.

#### **4.2 Alternative strategies that the headteachers use to instill discipline.**

**Table 13 shows the alternative strategies that headteachers use to solve discipline problems.**

<b>METHOD</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Guidance and counseling	4	100%
Punishment	4	100%
Suspension	3	75%
Involving students parents	2	50%

The results of the analysed data on table 13 shows that all the headteachers (100%) used guidance and counseling as an alternative strategy of discipline. This implies that guidance and counseling was considered an effective alternative strategy. The results of this research corroborates with those of Gitau (2002) which points out that guidance and counseling programmes are important in pupils lives as they assist them to deal with both academic and development concerns. This could probably be the reason why all the headteachers agreed 100% on the use of guidance and counseling. The above table also reveals that 100% of respondents use punishment especially giving manual work while 75% use suspension and 50% involve parents of the students concerned.

**Table 14 Shows the methods preferred by headteachers in solving discipline problems. The methods are arranged in order of frequency and the rank has been calculated in terms of mean.**

<b>PREFERRED METHOD</b>	<b>RANK</b>	<b>MEAN</b>
Facilitate guidance and counseling for the whole school	1	2
Offer support to teachers in all matters of discipline	2	3
Develop good relations with teachers and students	3	3
Ensure that rules are followed	4	3
Organize open discussions with students to discuss their problems	5	4
Checking teachers lesson plans, schemes of work and records of work	6	4
Reward openly students who behave well	7	6

The results on table 14 further revealed that guidance and counseling was a popular alternative strategy for it is the most preferred method of dealing with indiscipline by the headteachers. This is the so because headteachers response showed that guidance and counseling was ranked highest with a mean of 2 in order of preference. The table also shows that headteachers preferred to offer support to teachers in all matters of discipline, development good relations with teachers and students and that they ensured that rules were followed. Rewarding openly students who behave well was ranked last hence the least preferred.



The results from the above table concurs with Ukeje, Akabogu and Ndu (1992) who in their study suggest that school administrators should develop school ideals and spirit, develop favorable relations between teachers and students in order to enhance discipline and school cooperation when dealing with deviant students. Such good relations and support for staff created a good school climate hence improved discipline.

The facts that rewards were least preferred probably could be because headteachers are cautious on the use of rewards because according to Durojaiye (1972) use of rewards for discipline has the danger in that only a few get rewards leaving others discouraged or other children are forced to use foul means to receive the rewards. This he claims creates more discipline problems.

**Table 15 shows the frequency of headteachers holding students meetings (*baraza's*) to discuss their problems.**

MEETING'S FREQUENCY	FREQUENCY (RESPONSES)	PERCENTAGE
Very often	1	25%
Often	1	25%
Occasionally	1	25%
Rarely	1	25%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

The results from table 15 indicated that 25% of the respondents held students meeting very often. Another 25% of the respondent often held open meeting with students to discuss their problems. Another 25% occasionally held meetings while the last 25% rarely held meetings. From the results, it can be concluded that although headteachers use dialogue as an alternative strategy, the frequency of such meeting ought to be increased in order for it to be a more effective tool.

### 4.3 Alternative strategies used by teachers to solve discipline problems

Table 16 shows the methods used by teachers to solve discipline problems.

METHOD	RESPONSE	PERCENTAGE
Guidance and counseling	45	86.5%
Giving students manual work	37	71.2%
Suspension	13	25.0%
Involving students parents	12	23.1%
Verbal warning/Reprimands	11	21.2%
Making students to kneel down /stand/run	9	17.3%
Giving students extra class work	6	11.5%
Forwarding culprits to headteacher	6	11.5%
Referring students to peer counselors	4	7.7%
Withdrawal of privileges	2	3.8%
Expulsion from school	2	3.8%
Ignoring the student	2	3.8%
Detention	1	1.9%

From the analysed data on table 16, teachers reported that guidance and counseling was the most popular alternative strategy with an (86.5%.) 71.2% said they preferred giving punishment other than corporal punishment. According to the table, 25% cited suspension as an alternative strategy. 23.1% preferred parental involvement. Other alternative strategies included verbal reproof and reprimands 21.2%, giving students extra class work 11.5%, making students kneel, stand or run 17.5%. 11.5% considered forwarding culprits to the headteachers to be a better alternative while 7.7% referred students to peer counselors. 3.8% used withdrawal of privileges, expulsion or ignored the students' misbehaviour. Detention was the least used alternative with a 1.9% response.

