

**TRAINING NEEDS IN RELATION TO MANAGEMENT OF
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY
SCHOOLS IN MERU CENTRAL DISTRICT, KENYA**

**UNIVERSITY OF NAIROBI,
EAST AFRICANA COLLECTION**

BY

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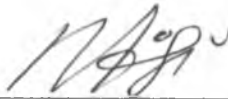
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DECLARATION

This research project is my original work and has not been presented to any other university for degree award.



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



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DEDICATION

This research project is dedicated to my parents M'Inoti M'Itonga and Ruth M'Inoti for their great support, encouragement and good upbringing. My brother Elias Gituma for his role in my education.

ACKNOWLEDGEMENTS

I extend my most sincere thanks to the following people and institutions for their kind assistance and tolerance without which this study would not have been successful. My supervisor Dr. George N. Reche for his guidance and professional advice and constructive criticism which kept me going to the end. The Dean, Faculty of Education and the Chairperson of the Department of Educational Administration and Planning, Dr. Genevieve Wanjala.

All members of the Department of Educational Administration and Planning need extension of my gratitude for their participation in teaching and guidance. Respondents who happened to be headteachers, teacher-counsellors and prefects for their co-operation and participation in the study.

ABSTRACT

The purpose of the study has been to examine training needs in relation to management of students' discipline in public secondary schools in Meru Central District. Six research questions were formulated to guide in the study. The study sought to establish the various types of indiscipline manifested in secondary schools. It also aimed at establishing how indiscipline cases are dealt with, finding out the level of training needed by headteachers to effectively manage discipline. In addition the study aimed at finding out the level of training required for effective guidance and counselling of students. It also sought the role of the student leadership in schools and also finding out the ways of improving discipline in public secondary schools.

The instruments used for the study were questionnaires. Three questionnaires were used, one for the headteachers, one for teacher-counsellors and another for the prefects. Each questionnaire had two parts. Part one was for gathering demographic information of the respondents while part two was for gathering information for the research questions.

The population for the study was Meru Central District. The District had total of 120 public secondary schools. A sample of forty four headteachers, forty four teacher-counselors and 56 prefects was selected. Only head prefects were selected

in every school sampled. In mixed schools the head girl and the head boy were selected to represent other prefects.

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The following were the major findings of the study:

- That schools in Meru Central District experienced students' indiscipline taking various forms such as truancy, drug and substance abuse, disrespect, lateness, stealing, bullying and fighting.
- That indiscipline cases were dealt with using various methods which included guidance and counseling, expulsion, suspension among others.
- That headteachers, teacher-counselors needed further and continuous training in order to make them effective in managing discipline.
- That student leadership played an important role in the management of discipline in the schools.
- That all the respondents were in agreement that guidance and counseling was crucial in dealing with indiscipline.

Based on the findings, it can be concluded that training plays an important role in the management of schools in general and management of discipline in particular. Therefore there is need for further training for headteachers, teacher-counselors and prefects for effective management of schools.

Major recommendations

- i. That all those charged with responsibility of managing schools should undergo training on management before they are assigned that duty.
- ii. That there should be professionally trained teacher-counselor in all schools. Counselling has been found to be most effective in guiding the growing young people.
- iii. That there is need for involvement of students leadership in the running of schools as they are the link between the student body and the school authority.

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LIST OF ABBREVIATIONS

| | |
|-------------------|---|
| B.O.G. | Board of Governors |
| I.N.S.E.T. | In-service Education and Training |
| K.C.S.E.: | Kenya Certificate of Secondary Education |
| K.E.S.I | Kenya Education Staff Institute |
| K.N.A | Kenya News Agency |
| M.O.E.S.T. | Ministry of Education Science and Technology |
| N.C.C.K. | National Council of Churches of Kenya |
| P.T.A. | Parents' Teachers' Association |
| SPSS | Statistical Package for Social Sciences |
| T.S.C. | Teachers' Service Commission. |

CHAPTER ONE

INTRODUCTION

Background of the Study

Owing to the broad and new challenges arising from socio-economic changes and technological advancements, the job of managing discipline in secondary schools has become more and more complex. It thus demands appropriate skills, knowledge and attitudes if those involved in managing discipline are to do it effectively. In schools, those who deal with discipline of students include: Headteachers, guidance and counselling teachers, other teachers, prefects and board of governors as well as parents. They need to be properly grounded in their specific areas of responsibilities in the school in order to achieve the planned goals of upbringing all round citizens.

Lack of training after graduation from college has made many headteachers ineffective as administrators. This is because many headteachers entrusted with running of secondary schools in Kenya are insufficiently prepared for the administration work. In order to cope with these challenges, the administrator and others involved in managing discipline needs more preparation so as to become more effective, efficient and competent in their administrative, management and leadership roles. This means more training is required to provide them with skills,

knowledge and attitudes necessary for improved schools management (Griffin, 1996).

Management of discipline in schools has continuously been wanting. In many articles appearing in daily newspapers, the problem has been thoroughly documented. In *The East African Standard*, Nov 4th 2004 p. 11 in an article entitled "*School Heads who Soil the name of respectable career*", Edna Kashangaki has this to say:

"... headteachers are the chain that binds their schools together. If this bond is strong, students take it up and the foundation of a good school is laid. Good schools are thus synonymous with good headteachers. Many schools deteriorate when a good head exits. Discipline is not well handled. Headteachers employ bouncers they call discipline masters to harass students. The bouncers are also used to kick out teachers and parents who fall out of favour."

In the same *East African Standard* newspapers of November 4th 2004 p. 13, Gathere in an article entitled "*Include parents and students in school board*" the writer says the following:

"... There are principals whose style of administration is nothing more than a one-man show. Teachers risk arbitrary transfer for demanding transparency and students are often victims of suspension and expulsion. Such heads handpick prefects only for the latter to bear the brunt of enraged colleagues during students' riots."

Some headteachers are picked to head schools because they are residents where the school is or come from the local community. They think they are indispensable and thus run the schools like fiefdoms. Headteachers need to go for refresher courses on how to manage schools. Such courses should reflect the changing times

where transparency and accountability are given priority. For the sake of harmony, there is need to involve other parties in the selection of school prefects.

Griffin (1996: 27) argues a schools head's public and professional reputation will depend more on the standard of discipline in his/her school than any other single factor for good discipline brings good results in every field of school endeavour. A head who lets discipline slip out of his hand is risking trouble.

Griffin (1996) maintains that in order for any institution to succeed and enable its learners to reap the maximum benefits from it, there must be a high degree of discipline that ought to be sustained by the parties concerned in which case, a school is not an exception. Discipline is a fundamental aspect to be observed more especially in learning institutions. This is so because if learning takes place without any interruption, learners become happier, they feel highly motivated and they end up developing a sense of belonging to that particular institution.

Norwich (2000) observes that school administrators need to devise acceptable methods of dealing with indiscipline cases in schools if education offered in schools is to bring up responsible and hardworking citizens in any given nation. Without deeply ingrained discipline in our education systems, nations are labouring to produce learned thieves, murderers, and totally irresponsible

individuals capable of demolishing desirable values witnessed decades of years ago.

In an article in the Daily Nation, 13th June 2000 p. 18, Oywa reported that students of Eastleigh High School boycotted classes demanding the removal of the new principal who was accused of being unable to manage the school. Principals must be persons with appropriate academic and professional standards.

Siringi in the Daily Nation of 3rd July 2001 p 1, in an article entitled "*Unrest blamed on poor managers.*" reports that, "Headteachers who engage in private business have little time to address student grievances and their schools are more likely to experience unrest. Some of them are promoted because they are well connected to the appointing authorities. Such headteachers lack the skills to run schools and cannot contain violent situations."

A report by the Republic of Kenya (1999) on indiscipline of students says that the selection, appointment, deployment, performance, development and support for headteachers is a matter of concern. Failure to identify and train the right people to head schools in the past has led to the frequent strikes and other upheavals that take place within the schools.

Mackenzie (1989) faults the leadership in schools saying that leadership in schools has been found wanting. Heads are appointed as a result of the scheme of service

for graduate and approved teachers. Many have no leadership skills or even interest in leadership. They attempt too much at a time, lack discipline, practice crisis management by shifting priorities. This is because they do not have clear set goals, objectives, priorities, planning and effective delegation because of confused responsibility and authority.

Nkinyangi (1981: 17) highlights the way discipline is managed in schools as follows:

“Use of force becomes a spontaneous response to deeply rooted frustrations and feelings of powerlessness. The ability of the headteacher to listen to the students’ grievances and points of view and at the same time his willingness to communicate his views and the reasons for the decisions taken by the school can go a long way in solving most students’ grievances. Unfortunately, these qualities are lacking among many heads. The consequences are low morale, poor discipline among staff as well as students.”

N.C.C.K. (1992) in a report on students’ indiscipline stated that most secondary schools are characterised by maladministration which creates a wide gap between students and the administration. This has resulted into total breakdown in communication between the two parties. So that students’ views are not listened to, their problems are not taken care of, and their rights are not respected. This creates stress in students which translates into violence to pass the message across.

The N.C.C.K. report further says that the education system in Kenya operates on the assumption that the best way to educate the young people is to reduce them to

the level of docility. The authoritarian structure of the school therefore inculcates fear in the students and rewards blind obedience to authority. Consequently any attempt by students to have a say in the running of schools is viewed with great disapproval and in some cases punished.

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Statement of the Problem

Skills and knowledge of higher order in the administration of schools and management of discipline in particular are demanded of all parties involved. There is need to identify such administrative competencies and training strategies in order to improve the management of discipline in schools.

In Kenya, rampant cases of indiscipline in secondary schools are attributed to a large extent on incompetence in the way schools are administered more than any other factor. Education planners and designers have not taken time to examine and involve the relevant parties involved in the management of schools. These parties include the headteachers, other teachers, especially guidance and counselling teachers, student leaders and board of governors.

Identifying and assessing their training needs that would fit them in their various roles has not been done adequately. There is need therefore to find out the administrative needs of these parties in order to ensure that the run-away indiscipline in secondary schools is reduced if not eradicated. It is through

appropriate training of all the concerned individuals in the management of schools that discipline problems will properly be addressed. The relevant persons need to be equipped with appropriate skills for them to be able to perform the task effectively.