**Table 17 represents teachers' views on methods they use to intervene on classroom disruption.**

Classroom intervention	AGREE		DISAGREE	
	Frequency	Percentage	Frequency	Percentage
Classroom intervention measures				
Task assistance to likely disrupters	37	77.1%	11	22.9%
Reward for pupil showing improvement in discipline	52	98.1%	1	1.9%
Showing concern /listening to students	53	100%	0	%
Severe punishment	5	9.4%	48	90.6%
Ignoring individual misbehaviour but intervening in cases of it affecting the whole class	18	34.6%	34	65.4%

According to the findings in table 17, 90.6% disagreed with the use of punishment as an intervention measure for classroom disruption. This indicates that teachers have realized the futility of using punishment as a stimulant for learning. Rather than foster learning, it has negative effects on part of the learner according to psychologist such as Skinner (1969).

All the teachers 100% agreed on showing concern and listening to students as intervention measures for disruption. This finding corroborate with Chisholm (1986) who in his book says that a teacher who is concerned about his pupils welfare both inside and outside the classroom will quickly gain their respect and control problems will diminish. 65.4% disagreed with ignoring individual misbehaviour while 34.2% agreed. This difference may concur with Stones (1996) opinion that although behaviour ignored could be gradually given up, ignoring misbehaviour may lead to serious interruption of the class. 71.7% agreed on the use of task assistance to the remove possible causes disruption. Assisting students in their tasks according to Mittambo (1966) removes frustration at different points during a lesson. According to the table 98.1% said that

they rewarded students who showed improvement in discipline. Positive reinforcement for positive behaviour encourages the student to continue and improve on the same.

#### **4.4 Teachers opinion on the use of alternative strategies and suggestion on management on the discipline**

All teachers interviewed agreed to the fact that discipline was an issue of concern in the management of schools. 59.2% of teachers interviewed were of the opinion that classroom discipline should be maintained at all costs and teachers needed to be trained to understand the use of various alternative strategies of discipline.

Concerning classroom discipline, teachers interviewed said that teachers teaching style and the students learning ability determine discipline. They felt that some teacher characteristics such as friendliness, cheerfulness and punctuality were in themselves effective alternative strategies that enabled them to gain control in the class. While teachers seemed to agree on guidance and counseling as the best alternative strategy, teachers interviewed also felt that at times, alternative strategies have not been effective in managing discipline because they are time consuming and at times not suitable in handling serious offences. Teachers also strongly felt that the ban on corporal punishment was untimely and has led to a tremendous increase of cases of indiscipline.

They also expressed the sentiments that teachers ought to have been consulted and properly prepared before the withdrawal of the cane so that apt measure would be put in place to fill the vacuum that the ban has created. Teachers claimed that the ban on corporal punishment had tied their hands where discipline is concerned and this had left them powerless with nothing else to do but to throw in the towel. The burden of students' discipline has been left to the deputy headteachers and the headteachers with teachers getting involved only when it directly involved them. The study also found out that although use of corporal punishment has been banned, teachers still used it as

they claimed that it was both time and cost effective unlike other alternative strategies. This finding corroborate with Awuor's (2002) that indicated that corporal punishment was still been used in spite of the ban.

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Several suggestions on management of discipline were pointed out. Teachers suggested that discipline management should involve all stakeholders who include the school administration, teachers, students and parents. Teachers felt that there was need to encourage and give more room for dialogue as an alternative strategy of discipline. It was said that in dialogue, every party is given a chance to express itself freely as Kasibwa (2002) puts it. Teachers interviewed expressed the need to furnish them with skills and knowledge of different alternative strategies of discipline to help them in ensuring sound discipline. In order to strengthen guidance and counseling in schools, teachers said that there was need to train all teachers and equip them with skills necessary for the service. In order to have disciplined students, teachers felt that it was important for all teachers to seek to understand their students better and their background too.

This need arises due to the fact that most causes of indiscipline among students have their roots away back in their family background as reported by (2001) task force. The society should strive to be good role model to the students who virtually learn by imitating what they see in their environment. Teachers and the society at large ought to lead by example. Finally, teachers strongly suggested the reinstatement of corporal punishment but its use to be controlled to avoid incidences of its abuse. This is because teachers felt that the ban on corporal punishment was untimely and that it robbed them a very valuable tool that had worked previously effectively in dealing with some forms of indiscipline. Teachers argued that though alternative strategies were better methods of instilling discipline, corporal punishment had its special place, which could not be replaced by any other strategy.

**Table 18. Other alternative strategies observed that may enhance discipline in schools.**

ITEM	NO. OBSERVED	PERCENTAGE	NOT OBSERVED	PERCENTAGE
A clear set of printed school rules	4	80%	1	20%
Notice board	5	100%	0	0%
Guidance and counseling offices	3	60%	2	40%
Records of students counseled	3	60%	2	40%
Classroom observation (reprimands, task assistance)	5	100%	0	0%

The data obtained in table18 is from observations made by the researcher during data collection for the main study. The table shows some of the observed features, which may help enhance student's discipline in public secondary schools. The words observed and not observed show presence or absence of such features. From the schools observed, 80% of them had a set of clear printed schools rules. Although a good number of the schools had rules either kept by individual student given on admission and others pinned on the notice board, interview with some teachers revealed there was no policy on the formulation and review of the school rules. This may imply that most of the rules were medieval and not serving effectively as a discipline strategy. The interview revealed that out of 10 teachers interviewed, 48% said that teachers formulated rules while 5% said that it was the headteachers who formulated them. 9% of the teachers said that teachers and the students were responsible while 38% had no idea. From this observation made, it is clear that although rules play an important role in the student's discipline, the very people who are affected by these rules are least involved in their formulation and implementation. This study shares the opinion of the 2001 taskforce that school rules be reviewed from time to time and students be involved in their formulation. Many of the schools had guidance and counseling offices

although very few of them had trained guidance and counseling teachers as revealed through interview.

Out of the observation made, teachers used reprimands to intervene on classroom disruption and were applicable teachers gave assistance to students so as to minimize chances of disruption. Teachers also punished the students who refused to do homework by having them do it while kneeling down as they continued teaching the other students. 100% of schools observed use notice boards to pin important information with some schools using notice board to pin the school rules. In most cases the principal vets most of the information on the notice board.

#### **4.5 Relationship between alternative strategies that teachers use and the independent variables.**

In order to answer the six research questions, cross tabulations of various independent variables and the alternative strategies were done. The tables below shows percentages and frequencies of the respondents and the alternative strategies they prefer using .Chi-square test was done to calculate the relationship between alternative strategies that teachers prefer to use and the various independent variables. A cross tabulation of percentages, frequencies and chi-tests in relation to various alternative strategies and the independent variables is shown in the tables below.

**4.5.1 Research question1: Is there a relationship between gender and the alternative strategies of discipline that teachers prefer using?**

**Table 19: Gender and alternative strategies that teachers prefer to use**

Alternative strategies	Female	Male	N	X <sup>2</sup>	df	P
Guidance and counseling	%Within gender 27(96.4%)	% Within gender 26(100%)	53 (98.1%)	0.946	1	0.33
Punishment	23(82.1%)	24(92.3%)	47(87%)	1.235	1	0.267
Suspension	10(38.5%)	3(10.7%)	54(13%)	5.679	1	0.17
Expulsion	2(3.6%)	2(7.7%)	33(5.6%)	.436	1	.509
Withdrawal of privileges	13(46,4%)	12(46.2%)	25(46.3%)	.000	1	.984

From table 19, data analyzed shows that there is no relationship between the teachers' gender and the alternative strategies that they prefer to use since the chi tests results on the table have a greater value than the table value at the 0.05 significance level. Teachers irrespective of their gender with male teachers recording a 100% preference and female teachers 96.4% prefer guidance and counseling. With such small margin it can be safely concluded that there is no relationship between gender and the alternative strategies that teachers prefer using. This finding seems to conform to research findings of Wandeo (2002) and Kasibwa (2002). The two points out that gender does not influence neither the attitude nor the preference of methods of discipline that teachers use. Teachers irrespective of their age frequently use guidance and counseling in dealing with students discipline.



4.5.2 Research question 2: Is there relationship between age and the alternative strategies that teachers prefer to use?

**Table 20: Age and the alternative strategies that teachers prefer to use.**

Alternative strategies	Under 30	30-35	36-40	41-45	46-50	X <sup>2</sup>	Df	p
Guidance & counseling	N(13) 13 (100%)	N(27) 29 (96.3%)	N(10) 10 (100%)	N(2) 2 (100%)	N(2) 2 (100%)	1.0194	4	.907
Punishment	12(92.3%) N (13)	22(75.5%) N (27)	9(90.0%) N (10)	2(100%) N (2)	2(100%) N (2)	1.732	4	.785
Suspension	3(23.1%) (N13)	5(18.5%) N(27)	4(40%) N(10)	0(0%) N(2)	0(0%) N(2)	3.220	4	.522
Withdrawal of privileges	4(30.8%) (N13)	12(44.4%) N(27)	6(60%) N(10)	2(100%) N(2)	1(50%) N(2)	4.384	4	.357
Expulsion	1(7.7%) ) N(13)	2(7.4%) N(27)	0(0%) N(10)	0(0%) N2	0(0%) N(2)	1.113	4	.892

Table 20 above analyses the relationship between age and the alternative strategies that teachers prefer using. From the results in the table it clearly indicates that teachers preference for alternative strategies like punishment is not influenced by their age. From percentages calculated it is clear that all teachers prefer to use punishment irrespective of their age whereby (92.3%) of teachers under age 30 use punishment with those between age 41-50 registering a (100%) preference of punishment. The frequent preference for the use of punishment according to research finding of Muchiri (1998) could be due to the fact that punishment may seem to be the easiest option to resort to in enhancing discipline or that the teachers may be ignorant of other alternatives. Results from chi tests are greater than the table value and therefore conclusion is drawn that there is no relationship between alternative strategies and the teachers' age.