Meru Central District has experienced indiscipline problems in recent years. There have been cases of indiscipline leading to closure of schools and destruction of property. Some of the schools that have been involved in major indiscipline cases include the following:-

In July 2001, students in Ruiiri Girls rioted complaining of high handedness of the headteacher. Students were sent home for some time. In 1998, 2001, and 2005, Uku secondary school experienced persistent unrest of students associated with poor leadership. Students have severally complained that their grievances were not being attended to. Poor leadership has led to change of headship three times within a period of eight years. In 1998 and 2002, Githongo Secondary School experienced persistent student unrest and declining enrolment. This has been as a result of lack of confidence in the way the school was being managed. Headship had to be changed in order to save the school from total collapse (District Education Office, Meru Central District).

In June 1998, students of Murathankari Girls protested harsh treatment by teachers and insisted on going home. They went home even after they were assured by officials from the Ministry of Education in the District. In July 1999, April 2001, September 2002, Kanyakine High school experienced major cases of indiscipline. In some of these riots, school property was destroyed and students sent home. There were allegations of incitement from external sources. In September 2004, Nkubu High school was rocked by students unrest. Students rioted protesting against reduction of weekend outings and bullying (District Education Office, Meru Central District).

In September 2004, Kithirune Secondary School girls rioted complaining of high handedness, arrogance and insults of the headteacher. They teamed up with the parents to ensure that offending headteacher was transferred which was done before they resumed school. Until 1998, Kibirichia Boys experienced constant upheavals. At one time the school administration block was burnt to ashes. In May 1998, September 2000 and April 2002, Abothuguchi secondary school experienced serious indiscipline cases leading to destruction of property and interruption of school programmes. There were allegations of incitements against the headteacher who was finally transferred. In June 1998, students of Mikumbunc Secondary School rioted protesting poor facilities and inadequate food.

The research problem comes from the observations of the researcher during routine inspection of schools as well as investigative inspection of schools in Meru Central District. The researcher had first had information as an inspector of schools. This study sets out to find out the administrative training needs of those who manage discipline and the relationship with the way discipline is managed in Meru Central District.

The problem under study can also be stated in the following ways:

- Lack of institutional management and financial management leads to inappropriate management of students discipline in secondary schools.
- Effective management of students in secondary schools is dependent upon appropriate training for those charged with matters of discipline.

Purpose of the Study

The study is aimed at determining the training needs of headteachers in secondary schools in Meru Central District, the training needs of guidance and counselling teachers who handle discipline matters, prefects who help in school administration, and also boards of governors. It also aims at finding out the relationship between training needs on some selected variables such as methods used to discipline students.

Objectives of the Study

This research will aim at achieving the following objectives:

- (i) Identify common forms of indiscipline that occur in secondary schools in Meru Central District.
- (ii) Identify various methods used to manage discipline and their effectiveness.
- (iii) Investigate the levels of training for headteachers on management especially personnel management.
- (iv) Investigate training levels of guidance and counselling teachers as well as prefects.
- (v) Enquire into the role of student leaders in the management of discipline.
- (vi) Investigate ways of improving discipline in secondary schools.

Research Questions

This research will be guided by the following research questions:

1. What are the various types of indiscipline manifested in secondary schools?
2. How are indiscipline cases dealt with?
3. What is the level of training needed by headteachers to effectively manage discipline?
4. What is the level of training required for effective guidance and counselling of students.
5. What is the role of the student leadership in schools?
6. What are the ways of improving discipline in public secondary schools?

Significance of the Study

Management of discipline in schools has been found to be wanting. In many cases the way students grievances are handled determine the level of indiscipline arising from those grievances. It has further been noted that headteachers are appointed straight from class to head schools without any formal training in management. In many cases heads use trial and error methods and they do not have any training on general management, financial management and more importantly personnel management in proper handling of students and their grievances / complaints / problems makes things worse when the use of better and appropriate methods or approaches would have solved the problem.

Since discipline is the backbone of all education activities that are carried out in schools, the study is important in that appropriate management of discipline will provide an enabling environment for teaching and learning in schools. The study may also be used as a basis for improvement of discipline in secondary schools.

The way discipline is managed in schools has far reaching effects on the lives of the learners who pass through secondary schools. It is commonly found that discipline is poorly managed leading to further deterioration of the same. A well managed school is also likely to post good examination results. This task is only possible where those charged with the responsibility of managing discipline in schools are well trained in the relevant areas of their roles. This will minimise the

problem of indiscipline in secondary schools in the district and the country as a whole. Schools which are well managed have few discipline problems; while those which are poorly managed have perennial indiscipline. In this study, the sample sizes of the public secondary schools will be small compared to the number of headteachers and students and teachers of public secondary schools.

Limitations of the Study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitation of this study was that it was not possible to control the attitudes of the respondents which may have affected the validity of the responses this is because respondents may have given socially acceptable answers to please the researcher.

The research was conducted in one administrative district of Kenya which is in a rural setting. The rural setting is not likely to reflect the social class structure and attitudes of the entire country. The findings of the study will therefore need to be applied in other places with some caution.

Delimitations of the Study

These are boundaries of the study. In this study the limits were secondary headteachers, teacher-counsellors and prefects. The study is limited only to Meru

Central District. In this study not all schools were covered. Secondly parents were not covered yet they are major players in the management of discipline. Thirdly, board of governors' views were not captured due to logistical difficulties and yet they are charged with managing discipline.

Basic Assumptions of the Study

Assumptions are statements of what the researcher believes to be facts but cannot verify.

- (i) It is assumed that the headteachers and others are interested in improving their roles and will be willing to give truthful responses.
- (ii) The problem of indiscipline in schools where the headteacher is well trained is a matter of wrong attitude on the part of the headteacher.

Definition of Significant Terms

Administration: Refers to co-ordination of the effort of all the people in an organisation towards the achievement of common goals.

Guidance: Refers to advice and information given to students to enable them make their decisions on educational and vocational matters.

In-service Training (INSET): Refers to all courses given to those in service aimed at improving, expanding and renewing their skills, knowledge and abilities.

Management: Refers to the process of activities and integrating the capacities of an organisation to attain optimum results.

Needs: Refers to wants to something desirable or useful for a functional position. Headteachers, deputy headteachers, prefects, guidance and counselling teachers require skills of administration to function effectively in their positions.

School Administration: Refers to the decision processes which serve to relate services of school personnel to the goals of the school system.

Training Needs: Refers to administration competences required in order to fit the persons into their jobs.

Training: Refers to planned activity on the part of an organisation to increase the knowledge and skills or to modify the attitudes and social behaviour of the members of the organisation in ways consistent with the requirements of the job.

Organisation of the Study

This study is organised into five chapters. Chapter one consists of introduction of the study. It consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions and definitions of significant terms.

Chapter two consists of review of related literature. This includes background of the concept of discipline and indiscipline, common discipline problems in schools, some common ways of handling discipline, determining training needs, the current status of managing discipline by headteachers, the role of guidance and

counselling, the role of prefects, the role of boards of governors, and the role of parents and managing discipline effectively in schools.

Chapter three describes the research methodology used. This includes research design, target population, sample and sampling procedure, research instruments, data collection procedure, and data analysis techniques.

Chapter four focuses on data analysis.

Chapter five contains summary, research findings, discussion, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The World Conference on Education for All held in Jomtien, Thailand in 1990 noted with concern that without necessary skills, many school principals found themselves overwhelmed by the challenging task of leadership in schools. Further, the situation in Africa was particularly acute where rapidly expanding education systems were found. This situation was worsened when experienced and skilled classroom teachers were customarily appointed to administer complex schools systems without adequate preparation and back-up support (Commonwealth Report, 1997, cited in Bulinda, 1999: 5).

In an address to principals attending a seminar at the Kenya Institute of Education (1988) the Director of Education pointed out:

“... When cases of indiscipline occur, the public voices its complaints and discontent and these complaints often point to the manner our institutions are administered” (East African Standard, July 23rd 1988: 7).

Concept of Discipline

Mbiti (1998) defines discipline as a system of guiding the individual to make reasonable decisions responsibly. In a classroom teaching discipline means the control of a class to achieve desirable behaviour. The headteacher of a school must have a thorough understanding of discipline as a subject.

In modern terms, discipline is a system of arranging conditions for healthy learning and living. The child needs to be helped to develop his/her unique and individual personality, but with a cultural background and group consciousness. Discipline implies responsibility, order and regularity. The traditional scheme of discipline was where the adult commands, the child obeys. It is authoritarian. This is outdated but unfortunately it is a common practice in many schools.

Okumbe (1998) argues discipline is the action by management to enforce organisational standards. In order to successfully achieve the objectives of a school, all members are required to adhere to various behaviour patterns for maximum performance.

Ayieko (1988) maintains good discipline will have a tradition of achievement and disciplined students from such a school emerge as individuals who are well involved with internalised personal discipline and indeed good citizens, parents and future workers. Soundness of discipline in any school depends largely on the headteachers' policy. He/she ought to give clear sense of direction and transmit high expectations to staff and students while also involving all teachers in the determination of the policy.

Mbiti (1998: 83) argues that; "...discipline in schools and at home should be that which will produce young people who will be responsible when they become

adults. They should be able to make their own decisions and accept the consequences of the decisions. They should exercise self-discipline; the kind of persons who do not simply 'swim with the current.' Every school and every home aims at seeing its products grow into interesting effective people who will make good friends, husbands, wives, parents, neighbours and good citizens.”

Ukeju, Akabagu and Ndu (1992: 290) define discipline as the control of behaviour in the light of purpose. An individual has self-discipline when he/she can set a goal for himself/herself and then make whatever sacrifices and efforts necessary to obtain it. Individuals ought to be trained to govern each of their conduct rather than to be dependent upon others. Blandford (1998: 1) argues that effective and lasting discipline focuses on the ability of individual to control themselves. If all members of the school community were self-disciplined, there would be very few problems.

The nature of indiscipline

Legal Notice No. 40 under Section 19 of the Education Act 1968 i.e. Education (School Discipline) Regulations indicates that the school is expected to promote among its pupils good behaviour and acceptable moral and social conduct. Any behaviour or action which is not in conformity with these accepted norms constitutes indiscipline. Mass indiscipline or school strikes take place when a group of learners are involved in acts of indiscipline.

Republic of Kenya (1991:11) on students' unrest and indiscipline in Kenya

secondary schools defines unrest and indiscipline as follows:

“...in a school situation unrest and indiscipline can take the following forms: Lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to rules and regulations, drugs abuse, destruction of property, bullying of fellow students, boycotts, assault, indecent behaviour like rape and arson.”

Birundu (2003) argues it is regarded as indiscipline when individuals do not conform to the set boundaries especially in an institution like a school. Suggestions given should not be discussed without good reasons and the intentions well established.

Common ways of Handling Indiscipline

According to The Education Act, cap 211 Laws of Kenya (1968) a pupil may be suspended from attendance of school if his language or behaviour is habitually or continuously such as to endanger the maintenance of a proper standard or moral and social conduct in the school or if any single act or series of acts subversive of discipline is committed

The other form of punishment is expulsion which can only be ordered by the office of Director of Education which has since been replaced by Education Secretary. Corporal punishment has been abolished through Legal Notice No. 56 of 13th March 2001.

However, reports indicate that corporal punishment is illegally being administered in schools together with other crude ways of dealing with indiscipline e.g. assault on students by teachers. Other methods include manual work, conference with parents of wrong doers and detention (Wangari, 1986).

Dealing with Indiscipline

Griffin (1996) suggests the following as the aim of school discipline:- The paramount aim of school discipline should be to endow each learner with such habits self respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision; and will eventually carry them into his adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious school community performing properly its function of training the citizens of tomorrow

In dealing with discipline lack of communication is the greatest single factor causing school strikes. To avoid this there is need to have open forums regularly with students and where there is no open forum information should be passed on through other channels like notice boards and announcements. Teachers should be forbidden to invent and use punishments that are bizarre or unduly humiliating like keeping learners kneeling in front of the classroom during the lesson. A variety of

punishments that are useful to the school community and the individual should be used, for example cleaning the compound, cutting long grass and press-ups.

Ukeju et al (1992: 294) suggest the following ways of dealing with indiscipline:

1. Develop school ideas and spirit: This is done through assemblies, discussions and students' group meetings where character, good citizenship and good spirit are deliberately cultivated.
2. Develop favourable relations: This is where principals who are well liked and respected make students behave in a way that will make approval. Principals should therefore whenever possible exhibit interest in every learner in all their activities. Congratulating them when they succeed and sympathise with them in their misfortunes.
3. Careful and daily roll call will forestall truancy: Careful seating arrangements and custody of examination papers will prevent cheating in examinations.
4. Careful planning by principals can remove many disciplinary situations by removing temptations and possibility of misbehaviour. For example, depositing all students' pocket money with the housekeeper who locks it up and keeps a record of period issues to each student for the students' immediate use.
5. There should be home and school co-operation when dealing with deviant students. Parents must not seek to support their children whenever they are

caught in mistakes as they may make teachers withdraw from making an effort that ensure good discipline amongst students in schools.

Skinner (1969) argues against punishment as an effective means of controlling behaviour. He emphasises positive reinforcement to produce a better world. It is more efficient to reinforce desired behaviour than to punish all the unwanted behaviour.

Determining Training Needs

Folley (1967) maintains that training needs are determined by finding out what is going on now and matching this against what should go on using the measuring tool which is the standard of performance for the job. Determining the behaviour requirements of the job or task is done by means of a careful tasks analysis. The training need is determined by the difference between these requirements for the performance of a job and the capabilities already possessed by the trainees before they enter training.

The Need for In-service Training

Olembo, Karagu and Wanga (1992) contend that In-service training (I.N.S.E.T.) refers to all those planned courses and activities in which a serving teacher, headteacher, school inspector or education administrator may participate in for the purpose of improving their instructional or professional knowledge, interest and

skills. There is a great need for a comprehensive policy that will consider the ways and means of increasing the supply of teachers and reviewing their training in such a way as to enable them to face the challenge of changing needs. In-service in education in its various forms offers a potential solution.

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Management of schools is a major challenge. It follows then that management of discipline in schools can only succeed with proper training through in-service courses. Pre-service training can no longer suffice in the face of the many major changes taking place in education. The I.N.S.E.T. for headteachers is designed to help them to become more effective in the management and organisation of schools. Areas such as the management of school finances, school resources, staff and pupil personnel are covered (Olembo et al, 1992: 201 – 203).

Blandford (1998: 4 - 6) has this to comment on training:

“...For teachers to manage classroom and school in general there is need for further training beyond qualification. This is meant to provide the support necessary for teachers to be effective in the classroom. A teacher should be able to teach while discipline is an integral element in teaching. It should not dominate classroom practice. When teachers are unable to maintain discipline they should feel confident that support is available and will be provided. In-service training (I.N.S.E.T.) that enables teachers to develop their knowledge and understanding of the nature of discipline and the management or support agencies available is critical to good practice in school.”

Edevard (1988: 119) says the following on the need for training:

“...Secondary schools have got larger numbers of pupils and cater for a wide cross section of pupils who are less ready to accept the old norms.

School boundaries have also become more permeable as different interest groups question and challenge what they do. School management system is not up to the demands made on it for coping with change. Hence there is need to send headteachers and senior teachers on management training courses. But this training need to be done through total systems approach. This is because management within a school cannot be treated in isolation from management of the education service as a whole. There is too much interaction between an education system and other systems in a country. Management training is skill oriented.”

The M.O.E.S.T. Training Prospectus (1999: 2) summarises the need for in-service training as follows:

“...most officers within Education and Training sectors are recruited among trained teachers. Their pre-service training concentrated on teaching and learning skills. Such officers therefore require additional knowledge skills and attitudes in management administration and planning of educational policies, programmes, projects and activities. Education officials require continuous preparations to cope with challenges in management of change arising from perpetual innovations and reforms in the education system, structure, curricula and practices.”

Target groups are:

- (a) Serving officers in administration and management positions within education and training sectors.
- (b) Sponsors, P.T.A. members B.O.G. and school management committees for educational institutions.

It is however noted that this training has hardly been done (Republic of Kenya, 2001).

The Draft Sessional Paper No 1 of 2005:75 argues that in order to strengthen the capacities of the human resource involved in providing education services the government will do the following.

1. Expand the capacity and programmes of the KESI to provide in-service training to all heads of education and training institutions and other personnel involved in the various aspects of institutional life.
2. Continuous improvement in the quality of education services should entail continuous skills upgrading for teachers. However this has not been the case as lack of adequate opportunities for in-service training has denied most practising teachers the chance to enhance their skills beyond those acquired during the pre service basic training. The current situation calls for an urgent development of a comprehensive in-service training programme to empower teachers to deliver the changes that have been made in the existing school curricula.

Status of Management of Discipline in Schools

A further review of the reported cases of mismanagement due to incompetence of headteachers underscores the need for training more and more. Aduda, writing in the Daily Nation of 30th July 2001 p. 3, in an article entitled *Headteachers deficient in communication and accounting skills...* argues that most headteachers lack managerial skills and operate weak financial systems. Many are not versed in public relations and human resource management. Dialogue is critically lacking

between administration, teachers and students leading to mistrust and open revolt. Many headteachers are domineering, autocratic and thus shun dialogue with the students and even teachers. They apply rigid disciplinary practices that are out of tune with current liberalised society. The current crop of students is exposed and knowledgeable on many issues including human rights and advocacy. Handling them requires more than giving orders or threats.

In another incident reported in the Daily Nation of 4th July 2001 p. 5, in an article entitled "*Crisis teams set up to end school riots*" Kariuki reported that students protested against a requirement that they attain a minimum mark of 70% in school tests in every subject or face punishment. Students could not air their views/grievances to the school administration.

Kangaro (1999) writing in the Daily Nation of May 24th 1999 p. 24, reports that cases of strained relationships among headteachers, teachers, students and parents have become very common in schools. Many cases of student boycotting classes to demand the removal of unpopular headteachers who they claim are ruthless, incompetent, or unapproachable have been reported. Dictatorial tactics and divisive rules by principals have a lot of damage to the spirit of teamwork and a harmonious working relationship between them and their bosses. Some headteachers create the impression of a demigod to whom all subjects must owe allegiance and subservience. There is need for headteachers to be approachable,

polite and understanding to all teachers , pupils and parents. The writer concludes the article by saying that heads of schools should undergo regular in-service management courses if only to enhance their management skills. This view emphasises the recommendation of the Kamunge Report (Republic of Kenya, 1988) that training of headteachers to be done as the first line of inspectors of their schools. In yet another article in the Daily Nation of 25th Feb 2001: 5, Matoke reported that Kapsoya Secondary School in Eldoret, students rioted demanding the removal of the principal for alleged highhandedness and insensitivity to their plight.

Republic of Kenya, (1991: 43) reemphasised the need for training. The report says:

“... lack of training in financial management for headteachers has partly contributed to the tendency of headteachers to mismanage and embezzle school funds. As a result there exists bitter resentment against school authorities particularly among students and parents culminating to many students’ unrest. Indiscipline and wanton destruction of school property, including vehicles belonging to headteachers, deputy headteachers and other teachers. Some of those headteachers who had been implicated in financial mismanagement and embezzlement have been merely transferred to other schools or even promoted. This is an inappropriate way of dealing with indiscipline. The best way would be to discipline the errant headteachers so that indiscipline of students arising from such cases are eliminated or minimised.”

Republic of Kenya, (1999: 225) has the following to say on training of headteachers:

“...Heads of schools/institutions are central to the successful management of educational institutions and implementation of the total curriculum. The appointments of heads are usually made from serving teachers, most of whom have had no prior training in institutional

management. Such lack of training adversely affects effective management of education, institution and the maintenance of quality high standards of education and training.”