4.5.3 Research question 3: Is there any relationship between the teachers' academic qualification and the alternative strategies that they prefer to use?

**Table 21 Teachers highest academic qualification and the alternative strategies they use**

Alternative strategies	DIP	ATS	DEGREE	MASTERS	X2	df	P
Guidance & counseling	5(100%) N(5)	11(100%) N(11)	32(100%) N(32)	3(100%) N(3)	17.321	4	.002
Suspension	1(20%) N(5)	3(27.3%) N(11)	8(25%) N(32)	1(33.3%) N(3)	1.214	4	.876
Withdrawal of privileges	0(0%) N(5)	6(54.5%) N(11)	16(50%) N(32)	2(66%) N(3)	5.491	4	.240
Expulsion	0(0%) N(5)	0(0%) N(11)	3(9.4%) N(32)	0(0%) N(3)	2.184	4	.702
Punishment	4(80%) N(5)	10(90%) N(11)	30(93.8%) N(32)	1(33.3%) N(3)	10.41	4	0.34

From table 21 above, data analyzed reveals that 100% of teachers involved in this study preferred to use guidance and counseling in spite of their different academic qualification. All teachers of different academic qualification least prefer suspension and expulsion. Results of chi square tests are greater than the table value and therefore it is concluded that there is no relationship between teacher's highest academic qualification and the alternative strategies they prefer to use. All teachers though of different academic qualification have been trained and qualify to be teachers and therefore this findings corroborates with Dunhill (1964) who stipulates that a qualified teacher should be capable of advising and implementing courses of action and activity and therefore academic qualification has no influence on the alternative strategies that teachers use.

4.5.4 Research question 4: Is there a relationship between teachers experience and the alternative strategies that teachers prefer to use?

**Table 22 Alternative strategies that teachers prefer to use and their experience.**

Alternative strategies	Teachers' experience					X2	DF	P
	1-5	6-10	11-15	16-20	Over 20			
Guidance & counseling	16 (100%) N (16)	21(95.5%) N (22)	13(100%) N (13)	1(100%) N (2)	2(100%) N (2)	1.482	4	.830
Punishment	15(93.8%) N (16)	17(77.3%) N (22)	12(92.3%) N (13)	1(100%) N (1)	2(100%) N (2)	3.265	4	.514
Suspension	3(18.8%) N (16)	7(31.8%) N (22)	2(15.4%) N (13)	0(0%) N (1)	1(50%) N (2)	2.559	4	.634
Withdrawal of privileges	5(31.3%) N(16)	12(54.5%) N(22)	7(53.8%) N(13)	0(100%) N(1)	1(50%) N(2)	3.230	4	.520
Expulsion	1(6.3%) N(16)	2(9.1%) N(22)	0(0%) N(13)	0(0%) N(2)		1.480	4	.830

Table 22 above analyses data on the relationship between teachers experience and alternative strategies they prefer to use. Data analysis using percentages shows that the teachers experience does not influence their preference for any alternative strategies. From the table all teachers seemed to prefer using guidance and counseling, punishment, withdrawal of privileges while the least preferred suspension and expulsion. Chi –square tests done to test whether there was any relationship between teachers experience and the alternative strategies preferred shows that no relationship existed because the value of chi was greater than the table value at 0.05-significant level. This results seem to concur with research findings of Muchiri (1998) His study on participatory process used to enhance discipline by headteachers in public secondary schools in Nairobi province revealed that experience does not have any influence on the participatory process that headteachers use to enhance discipline among students.

Headteachers of different experience preferred to use similar methods just as the case in this study.

4.5.5 Research question 5: Is there a relationship between the size of the school and the alternative strategies that teachers use?