The report further argues that in an attempt to improve secondary school education, the paramount need is to identify and train the right people to head schools. The report further recommends that people appointed as school heads must have undergone courses on institutional and financial management; that the appointment of headteachers and other managers be based on institutional management training and proven competence, possession of appropriate qualifications and relevant experience, that in-service training programmes be provided regularly for managers and administrators, teachers and curriculum implementers.

Republic of Kenya (1999) goes further to say that majority of schools have hierarchical and bureaucratic structures with no clear communication channels. Some heads of institutions have put several barriers between various participants such as the administration, teaching staff, parents and students. This poor management practice is the major cause of students' indiscipline and general apathy among teaching staff in schools. The report recommends that schools develop organic structures which have open democratic, collaborative and participatory working systems with vertical and lateral communication.

In the Daily Nation of 26th Sept 2001: 5, Omari reported that poor management was cited as factor number one leading to students' unrest; that headteachers lacked participatory leadership skills in effecting leadership in schools. Participative management assumes that knowledge and expertise are widely distributed throughout work groups and that decisions are best made by those close to or most conversant with the participative problem solving. The Daily Nation had done a survey in 2001 and found that cases of students' unrest had increased due to lack of participative leadership.

Republic of Kenya, (2001) noted that some headteachers were not appointed on merit but as a result of other considerations such as political patronage, religion, tribalism and bribery. This leads to such headteachers serving in their home districts promoting parochialism in the management of school affairs. It was further noted that some headteachers had poor working relationship with other members of staff; that they do not plan for succession and making the office of the deputy headteacher a conflict centre. Some were lacking in consultation and transparency which is a conducive atmosphere for indiscipline.

Griffin (1996) argues that training of teachers for Bachelor of Education degree is insufficient to equip them with vision on better ways of running schools. After graduation some teachers are posted to schools that are not adequately endowed

with resources and poorly managed. Once they are appointed to headship they replicate the only sort of schools management they have ever seen.

Republic of Kenya, (2001:28) goes on to emphasise on the major cause of indiscipline thus:

“... Headteachers lacked managerial skills in planning, budgeting, expenditure control, book keeping, procurement and human resource management. Consequently lack of skills in budgeting and book keeping leaves most heads at the mercy of the bursar who could easily mismanage school finances leading to misallocation of resources, hence resulting to lack of essential services.” The report emphasises on the need to train headteachers in financial management after appointment to equip them with management skills.

Sharma writing in the Daily Nation of 31st July 1999: 27 argues:

“... Teachers need to be trained in such a way that they can understand and diagnose the problem of a particular child before resorting to ruthless punishment.”

He goes on to say that some teachers feel a system of discipline based on primarily positive reinforcement is a sign of weakness if not admission of defeat. This is the reason underlying the common use of inappropriate forms of punishment in schools such as threats, scolding, the cane and attacking students character. Such practices should be corrected through training.

Olembo, (1986: 9) in an unpublished paper presented for a Commonwealth Workshop on Education Management in Nairobi argues:

“... A headteacher leads better if he consults his/her staff and pupils from time to time on what is going on in the school.”

However, he/she must not hesitate to make decisions even if they are unpopular when necessary; then he/she explains to the staff and pupils the reasons. This is an area which causes indiscipline. A headteacher may make unilateral decisions that are oppressive and may lead to resentment. Handling of the resentment will make a difference. A headteacher who will insist on implementing an unpopular decision causes more indiscipline as the pupils will resist more and more. This is a common feature in many Kenyan schools.

In the Daily Nation of 10th November 2004: 11 Siringi highlighted an incident of poor handling of discipline. A deputy headteacher in one school summoned a K.C.S.E. candidate who had been expelled to explain why he had reported to the school earlier than required. The candidate had reported 15 minutes early instead of 5 minutes to examination time. His answer angered the deputy headteacher who descended on him with blows and kicks accusing him of being disrespectful to school authorities. The teacher pounced on the student who fought back with blows. Other students cheered their colleague. This handling of discipline through physical confrontation was not appropriate. It embarrassed the teacher. Such cases are common in Kenyan schools.

Republic of Kenya (1999) argues that the stability of any school depends on the quality, competence, commitment and dedication of the headteacher. The head teacher sets the tone of the school and has the responsibility to create a healthy environment conducive to effective teaching and learning. An effective head is one who sets high standards of communication in order to keep all parties working as a unit (Republic of Kenya 1999: 73).

Headteachers who had not cultivated proper channels of communication between themselves, teachers and students were the greatest cause of unrest and indiscipline in schools. The report recommends that the headteacher should be accessible to all students, teachers and parents by having effective communication channels that encourage dialogue.

The Role of Guidance and Counselling

In education setting, counselling is regarded as the purposeful understanding and assistance given to the student so that he/she is better able to handle his/her own problems (Kilonzo, 1980). Counselling should therefore touch directly the lives of students more than any other helping profession. Guidance is the provision of experiences that will help students to understand themselves. Parents being the first members of the larger society that the child comes into contact with are responsible for instilling acceptable norms and attitudes into the child. It is therefore important for them to spend time with their children in guidance and counselling

them so as to grow up into responsible adults through the use of their power of reason (Abagi, 1985).

Republic of Kenya (1991: 78) says:

“... Guidance and counselling programmes are essential in order to help students grow towards responsible adulthood. The programmes should offer students guidance on educational, vocational, health, social ethics and personal matters.”

The findings of the Sagini Report (Republic of Kenya 1991), Wangai Report (Republic of Kenya 2001) and other researchers have revealed the following state of affairs on guidance and counselling:

Guidance and counselling services in most schools were inadequate and the programme was poorly administered. A number of factors have contributed to that state of affairs. These include:

- The Guidance and Counselling Unit at the Ministry of Education headquarters is poorly staffed. The 4 officers who co-ordinate the activities are not specialists in counselling, so it is unlikely for them to be effective. These officers are expected to supervise, advise and co-ordinate the programme in all the schools in Kenya. There are no guidance officers to assist them either at the provincial or district level.
- Lack of facilities at the headquarters hamper co-ordinating and supervision of the programme.

- In most schools, guidance and counselling teachers cannot carry out their services effectively as most of them had a full teaching load and lacked time for the programme. The programme is not slotted into the school timetable.
- Most guidance and counselling teachers are not trained for the programme, either during their training as teachers or through induction by in-service training.
- Guidance and counselling is not provided for in school curriculum and therefore it does not appear in the school timetable. This forces most of the guidance and counselling teachers to carry out guidance only when necessary and usually as a corrective measure and not as a continuous process needed for the students development.
- In a few cases guidance and counselling teachers punished the very students they were meant to counsel and this creates mistrust between them and the students. This shows lack of understanding of the role of a teacher counsellor on the part of the teacher.
- There is no clear policy from the Ministry of Education on training in guidance and counselling and yet guidance and counselling is emphasised in place of the corporal punishment which was banned.

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When effectively carried out, guidance and counselling programmes could lead to a reduction of incidents of students' unrest and indiscipline (Republic of Kenya

2001). Many commissions such as the Kenya Education Commission Report of 1964 (Republic of Kenya 1964), The National Committee on Education Objectives and Policies (Republic of Kenya 1976) Report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond 1988 (Republic of Kenya 1988), recognised the importance of guidance and counselling services and made recommendations calling for strengthening the capacity of guidance and counselling unit at the headquarters, decentralisation of its services to the provincial and district level.

The Republic of Kenya (1991) recommended the following:

- (a) Guidance and counselling to be integrated as part of teacher training education course in all teacher training programmes.
- (b) In-service courses for teacher counsellors to be started and intensified. Adequate funds to be provided for transport facilities and training.
- (c) Every secondary school should have a Guidance and Counselling Department headed by a designated teacher counsellor dully appointed to be mature, experienced and devoted to whom students can dutifully respect.
- (d) Headteachers to provide ample time for guidance and counselling.
- (e) Teachers appointed for guidance and counselling to be trained before starting their work of counselling.

Wotuku (2002) establishes that guidance and counselling services have been suggested as useful in facilitating school administration by dealing with problems of indiscipline in secondary schools. Guidance and counselling is reported to be the most preferred and most effective method of maintaining school discipline as compared to the use of corporal punishment, suspension and expulsion.

Gitonga (1999) notes that the inexperienced and growing youth need a lot of guidance and counselling before falling into the unknown of choosing the right activities; students are in transition period characterised by physical and social changes as well as mental and psychological development. Their bodies are growing and changes take place. Emotional responses come to some physical changes due to hormonal development. This period is also marked by ventures and desires to do the forbidden like cigarette smoking, drinking alcohol, drug taking, engaging in sexual activities. Students' individualistic ideals, interests and emotions, therefore need recognition and encouragement. Schools are entrusted with taking care of adolescents who are experiencing all these changes. In the school the counselling functions are done by teacher counsellor who helps students to relate their abilities and interest to academic pursuit. For successful education, guidance is essential. Counselling is supposed to prevent deviant behaviour and not to cure it (Kahigi, 2003).

Sessional Paper No. 6 of 1988 underscores the importance of guidance and counseling and recommends the following:

1. Guidance and counseling programmes should assist pupils to appreciate their role as workers and to develop right attitudes towards discipline and the management of time.
2. Guidance and counseling services be decentralized to the district level.

Republic of Kenya (2003:127) emphasizes the role of guidance and counseling as follows:-

Today the youth are faced with many issues and conflicts relating to identity crisis and as a result of disintegration of social support structures, peer pressure, drugs and substance abuse, HIV/AIDS, career choices and reproductive health issues. These issues need to be addressed if learning and teaching is to be effective. Parental guidance which is required to address some of these issues is in most cases lacking. The youth therefore require guidance and counseling in order to grow into responsible citizens. This can only be addressed through guidance and counseling services.

In the recent past there has been an increase in cases of students unrest especially in secondary schools. This is a critical period of growing up in terms of transition from childhood to adulthood. Students unrest results to indiscipline leading to destruction of school property, loss of learning time and sometimes loss of life. In

this era of globalization, there has emerged external and internal influence on the children and youth. This is as a result of changing patterns of family life, drug and substance abuse, mass media, violence and general insecurity. Guidance and counseling can play an important role in enhancing discipline through making the youth understand themselves. It is more critical now than ever with the ban of the use of corporal punishment and the disintegration of supportive social life. Teachers have therefore to rely on this service in addressing students issues. There is further need to train teacher counselors to set up the service in schools and identify peer counselors.