**Table 23 Size of the school and the alternative strategies that teachers prefer to use.**

Alternative strategies	Single stream	Double stream	Triple stream	Four and above	X <sup>2</sup>	df	P
Guidance counseling	1(100%) N(1)	15(100%) N(15)	28(96.6%) N(28)	9(100%) N(9)	.878	3	.831
Punishment	1(100%) N(1)	11(73.3%) N(15)	26(89.7%) N(29)	9(100%) N(9)	4.162	3	2.4
Suspension	0(0%) N(1)	1(6.7%) N(15)	7(24.1%) N(29)	5(55.6%) N(9)	7.684	3	0.53
Withdrawal of privileges	0(0%) N(0)	7(46.7%) N(15)	13(44.8%) N(29)	5(55.6%) N(9)	1.198	3	.753
Expulsion	0(0%) N(1)	0(0%) N(15)	2(6.9%) N(29)	1(11.1%) N(9)	1.570	3	.666

Data analyzed on the table 23 reveals that guidance and counseling is used in all schools of different sizes since 100% is recorded in all schools irrespective of their sizes. From the chi –square tests it clearly indicates that there is no relationship between size of the school and the alternative strategies that teachers prefer using. These results suggest that the variable of the size of the school does not have influence on the alternative strategies that teachers prefer to use. This finding corroborates with the opinion of Griffins (1996) that organizational size does not influence the behaviour of the manager. Further research finding by Wandeo (2002) reveal that the size of the school has no relationship with the preference for the use of punishment as a strategy for discipline.

4.5.6 Research question 6: Is there a relationship between type of school and the alternative strategies that teachers prefer to use.

**Table 24; Alternative strategies and the type of school**

Alternative strategies	Girls school	Boys school	Mixed school	X <sup>2</sup>	df	P
Guidance & counseling	19(95.0%) N(20)	9(100%) N(9)	25(100%) N(25)	1.732	2	.421
Withdrawal of privileges	10(50%) N(20)	5(55%) N(9)	10(40.6%) N(25)	.819	2	.664
Expulsion	1(5.0%) N(20)	1(11.1%) N(9)	1(4.0%) N(25)	.656	2	.720
Suspension	4(20%) N(20)	5(55%) N(9)	10(40.6%) N(25)	5.953	2	.051

Table 24 above reveals that teachers' preference for various alternative strategies follows a similar pattern irrespective of the type of school. Analysis of data shows that all schools have a preference of guidance and counseling over expulsion. 100% of boys and mixed school categories prefer using guidance and counseling and girls school record a (95%). On use of expulsion, boys and mixed schools have a low percentage of (11.1%) and (4.0%) respectively with a (5%) in girls schools. From the analyzed data on the table it can be concluded that there is no relationship between type of school and the alternative strategies that teachers prefer using. This finding corroborate with other studies that show that students are the same whether boys or girls and that they all have similar needs. Carkhuff (1969) says that most of secondary school students are in adolescent stage and thus guidance and counseling is needed to help them control behaviour. According to Sanderson (1996) most undesirable behaviour in class is the need for attention and this activity is reinforced if the teacher makes a fuss or punishes the behaviour. It can therefore be concluded that, teachers are likely to experience similar behaviour problems with their students irrespective of the school type since they are all adolescents with the same needs and hence the likelihood of using similar alternative strategies. This supports the finding of this study that there is no relationship between type of the school and the alternative methods that teachers prefer to use.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations on the alternative strategies of discipline in the absence of corporal punishment in public secondary schools. The chapter also includes suggestions for further research.

#### 5.1 Summary of the Study

For any organization including a school to operate successfully, proper standards of behaviour and desirable system of values, which lead each person in the organization to develop self-control and self-direction, must be set. In order to establish an effective disciplinary system in a school appropriate, strategies must be put in place.

The purpose of this study was to investigate into alternative strategies of discipline that teachers can use in the absence of corporal punishment. The study further sought to find out if there was any relationship between the alternative strategies that teachers preferred using and five independent variables;\_age, gender, academic qualification, experience, size and type school. The literature review was organised' under the following sub-headings. The concept of discipline and punishment causes of indiscipline, alternative strategies of discipline in schools, strategies of classroom discipline. From the literature review, conceptual and theoretical framework was designed.

The study was descriptive survey in design and the target population consisted of headteachers and teachers of public Secondary schools in Matungulu Division. The research instruments were questionnaire observation and interview schedule. There were two sets of questionnaires one for headteachers and another for teachers. Each of the questionnaires had two parts: part 1 was designed to collect on demographic

information. Part 2 of the questionnaire consisted of questions on the headteacher's role in school discipline and the strategies they use.