The Role of Prefects in students discipline

Kyungu (1999) defines a prefect as a pupil/student with leadership qualities either selected by school authorities or elected by the other pupils and given constant power to control and guide other pupils/students. Prefects should promote understanding between the supervisors and subordinates in the school system. Prefects forward the views and grievances of the other students to school authorities.

When prefects do not carry out their duties effectively, there may be breakdown in discipline. In one extreme case students in Nyeri High School were discontented with prefects regarding them as traitors, locked four of them in their cubicle and burnt them. Prefects also give feedback to the headteachers on their performance.

Some headteachers do not give room for feedback. This leads to discontent which worsen discipline problems in schools.

Mwiria (1995) notes that early involvement of students in making decisions that affect them is good for their future and that of the country. He further argues that prefects should be chosen by both staff and other students and should be trained on leadership. Training of prefects is further emphasised by the Wangai Report (Republic of Kenya 2001).

In the Daily Nation of 24th August 2001 p 10 K.N.A reported that excessive power of prefects was condemned in Coast Province in a stakeholders meeting. Prefects were said to be given excessive privileges and powers to punish other students without working hand in hand with school leadership. According to the K.N.A report in the Daily Nation of 26th October 2000: 4 students of Nyansabakwa (Nyamira) rioted, burnt their school, protesting humiliation and beating by junior prefects. Excessive privileges to prefects cause resentment from other students (Republic of Kenya, 2001)

Griffin (1996) argues that selection and training of prefects need to be done carefully. It starts with identification of likely students whose names are forwarded based on their character, potential leadership abilities and academic competence. Such sub-prefects are instructed by older prefects who were likewise trained. After

satisfactory performance, one is promoted to full prefect. The identification of potential prefects is best done by house members and housemasters. Too much power for prefects is not appropriate and so should be avoided.

Bakhda (2004: 74) suggests the following ways of involving students leadership:-

1. Establishment of a students' council. The council should be composed of student representatives from each class. Members of the council are involved in sorting out incidents of bad behaviour. This serves as a useful source of information and consultations. Students will feel respected and happy when they are consulted. This creates an atmosphere of mutual respect.
2. A school should have prefects who assist teachers in maintaining discipline in the school. They should be given daily duties and some authority. They should be trained to use their judgment about which cases they will sort out themselves and which ones they will report to the teacher. They should also be trained to give advice to other students. Prefects should work closely with the teacher in charge of discipline. They provide advice and information that can be very useful in finding out what actually goes on among the students and assist the school management to modify and revise school rules.

The Role of Parents in Discipline of Students

Parents play a key role in shaping the personality of a child right from birth. In the early years of development parents serve as role models for children. As the child grows and goes to school, the parent need to have time for the child, guide the child, get involved in all matters of the children's welfare in and out of school.

In the Daily Nation of 28th June 1999 p. 21 Karani reported that parents were to blame for ever increasing cases of indiscipline in schools. Parents have been accused of neglecting their roles and spending their time on income generating activities; others have been accused of having no time for their children.

Republic of Kenya (2001) recommended that parents also need to be guided on how to bring up and help children in the face of domestic problems. Parents and teachers need to work together to instil discipline. Muchiri (1998: 35) maintains that "it is important to involve parents participation in the running of school when decision making is a partnership between parents and the educators. There is more co-operation in implementing choices among alternatives and so better quality decisions involving matters of indiscipline. It is therefore important for principals of schools to note that qualitative leadership is earned through corporate activities taking place in their schools."

Bakhda (2004:83) argues for parental involvement in the students wellbeing as follows:-

1. Open forums: The agenda should be brief and a list of questions are prepared and parents asked their opinion about these matters. At the same time school policies and attitudes about the matters under discussion are explained.
2. Regular communication with parents can be conducted through a students' logbook. Individual teachers can make comments in the logbook, which is specifically designed for this purpose. Parents must sign the log book and make comments if necessary.
3. Where necessary teachers may request regular consultations with parents. A teacher may invite a parent to discuss either academic or other issues like discipline concerning a student.
4. Written report at half term or end of term should be sent to parents who should be invited to discuss the reports. Reports should contain examination marks, comments on co-curricular activities, attitudes towards other students, duties carried out, responsibilities held, number of days the student was absent and punctuality. The students to be made aware of the discussion of their reports by the teacher and parents.
5. Parents should be invited to the annual sports day, sports and games with other schools. They should participate in these activities both for fun and to support their children in various activities.

The Role of Board of Governors in Discipline of Students

School boards of governors are created through the Education Act Cap 211 Section 10. One of their functions is students' discipline. However, it has been observed that boards of governors do not perform effectively due to the following factors:-

- (a) Many board members are people with low academic formal education and in some cases some are illiterate
- (b) Members of boards of governors are not given any training on their roles and what is expected of them, though they are among education managers who need to be trained through K.E.S.I. They cannot perform effectively without proper training (Republic of Kenya, 2001).

Legal Notice No. 40 of 1972 Section 10 states that the board of governors of a school may make administrative rules appertaining to the discipline of pupils and may prescribe appropriate punishment for breach of or non-adherence to such rules (Education Act, 1968).

Republic of Kenya (1999) highlights the following problems that make boards of governors ineffective:

1. Political influence in their appointment.
2. Low level of education among some members.
3. Lack of commitment and dedication on the part of them.

4. Board of governors lack quality management capabilities arising from lack of training on their role in school management.

Republic of Kenya (1988) recommends members of BOG and school committees to be persons who are committed, competent and experienced to enhance the management and development of education institutions. One of the recommendations of the Koech Report (Republic of Kenya, 1999) that the calibre of persons charged with the management and administration of education be such that their qualifications match up to their duties and responsibilities. The report further argues that incompetent BOG's have been unable to manage discipline of both teachers and students in schools (Republic of Kenya, 1999: 227).

Towards Effective Management of Discipline

Blandford (1998) argues that a good headteacher will be democratic when deciding on which methods are required to promote discipline in schools. An effective headteacher ensures that everyone in the school community feels the responsibility for ensuring that discipline in the school is good. In essence, effective leadership is marked by a non-confrontational style where decisiveness is combined with the ability to delegate, listen, enthuse, support and unite the team of staff. The headteacher needs to be a listener and teachers and pupils should feel able to talk to them in confidence. The headteacher will aim to discuss discipline periodically with staff, pupils, the wider school community emphasising the need

for every person to keep the school functioning smoothly and to keep morale at a high level.

Discipline and the management of pupil behaviour are key elements in the training and education of future school managers and leaders. The headteacher needs to be aware of these initiatives. A newly qualified teacher is a major responsibility of the headteacher; a clear discipline policy and supportive management is required to motivate and develop professional practice throughout a teacher's career.

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In classroom management, a teacher's capacity to address the challenge of disruptive behaviour will depend on self-esteem, training, knowledge and understanding, skills and abilities. The ability to maintain an orderly disciplined classroom environment is essential if teaching and learning are to occur. Any disruption will be stress inducing for teachers and pupils alike.

A complex issue in managing of discipline in schools is the personality of teachers. Some teachers have little difficulties in controlling a class because of the qualities they have as people. The way teachers talk to members of the school community is important. Teachers need to have an interest and liking for pupils and their colleagues. They must have advanced listening and evaluation skills (Blandford, 1998).

In pupil management, teachers and managers should not underestimate a young person's feelings of fear and confusion. All pupils need to be helped to develop a sense of personal responsibility. This is more likely to be achieved through mutual respect and trust rather than control.

Discipline and management are central to effective schools. All teachers are responsible for managing discipline in schools. Self-esteem and self-confidence are central to the management of discipline. Teachers need to have a sense of self-worth in order to recognise and meet pupils' needs. At a time when teachers and other professionals are increasingly worried about reported increases in violence and other forms of anti-social behaviour in schools, there is need to identify pupil and practitioner needs and relate them to management. There is need for all members of the school community to identify pupils' needs and have a shared understanding of discipline policy, procedures and practices (Blandford, 1998).

Effective and lasting discipline focuses on the ability of individuals to control themselves i.e. self-discipline. If all members of the school community were disciplined individuals, there would be very few problems. Discipline is concerned with the development of internal mechanisms that enable individuals to control themselves. The management of discipline in schools is the responsibility of all members of the school community. Individuals will need to know and understand what is acceptable to other members of the community.

A disciplinary policy that clearly states the needs and expectations of pupils and teachers will provide the necessary framework for procedures and practices. In order for there to be a shared understanding; all members of the school community need to participate in the decision making process, leading to the publication of a disciplinary policy (Blandford, 1998).

Methods of enforcing discipline

A school can maintain a happy atmosphere if people feel they are treated fairly. Bakhda (2004) suggests the following six ways of maintaining discipline:-

1. There must exist mutual love and respect between the teacher and students. This should not be one-sided. A student should be respected despite his/her background, character, personality, interest and abilities. The differences in personality between students should be recognized and respected by the teacher. Condemning students for shortcomings which are beyond their control is unproductive and may have lasting and adverse effects on the students personality. This may lead to undesirable behavior in later years.
2. A teacher may reward and appreciate good behavior and conduct. He/she must recognise individuality and encourage sensible behaviour for example, displaying in class a good piece of work by a student, giving a student a pat on the back, putting a star in the students book, awarding a house-point and making a public announcement.

3. A full academic and co-curricula programme in a school would ensure that all students are kept busy for the greater part of the school day. The school should endeavor to offer a full teaching timetable and an interesting and a varied co-curricula programme both indoor and out door activities. Students should be asked to choose a variety of activities during the course of the week. This will build students interests and keep them out of counterproductive leisure activities. This is in addition to developing students physical and mental growth, as well as leadership and other positive qualities.
4. In cases of breaking school rules or wrong doing, a student must be given a chance to explain himself/herself. The teacher should find time to listen to his/her explanation. A student who is being punished must understand that he/she had the chance to explain the situation, and that the punishment is being given after a thorough and objective investigation. Investigation is best done in private and this is an indication of mutual respect. Time should be allowed for the student to confess to the chain of events. Witnesses should be called in and every time effort made to get the student to confess the truth. A student should be made to understand that telling truth is admirable and will be rewarded accordingly.
5. A teacher must develop respect for himself by dressing professionally, arriving punctually for class and duties, by listening to students and by conducting himself in a respectable and professional manner at all times.

If a teacher behaves in a reasonable and understanding manner, students will respect him/her and make them their role model thus reducing disciplinary cases. A teacher who is respected by students has fewer problems in his/her professional life.

6. If a teacher is conversant with his/her subject matter and executes his teaching in an interesting manner, he or she will reduce discipline problems in a classroom. A good teacher should explain what he/she expects from the class. A weak teacher often loses the respect of students. Students like their teachers to be approachable, interesting, smart and even funny. A teacher who allows students to laugh and joke with him/her does not lose respect. A teacher should be able to show he/she is human too.

According to Mbiti (1974), the following are factors to be considered when enforcing discipline:

- (a) **Relevance:** Every form of disciplinary action must be relevant to certain behaviour. The child must know why he/she is punished.
- (b) **Immediate Action:** Whenever a breach of discipline takes place, it must be dealt with immediately. Delay in action destroys the effect of the action thus ruins discipline training.
- (c) **Consistency:** The teacher or parent should be consistent in enforcing discipline; no favouritism and no obvious inconsistency in the way discipline is enforced from one person to another.

When teachers understand their pupils as individuals, it is possible to handle most discipline problems effectively. Teachers and parents must seek to understand children better before applying any given disciplinary action. A Manual for Secondary Schools Headteachers (Republic of Kenya, 1987) gives guidelines on punishment. It guides that punishment must be useful to the individual; must not be physical; must not dehumanise and not to humiliate the pupil.

Alternative Good Approaches to Discipline

Mbiti (1974) suggests the following approaches for good discipline:

(a) **Direct or indirect control:** Where direct control is a method of influencing the child's behaviour through commands, directions, suggestions and requests, example schools rules.

Indirect control is a method of influencing behaviour through the arrangement of a child's environment e.g. films, shows, games, dances, concerts. Pupils conform to the demands of the programme without difficulty. Indiscipline can be minimised in a school when pupils are kept busy through indirect methods of control.

(b) **Love and respect:** Discipline as a plan of training must be carried on in a context of love, respect and acceptance. A teacher must never dislike a child no matter how wrong the child may be. Only dislike the wrong action.

(c) **Guidance and freedom of choice:** A good scheme of discipline must be based on the realisation that the child is a developing individual. He/she must not be

seen as just a child who must behave in a certain way to please adults; rather he/she must be seen as an individual who is to be helped to make independent but wise decisions as he/she grows to maturity. Situations in schools that lead to strikes can be solved if the pupils are allowed to discuss issues with the school administration openly and through the use of reason in an atmosphere of freedom (Mbiti, 1999).

Basic Considerations for a Reasonable Scheme of Discipline

Mbiti (1974) describes four considerations for reasonable scheme of discipline as:

- (a) **The nature of the child:** Modern research in Child Psychology has shown that a child is neither naturally bad nor naturally good. He/she is neutral or amoral. Environment has a lot to do with the type of behaviour each child adopts. The home, society in general have a great influence on the type of character and behaviour a child brings with him/her to school.
- (b) **Heredity i.e. inborn qualities:** It sets the potential structure of personality.
- (c) **The child's equipment for behaviour:** The needs of children e.g. food, water, rest, excretion, sex, expression and change of experience must somehow be satisfied because they direct individual behaviour and thus influence learning attitudes. The methods used to satisfy children's needs are part of the scheme of discipline. The teacher's work will be to find ways of directing children's energy into useful and worthwhile activities such that they

can be expanded. When children are constructively busy, the problems of discipline need not arise.

- (d) **The nature of the child's world:** Every child must be led to learn what behaviours are acceptable and which are unacceptable. Part of modern scheme of discipline both in school and at home is to lead the children to know what kind of behaviour is expected of them by the group and by the society e.g. social responsibility, moral standards and patterns of behaviour required. The school must address itself to these things.

Griffin (1996) emphasises that the use of positive methods of discipline are more effective. He says that the school administration need to make it clear that discipline is not something to be discarded like a garment on leaving school premises; that students are expected to maintain standards as much at home as in school and that the backing of parents is counted upon to ensure it happens. Parents to be made to realise that the school would want to know if problems with students arise at home. Support between the school and parents is paramount on discipline. Griffin further says that a school must have some form of interaction and socialisation and the manner in which they are handled plays a pivotal role in promoting school discipline.

A firm but considerate school administration with proper channels of communication will provide an atmosphere of justice and coupled with regular

counselling most students will automatically appreciate what is good for them. Communication facilitates decision making and provides teachers and others with information which they require for making appropriate decisions (Griffin, 1996).

Charles (1989) argues that punishment should consist of planned unpleasant consequences, the purpose of which is to modify behaviour in positive directions. Punishment should not be physical nor should it involve any angry outbursts that indicate lack of self-control on the part of the teacher, neither should it be actions taken to get back at misbehaving students to teach them a lesson. Instead it should require them to make amends for breaking rules, do correctly what was done incorrectly and forgo activities that they enjoy. Punishment should aim at correcting so that a person does not repeat the crime. It serves as an example so that those who see a person being punished do not repeat the crime.

Duke (1980) outlines seven key elements in systematic management of school discipline as follows:

- (a) Setting rules, consequences for disobedience and provision for teaching the rules;
- (b) Data collection system for monitoring the effectiveness of school discipline efforts;
- (c) Conflict resolution mechanism;
- (d) Team troubleshooting provision for staff members;

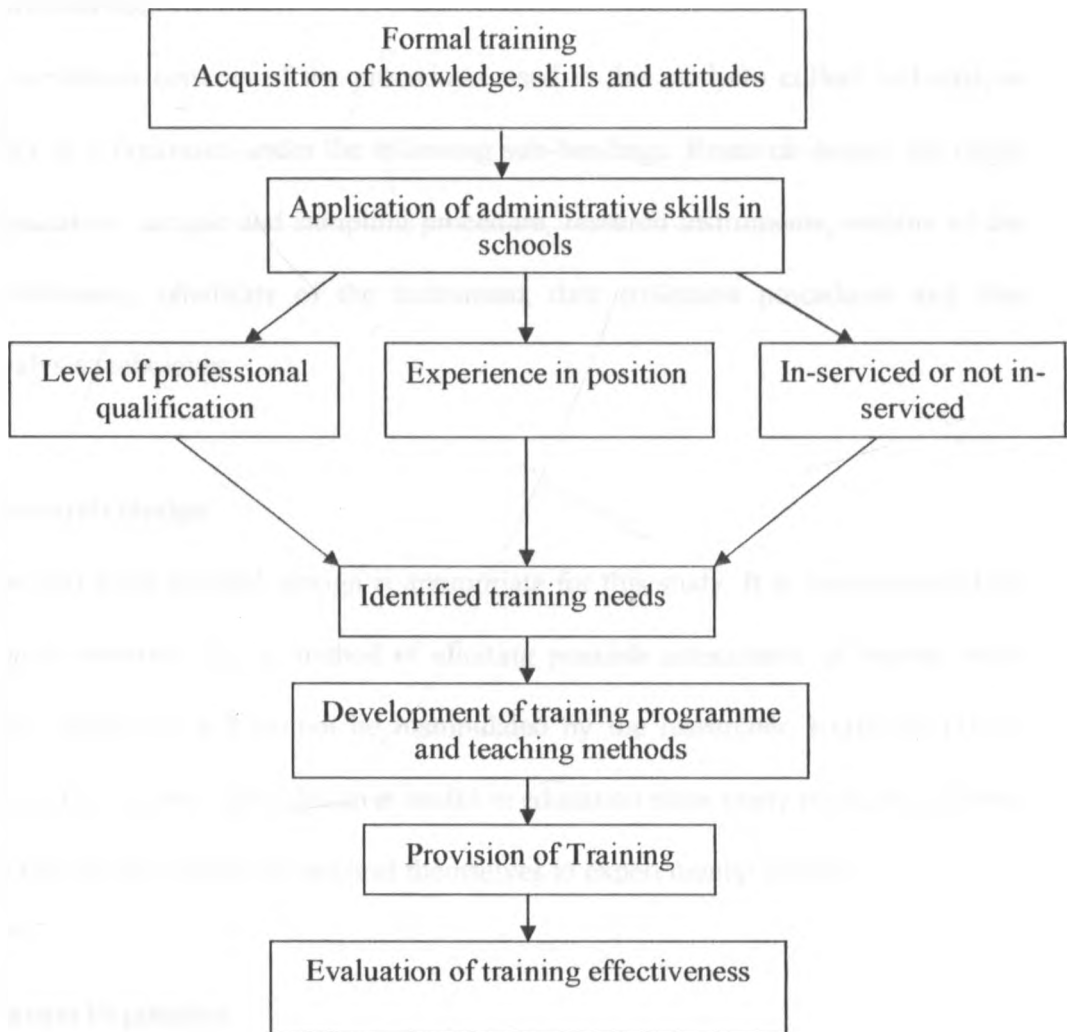
- (e) Parents involvement;
- (f) Provision for improving the climate for learning; and
- (g) Staff development opportunities.

On communication, Griffin (1996) argues that interpersonally competent school heads allow their subordinates to challenge their views and to question the school's norms, policies, rules and objectives. This leads to discovery of problems and commitment to solving them hence increasing organisational effectiveness. This creates a conducive atmosphere and minimises indiscipline cases.

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Conceptual Framework

The conceptual framework as shown on Figure 1 consists of an interrelated network of training needs assessment which provides a starting point in identifying training needs of headteachers, and other teachers and converts the identified needs into a training programmes. Such training needs can be obtained by means of needs assessment. Training needs assessment provides a basis for gathering information which is useful in deciding on what kinds of training will suit the concerned parties.

Figure 1: A diagrammatic Presentation of Training Needs Assessment

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This section consists of the procedures used in this study to collect and analyse data. It is organised under the following sub-headings: Research design, the target population, sample and sampling procedure, research instruments, validity of the instruments, reliability of the instrument, data collection procedures and data analysis techniques.