The second questionnaire was designed to collect data from the secondary schools teachers. The questionnaire had two parts. Part one consisted of questions on the teacher's demographic information. Part two of the questionnaire was designed to obtain information on the alternative strategies that teachers used. To determine the reliability of the instrument, a pilot study was conducted in five schools selected randomly from the public secondary schools in Matungulu division. After establishing validity and reliability of the instrument, the instruments were then administered in 15 public secondary schools in Matungulu Division for the final data collection. Demographic data was analyzed using frequency distribution, means and percentage. Alternative strategies data was analyzed using means and percentages. Qualitative analysis was used to analyze the open-ended items on the questionnaires and data collected from the interview. In order to analyze the relationship between the independent variables and the alternative strategies, of discipline that teachers preferred to use, chi-square was used to calculate the relationships.

## **5.2 Conclusions**

The research findings showed that all public secondary schools have embarked on the use of alternative strategies of discipline after the withdrawal of corporal punishment. In dealing with discipline problems headteachers and teachers have a range of alternatives that they use namely: guidance and counseling punishment in the form of manual work, supplementary class work, kneeling down, dialogue, having a clear set of school rules, withdrawal of privileges and at times suspension. In dealing with classroom disruption, teachers used guidance and counseling, punishment, reprimands, referred students to the administration, showed concern by listening to their students, use rewards especially for students showing improvement in discipline, gave task assistance to likely cases of disruption and at times ignored individual misbehaviour.

When the alternative strategies of discipline were ranked in order of preference in relation to various variables, it was discovered that the two most preferred alternative strategies were guidance and counseling and use of punishment. It was further discovered that parental involvement was also used in cases that proved difficulty for teachers to handle. The least applied strategy was detention and expulsion. Expulsion was least preferred probably because of the involvement of the board of governors and the ministry of education.

The other conclusion was that, although guidance and counseling was the most preferred alternative of dealing with discipline problems, the department was not well equipped in most of the schools in terms of personnel. It was also concluded from the observations made from the study that teachers need to be trained on the use of alternative strategies of discipline in order to manage discipline effectively in schools. The researcher also observed that although use of corporal punishment has been banned in schools, teachers still use it at times. Teachers interviewed said that it was necessary to use it since it was the most effective and instant result producing strategy unlike the other alternative strategies which according to them were time consuming and ineffective in dealing with indiscipline.

After measuring the relationship between the independent variables and the alternative strategies using chi-square, the results revealed that there was no relationship between the alternative strategies that teachers used and the six independent variables namely age, gender, academic qualification, experience size and the type of the school.

### **5.3 Recommendations**

In concluding and summarizing the study, the following recommendations were made:

1. Regarding formulation and revision of school rules, teachers ought to be more involved since they play a major role in the implementation of school rules. Other than teacher's involvement, students who are never involved in the formulation of



school rules from observations made from the study should be involved in the formulation and revision of the same since these rules are basically formulated to govern and set limits on student behaviour. Having a set of clearly set rules with consequences for lack of adherence is an alternative strategy that can highly enhance school discipline both in and out of class according to Tattum(1989)and Muchiri(1998) who recommends students involvement in the formulation of the school rules.

2. Based on the research finding of Kilonzo (1980) that guidance and counseling is not only useful in career matters but also in addressing the problem of discipline, it is recommended that guidance and counseling training should be given to all teachers irrespective of their responsibilities since it is the most effective and applied alternative strategy. That frequent workshops, in-service and refresher courses on use of alternative strategies of discipline be availed to teachers.
3. Based on various researches and psychologists such as skinner (1969) punishment does not control behaviour but rather suppresses it and therefore teachers should instead use reinforcement to foster learning. Kasibwa(2002) found out that use of rewards rather than punishment will produce more effective results It is therefore recommended that teachers of public secondary school learn to practice a reward based system of discipline rather than the traditional one of punishment. That teachers be encouraged to use alternative methods of behaviour modification, which have a positive impact on student behaviour instead of using punishments most of the times
4. It is recommended that headteachers should involve students more in discipline management through organizing open discussion with them to discuss their problems. This recommendation is based on findings of studies done by Mwiria (1995), Muchelle (1996) and Muchiri (1998). These scholars point out that involving students in school administration and decision making has some positive aspects

since students become more responsible and also trains them to become responsible citizens in the future. Non-involvement of students especially in decision making of matters affecting them according to them is a major cause of disturbances in schools. When students are involved in deciding affairs that affect them, they develop a sense of ownership and will therefore cooperate in the implementation and adherence to such policies

5. Lastly it is recommended that corporal punishment be reinstated but its use controlled since this study found out that though banned, teachers will resort to its use when dealing with certain forms of misbehaviour

#### **5.4 Suggestion for further Research**

To reinforce the findings of this study, the following research areas are suggested for further research.

1. A comparative study on the alternative strategies of discipline in public secondary schools in rural and urban set-ups.
2. A replication of this study using interview as the research instrument with headteachers, teachers, students and parents as respondents.
3. A study on the attitude of teachers on the use of alternative strategies of discipline in public secondary schools.

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## APPENDIX ONE

### QUESTIONNAIRE FOR HEADTEACHERS

**Dear Sir/Madam,**

This survey seeks to investigate into alternative strategies of discipline in schools in the absence of corporal punishment. The information given will be used for the purpose of this study.

You are therefore kindly requested to respond to all questions as honestly as possible. Your cooperation is highly appreciated. Your responses will be treated with confidentiality

#### **Part I (Background)**

1. Gender (*tick appropriately*)  Male  Female

2. Your age (*tick appropriately*)

- (a) Under 30 years { }
- (b) 30 - 35 years { }
- (c) 36 - 40 years { }
- (d) 41 - 45 years { }
- (e) 46 - 50 years { }
- (f) Over 50 years { }

3. What is your highest academic qualification? (*Tick appropriately*)

- Diploma/S1 - { }
- Approved teacher status - { }
- University graduate - { }
- Master degree - { }
- Any other (specify) - \_\_\_\_\_

4. Experience as a headteacher

- a) 1 - 5 years { }
- b) 6 - 10 years { }
- c) 11 - 15 years { }
- d) 16 - 20 years { }
- e) Over 20 years { }

5. For how long have you headed your present school? \_\_\_\_\_ years.

6. Size of the school (*tick appropriately*)

- i. Single Streamed { }
- ii. Double Streamed { }
- iii. Triple Streamed { }
- iv. Four Streamed { }

7. Type of the School (*tick appropriately*).

- (i) Girls Schools { }
- (ii) Boys School { }
- (iii) Mixed School { }
- (iv) Day School { }
- (v) Boarding School { }

**Part II (Role played by headteacher to enforce discipline)**

8. Do you consider school discipline to be an issue of concern to the development of Education in Kenya?

- (a) Yes { }
- (b) No { }

Reason \_\_\_\_\_

9. State the nature of indiscipline that you encounter in your school.

- (i) .....
- (ii) .....

(iii) .....

(iv) .....

10. Please indicate the methods you use to handle the indiscipline cases named above.

-----  
-----  
-----  
-----

11. Are there problems you feel as a headteacher you are not trained to handle

(a) Yes { }

(b) No { }

If your answer to question (10) is Yes, list the discipline problems that you feel unable to handle.

(i) .....

(ii) .....

(iii) .....

(iv) .....

12. What alternative strategies do you prefer using incases of serious crimes (indicate appropriately by using this scale)

Always

Often

Occasionally

Rarely

Never

(i) Punishment ( )

(ii) Suspension ( )

(iii) Expulsion ( )

(iv) Guidance and counseling ( )

(v) Withdrawal of privileges ( )

(vi) Others specify ( )

.....

13. What do you do in ensuring good school discipline? (Rank 1 for the highest priority and 8 for the lowest.

- (a) Ensure that rules are followed { }
- (b) Develop good relations with teachers and students { }
- (c) Facilitate guidance and counseling services for the whole school. { }
- (d) Reward openly students who behave well { }
- (e) Organise open discussions with students to discuss their problems { }
- (f) Checking teachers lesson plans, schemes of work and record of work { }
- (g) Offer support to teachers in all matters of discipline { }
- (h) Others (specify)

14. How often do you hold students meetings (Baraza's) to discuss their problems. Please indicate by (*tick*) where appropriate the frequency of such meetings.

Scale

- i) Very often ( )
- ii) Often ( )
- iii) Occasionally ( )
- iv) Rarely ( )
- v) Never ( )

15. Do you find alternative strategies of discipline effective in controlling indiscipline after the withdraw of corporal punishment? (Tick appropriately)

- (a) Always { }
- (b) Often { }
- (c) Occasionally { }
- (d) Rarely { }
- (e) Never { }

Give reasons .....

16. What is your opinion on the ban of corporal punishment as a disciplinary method?

.....

17. What suggestions would you give concerning the management of discipline in schools

.....

.....

18. Any other relevant comment

.....

...

.....

2



## APPENDIX TWO

### QUESTIONNAIRE FOR TEACHERS

**Dear Sir/Madam,**

This survey seeks to investigate into alternative strategies of discipline in schools in the absence of corporal punishment. The information in the questionnaire will be used for the purpose of this study. You are therefore kindly requested to respond to all questions as honestly as possible. Your cooperation is highly appreciated. Your responses will be treated with confidence.