Research Design

Ex-post facto research design is appropriate for this study. It is recommended for social research. It is a method of eliciting possible antecedents of events which have happened and cannot be manipulated by the researcher. Kerlinger (1973) notes that ex-post facto design is useful in education since many research problems in the social sciences do not lend themselves to experimental enquiry.

Target Population

The respondents comprised of one hundred and twenty (120) headteachers, one hundred and twenty (120) teacher-counselors and one hundred and sixty five (165) prefects in public secondary schools in Meru Central District (District Education Office, Meru Central District, 2005).

Sample and Sampling Procedure

A list of secondary schools was obtained from the Meru Central District Education Office. From this list systematic selection was done for every even number from the listed schools. All categories of schools were selected i.e. boys' boarding schools, girls' boarding schools, boys' day school, mixed boarding schools and mixed day schools. Systematic sampling was used and it involved selecting subjects from a population list in a systematic rather than a random way.

The sample size comprised of forty four (44) headteachers, forty four (44) teacher-counsellors and fifty six (56) prefects. According Borg and Gall (1983) descriptive and correlation study require thirty (30) cases as the minimum to work with. The researcher opted for a sample of one-third of the target population which was more representative than the recommended minimum of thirty cases.

Research Instrumentation

The questionnaire was used to gather data for the study. The advantage of the questionnaire is that it allows uniformity for all respondents. It is also less expensive and less time consuming.

The instrument had two parts. Part one aimed at collecting bio-data e.g. age, grade, sex, qualification, education level, marital status for headteachers and teacher-counsellors. Part two was on management of schools, training needs, types

of indiscipline, methods of handling indiscipline and suggestions to improve discipline. A questionnaire for prefects also had two parts. Part one aimed at collecting bio-data and part two was used to seek views on discipline experience and suggestions on improving discipline in secondary schools.

Instrument Reliability

In order to determine the reliability and validity of the instrument a pilot study was conducted. The piloting was conducted in ten (10) schools involving ten (10) headteachers, ten (10) teacher-counsellors and ten (10) prefects. The split-half method was used to establish the coefficient of internal consistency. The reliability analysis was done after entering the data in the Statistical Package for Social Sciences (SPSS) programme then the reliability analysis – alpha was ran on the computer, hence the following was observed:

RELIABILITY ANALYSIS - SCALE (SPLIT)

Reliability Coefficients

| | | | |
|-----------------------------|-------|---------------------------------|-------|
| N of Cases = | 10.0 | N of Items = | 26 |
| Correlation between forms = | .8523 | Equal-length Spearman-Brown = | .9202 |
| Guttman Split-half = | .8445 | Unequal-length Spearman-Brown = | .9202 |
| 13 Items in part 1 | | 13 Items in part 2 | |
| Alpha for part 1 = | .8083 | Alpha for part 2 = | .8922 |

In the head teachers' questionnaire alpha for part 1 was 0.8083 and alpha for part 2 was 0.8922 which are tending towards 1. The questionnaire was therefore deemed

reliable. Therefore there was no need for any improvement or change on the instrument.

Instrument Validity

According to Borg and Gall (1989), validity is the degree to which a test measures what it purports to measure. On the other hand content validity is the degree to which the sample of test items represents the content that the test is designed to measure, while construct validity is the extent to which a particular test can be shown to measure a hypothetical construct, i.e. a theoretical construction about the nature of human behaviour.

Data Collection Procedure

The researcher administered the research instrument for both the pilot and the main study. The Provincial Director of Education and District Education Officer were contacted before commencement of the study. The headteachers of the schools that were to participate in the study were also contacted to inform them of the study. The researcher went to specific schools on agreed dates.

Data Analysis Techniques

After gathering data, it was coded for analysis. This was done after editing. Coding is assigning a code number to each answer to a survey question. Editing is checking the questionnaire to identify and eliminate errors made by respondents.

Data was classified according to sex, age, qualification, training undergone, training needed, suggestions to improve discipline, experience and methods of managing discipline. This was then entered in the SPSS software for windows from which descriptions such as percentages and frequencies were used to analyse data. The following chapter shows the findings of the study.

CHAPTER FOUR

PRESENTATIONS, INTERPRETATION AND DISCUSSION OF FINDINGS

Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of findings. The presentations were done based on the research questions.

Completion rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. Out of the forty four headteachers sampled, forty two (95.45%) returned the questionnaires. Out of forty four teacher-counsellors forty two (95.45%) returned the questionnaires. Out of fifty six prefects, fifty four (96.42%) returned the questionnaires.

Demographic information

Demographic information of head teachers.

Teachers were asked indicate their age. Table 1 shows the age of the headteachers.

Table 1 Age of the head teachers

| Age | f | % |
|--------------|-----------|-------------|
| 30 - 35 yrs | 2 | 4.8 |
| 36 - 40 yrs | 11 | 26.2 |
| 41 - 45 yrs | 15 | 35.7 |
| 46 - 50 yrs | 7 | 16.7 |
| 51 - 55 yrs | 7 | 16.7 |
| Total | 42 | 100% |

From Table 1 two teachers (4.8%) were between ages 30 and 35 years, 11 (26.2%) were between age 36 and 40 years, fifteen respondents (35.7%) were between ages 41 and 45 years, (16.7%) were between ages 46 and 50 years, and seven (16.7%) were between ages 51 and 55 years. Most of the teachers sampled ranged between 41 and 50 yrs of age.

Head teachers were also asked to indicate their gender. Table 2 presents the gender of headteachers.

Table 2 Gender of the headteachers

| Gender | f | % |
|--------------|-----------|--------------|
| Male | 25 | 59.5 |
| Female | 17 | 40.5 |
| Total | 42 | 100.0 |

Table 4.2 shows most of the head teachers were males (59.5%) while females were (40.5).

Academic Qualifications of headteachers

Table 3 presents academic qualification of headteachers.

Table 3 Academic qualification of headteachers

| Qualification | f | % |
|---------------|-----------|--------------|
| Diploma / S1 | 1 | 2.4 |
| ATS | 7 | 16.7 |
| BED(Arts) | 25 | 59.5 |
| B.Ed Science | 9 | 21.4 |
| Total | 42 | 100.0 |

From Table 3, one teacher, 2.4% was an S1, seven teachers (16.7%) were ATS and twenty five (59.5%) were Bachelor of Education (Arts) holders. In addition nine (21.4%) were Bachelor of Education (science). From the table, all the sampled head teachers were qualified as teachers. They were also asked to indicate the length of service as secondary school headteacher in the entire teaching career.

Table 4 presents the data.

Table 4 Length of service as a secondary school headteachers in their entire teaching career

| Years | f | % |
|--------------|-----------|--------------|
| 1 - 5 yrs | 13 | 31.0 |
| 6 -10 yrs | 13 | 31.0 |
| 11 - 15 yrs | 9 | 21.4 |
| 16 - 20 yrs | 7 | 16.7 |
| Total | 42 | 100.0 |

From Table 4, thirteen head teachers (31.0%) had served for between 1 and 5 years, thirteen head teachers (31.0%) had served for between 6 and 10 years, nine headteachers had served for between 11 and 15 years and the rest, seven had served for between 16 and 20 years. Most headteachers (62%) therefore had served for between 1 and 5 years and between 6 to 10 years as secondary school teachers or head teachers in their entire teaching career. Close to one-third of the headteachers (31.0%) had served for over six years as headteachers in their entire teaching career.

They were further asked to indicate their length of service the current station.

Table 5 presents the data

Table 5 Length as a headteacher in the current station

| Length of service in current station | f | % |
|---|-----------|--------------|
| 2 yrs | 13 | 31.0 |
| 3 yrs | 6 | 14.3 |
| 4 yrs | 4 | 9.5 |
| 5 yrs | 4 | 9.5 |
| 6 yrs | 6 | 14.3 |
| 7 yrs | 1 | 2.4 |
| 8 yrs | 1 | 2.4 |
| 10 yrs | 1 | 2.4 |
| 11 yrs | 2 | 4.8 |
| 15 yrs | 1 | 2.4 |
| 16 yrs | 1 | 2.4 |
| 17 yrs | 1 | 2.4 |
| 24 yrs | 1 | 2.4 |
| Total | 42 | 100.0 |

From Table 5 thirteen headteachers (31.0%) were in the current station for 2 years, 6 of them (14.3%) had been in the current station for 3 years, 4 head teachers (9.5%) had been on the current station for 4 years, 4 (9.5%) had been in the current station for 5 years, 6 head teachers (14.3%) had been in the current station for 6 years , 1 head teacher each (2.4%) had been in the current station for 7, 8 and 10 years, 2 (4.8%) headteachers had been in the current station for 11 years and one each (2.4%) had been in the current station for 15 years, 16 years, 16 years, 17 years, and 24 years. All the headteachers therefore had been in the current

station for over between 2 years and 24 years which should have given them experience in dealing with matters of discipline in their schools.

Head teachers were also asked to indicate their current professional grade. Table 6 presents the data

Table 6 Current professional grade

| Professional grade | f | % |
|---------------------------|-----------|--------------|
| Chief Principal | 1 | 2.4 |
| Senior Principal | 1 | 2.4 |
| Principal 1 | 6 | 14.3 |
| Principal 2 | 7 | 16.7 |
| Principal 3 | 18 | 42.9 |
| Head teacher | 9 | 21.4 |
| Total | 42 | 100.0 |

From Table 6, 1 headteacher (22.4%) was a chief principal, 1 (2.4%) was a senior principal, 6 headteachers, (14.3%) were principals 1, 7 (16.7%) were principal 2, 18 (42.9%) were principal 3 while 9 head teachers (21.4%) were only graded as headteachers. It is apparent that most of the headteachers have been promoted to higher ranks which presupposes that they have satisfied the employer that they are doing their jobs as headteachers fairly well.

Demographic information of teacher-counselors

Gender of the teacher-counselors.

Teacher-counselors were asked to indicate their gender. Table 4.7 presents the data.