#### Part I (Background)

1 Gender (*tick appropriately*)  Male  Female

2 Your age (*tick appropriately*)

(a) Under 30 years { }

(b) 30 – 35 years { }

(c) 36 – 40 years { }

(d) 41 – 45 years { }

(e) 46 – 50 years { }

(f) Over 50 years { }

3. What is your highest academic qualification. (*Tick appropriately*)

Diploma/S1 - { }

Approved teacher status - { }

University graduate - { }

Master degree - { }

Any other (specify) - \_\_\_\_\_

4. Teaching experience?

1 - 5 years { }

6 - 10 years { }

11 - 15 years { }

16 - 20 years { }

Over 20 years { }

5. Size of the school (*tick appropriately*)

- v. Single Streamed        {    }
- vi. Double Streamed     {    }
- vii. Triple Streamed     {    }
- viii. Four Streamed     {    }

6. Type of the School (*tick appropriately*).

- (vi) Girls Schools        {    }
- (vii) Boys School        {    }
- (viii) Mixed School     {    }
- (ix) Day School         {    }
- (x) Boarding School     {    }

## Part II

7. Do you have a set of school rules that every student ought to adhere to

- (a) Yes                    (    )
- (b) No                     (    )

If yes, who formulates them? Indicate by ticking

- (a) Teachers              (    )
- (b) Students              (    )
- (c) The headteacher      (    )
- (d) Teachers and students (    )
- (e) No idea                (    )

8. Are there discipline problems that you feel as a teacher you are not trained to handle?

- (a) Yes    { }
- (b) No    { }

If your answer to question (6) is Yes, list the specific problems.

(i) .....

- (v) .....
- (vi) .....
- (vii) .....

9. Please indicate the methods that you use to solve these discipline problems

- i. ....
- ii. ....
- iii. ....
- iv. ....

10 For persistent disruptive behaviour, where verbal reproof fails to gain pupils cooperation; do you use any of the following alternative strategies to control the situation? (Indicate in the order of frequency;

- A - always
- Oft – often
- Oc – occasionally
- O - least
- R - rarely
- N - Never

- (a) Guidance and counseling ( )
- (b) Detention ( )
- (c) Send to headteacher ( )
- (d) Detention ( )
- (e) Withdrawal of privileges ( )
- (f) Imposed task ( )
- (g) Others (specify) \_\_\_\_\_

11 Which of the following interventions for classroom disruption do you agree or disagree with (tick A – Agree, D- Disagree)

- (a) Task assistance to likely consideration for disruption { }

- (b) Reward for pupil showing improvement indiscipline {    }
- (c) Showing concern (Listening to pupils) {    }
- (d) Severe punishment {    }
- (e) Ignoring individual misbehaviour but intervening in  
Cases its affecting the whole class {    }

12 What is your opinion concerning classroom discipline

.....

13 Do you find alternative strategies of discipline effective in controlling indiscipline after the withdrawal of the cane? (*tick appropriately*)

- (a) Always ( )
- (b) Often ( )
- (c) Occasionally ( )
- (d) Rarely ( )
- (e) Never ( )

Reasons .....

14. What is your opinion on the ban of corporal punishment as a disciplinary method

.....

15. What suggestions would you give concerning the management of discipline in the classroom .....

16. Any other relevant comment

.....

.....

.....

**APPENDIX THREE**  
**INTERVIEW SCHEDULE FOR TEACHERS**

1. Your Gender
2. Your Age \_\_\_\_\_
3. Your teaching experience \_\_\_\_\_
4. Are you trained on the use of alternative strategies of discipline  
\_\_\_\_\_
5. Are there discipline problems that you as a teacher are unable to handle  
\_\_\_\_\_  
\_\_\_\_\_
6. If yes, what do you do?  
\_\_\_\_\_
7. What is your opinion on the use of alternative strategies of discipline?  
\_\_\_\_\_  
\_\_\_\_\_
8. In case of disruption your lesson, what other methods apart from the corporal punishment do you prefer using  
\_\_\_\_\_  
\_\_\_\_\_
9. Would you say that alternative strategies to corporal punishment are effective in maintaining discipline?  
\_\_\_\_\_  
\_\_\_\_\_
10. Any other relevant comment you would like to make.  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX FOUR**  
**OBSERVATION SCHEDULE**

1. Trained Guidance and Counseling teacher.

Yes

No

Guidance and Counseling Office.

Yes

No

Records of students Counseled

Yes

No

II A list of school rules; clearly stated

Yes

No

Do students have personal copies of the school rules?

Yes

No

Any copies pinned on the notice board

Yes

No

III Pupils behaviour e.g. response to bells, noise making e.t.c.

Alternative strategies that teachers use to maintain classroom discipline.

( ) Reprimands ( ) Ignore

( ) Guidance and counseling ( ) Others

( ) Time out separation