Table 7 Gender of teacher-counselors

| Gender | f | % |
|---------------|-----------|--------------|
| Female | 24 | 57.1 |
| Male | 18 | 42.9 |
| Total | 42 | 100.0 |

From the Table 7, eighteen teacher-consellors (42.9%) were male and 24 teacher-consellors (57.1%) were female. The sample was therefore almost balanced with a few more females than males.

Qualifications of the teacher-counselors. Teacher-consellors were further asked to indicate their qualifications. Table 8 presents the academic qualifications of teacher-consellors.

Table 8 Academic qualifications of teacher-counselors

| Qualification | f | % |
|----------------------|-----------|--------------|
| Diploma /S1 | 4 | 9.5 |
| ATS | 9 | 21.4 |
| B.ED (Arts) | 21 | 50.0 |
| B.ED (Sciences) | 7 | 16.7 |
| BA with PGDE | 1 | 2.4 |
| Total | 42 | 100.0 |

From Table 8 four teacher-counselors (9.5%) were Diploma/S1 holders, nine (21.4%) were ATS holders, twenty one (50.0%) were B.Ed (Arts) holders, seven (16.7%) were B.Ed (Science) and one (2.4%) was holder of B.A with a Postgraduate Diploma in Education. The data reflects that all the teacher-counselors were qualified teachers.

Demographic information of prefects

The researcher wanted to know age of the school prefects. Table 9 presents the age of school prefects.

Table 9 Responses of school prefects on their age

| Age | f | % |
|--------------|-----------|--------------|
| 20 yrs | 2 | 3.7 |
| 19 yrs | 11 | 20.4 |
| 18 yrs | 18 | 33.3 |
| 17 yrs | 17 | 31.5 |
| 16 yrs | 6 | 11.1 |
| Total | 54 | 100.0 |

From Table 9 two prefects (3.7%) were aged 20 years, eleven prefects (20.4%) were aged 19 years, eighteen (33.3%) were aged 18 years, seventeen (31.5%) were aged 17 years and six (11.1%) were aged 16 years. The findings reflect a normal secondary school age. The researcher wanted to establish the gender of the prefects. Table 10 presents the gender of the prefects.

Table 10 Responses of prefects on their gender

| Gender | f | % |
|--------------|-----------|--------------|
| Female | 34 | 63.0 |
| Male | 20 | 37.0 |
| Total | 54 | 100.0 |

From Table 10 twenty prefects (37.0%) were male while thirty four (63.0%) were females. There were more female prefects than male prefects. The reason is that more girls' schools were sampled since there are more girls schools than boys in

the population. The researcher also wanted to establish from which classes the prefects came from. Table 11 presents the class of prefects

Table 11 Responses of prefects on their classes

| Class | f | % |
|--------------|-----------|--------------|
| Form 2 | 2 | 3.7 |
| Form 3 | 13 | 24.1 |
| Form 4 | 39 | 72.2 |
| Total | 54 | 100.0 |

Table 11 shows that two prefects (3.7%) were in Form 2, thirteen prefects (24.1%) were in Form 3 and thirty nine (72.2%) were in Form 4. The findings show that most prefects were in Form 4. These are comparatively mature and able to manage other students.

Management of students discipline

Various types of indiscipline manifested in public secondary schools.

To answer this research question the head teachers were asked whether their schools experienced indiscipline problems. Thirty eight (90.5%) agreed while only four (9.5) denied. Among the teacher counselors thirty four (81%) agreed and eight (19%) denied. It is apparent from the responses that the head teachers and teacher counselors admitted that public secondary schools in Meru Central experience indiscipline problems. The researcher wanted to further find out what

kind of indiscipline existed among the schools. Table 12 presents the headteachers responses.

Table 12 Kind of indiscipline experienced in schools

| Cases of indiscipline | f | % |
|---|-----------|--------------|
| Mass indiscipline fighting, bullying, strikes | 19 | 45.2 |
| Drug abuse | 10 | 23.8 |
| Attempted arson and protests | 7 | 16.7 |
| No indiscipline cases | 5 | 11.9 |
| General indiscipline, truancy such as lateness, vernacular speaking, absconding | 1 | 2.4 |
| Total | 42 | 100.0 |

From Table 12, one headteacher (2.4%) said that they experienced general indiscipline such as truancy, lateness, vernacular speaking and absconding. Nineteen of them (45.2%) said that they experienced mass indiscipline such as fighting, bullying, and strikes. Ten (23.8%) reported to have experienced drug abuse, while seven (16.7%) reported to have experienced attempted arson and protests. However five headteachers said that they had no indiscipline cases in their schools.

The major forms of indiscipline in schools are fighting, bullying and strikes (45.2%). The other major indiscipline was drug abuse (23.8%). This means that major indiscipline problems revolve around drug abuse and bullying. There is need

therefore to devote more attention to these areas if indiscipline problems are to be solved.

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Teachers-counsellors were asked the kind of indiscipline that they experienced.

Table 13 presents the responses.

Table 13 Kind of indiscipline experienced by teacher-counselors

| Kind of indiscipline | f | % |
|--|-----------|--------------|
| General indiscipline , truancy, gossiping, noise making, absence, vernacular talking | 27 | 64.3 |
| Serious strike, arson, fighting, drug abuse, immorality, | 15 | 35.7 |
| Total | 42 | 100.0 |

Among the teacher-counselors, fifteen (35.7%) said they experienced serious strike, arson, fighting, drug abuse and immorality. Twenty seven (64.3%) said they experienced general indiscipline including truancy, gossiping, noise making, absenteeism , and speaking in vernacular.

Majority of teacher-consellor respondents (64.3%), consider vernacular speaking as a discipline problem. It is a misconception in that vernacular speaking is prohibited under the pretext that this will promote the use of English, which is the

medium of instruction. Speaking any language in itself is not an indiscipline problem. This reinforces the need for improved approaches to instilling discipline.

Prefects were also asked to indicate the kind of discipline problems that they experienced. Table 14 presents their responses.

Table 14 Discipline problems experienced in schools

| Discipline problems | f | % |
|---|-----------|--------------|
| Vernacular speaking | 17 | 31.5 |
| Lack of respect and use of abusive language | 16 | 29.6 |
| Fighting | 10 | 18.5 |
| Smoking and stealing | 4 | 7.4 |
| Drug abuse | 4 | 7.4 |
| Noise making in class | 2 | 3.7 |
| Sneaking out of class | 1 | 1.9 |
| Total | 54 | 100.0 |

Seventeen prefects (31.5%) listed vernacular speaking, ten (18.5%) reported that they experienced fighting, sixteen (29.6%) experienced lack of respect and use of abusive language, two (3.7%) said noise making was the problem, four each (3.7%) reported smoking and drug abuse as discipline problems and one reported that there was a problem of sneaking out of class.

Close to one-third (31.5%) of prefects also concur with teacher-consellers on the misconception that vernacular speaking is a discipline problem. Fighting (18.5%), lack of respect (29.62%) are considered as major discipline problems by prefects. These findings show that there is need to devote more time and energy on changing attitudes positively so that such cases of indiscipline are minimized.

These findings confirm the previous findings that schools in Meru Central District are involved in indiscipline cases which included serious cases as reported in the Table 14. The forms of indiscipline among schools in Meru Central District are similar to those described by the Sagini Report (Republic of Kenya, 1991) which reported that indiscipline took forms such as lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expression of dissatisfaction, abuses, non-compliance to rules and regulations, drug abuse, destruction of property, bullying, assault among others.

Various methods used to manage discipline and their effectiveness

To answer this research question, headteachers were asked to indicate how they dealt with indiscipline problem. Table 15 presents methods of dealing with indiscipline.

Table 15 Methods of dealing with indiscipline

| Dealing with the problem | f | % |
|--|-----------|--------------|
| Suspension and guidance and counselling | 32 | 76.2 |
| Guidance and counselling | 3 | 7.1 |
| Punishment | 3 | 7.1 |
| Suspension | 2 | 4.8 |
| Punishment, Suspension, guidance and counselling | 2 | 4.8 |
| Total | 42 | 100.0 |

From Table 15 three headteachers (7.1%) reported that they used punishment, two (4.8%) said they used suspension, three (7.1%) said they used guidance and counseling, the greatest number thirty two (76.2%) said that they used suspension and guidance and counseling while two (4.8%) used a combination of punishment, suspension and guidance and counseling. Majority of headteachers therefore used suspension, and guidance and counseling.

From the table, the major methods of dealing with indiscipline were guidance and counseling. That means thirty two (76.2%) of the respondents supported guidance and counseling. The same trend is reflected in Table 16 where twenty three (54.7%) teacher-counsellor respondents suggested guidance and counseling to solve indiscipline cases. The findings underscore the importance of guidance and counselling in schools to improve discipline.

The use of guidance and counseling as the most used method ^{concur} with the findings of Kilonzo (1980) who says that counseling is best method of dealing with indiscipline because it touches directly the lives of the students more than any other helping profession. The findings also correspond with Wotuku (2002) who suggested that guidance and counseling services are essential in facilitating school administration in dealing with problems of indiscipline in secondary schools. It is also in line with Gitonga, (1999) who said that guidance and counseling is important to especially students who are growing.

The headteachers were also asked to indicate how often they opened discussions with students to solve their problems. In this question, twenty (47.6%) said that they did this very often, seventeen (40.5%) said they did this often, five (11.9%) said they did this occasionally. The greatest number therefore opened discussion either very often or often. The findings agree with Griffin (1996) who supports the idea of headteachers involving students in discussions to solve their problems. The findings are also in line with Blandford (1998) who argues that an effective head teacher ensures that everyone in the school community feels the responsibility for ensuring that discipline in the school is good. The findings also concur with Kinyanjui (1996) who maintains that the ability of the headteacher to listen to students grievances and points of view and at the same time have the willingness to communicate their views giving reasons for decisions taken can go a long way to solving students grievances.

The headteachers were further asked whether they used indirect punishment in their schools for example asking students to buy barbed wire after their children sneak from school. Thirty (71.4%) of them agreed while twelve (28.6%) denied. Further asked how often twenty one (50%) said very frequently, twelve (28.6%) said often, five (11.9%) said they did this occasionally, one (2.4%) said rarely and three (7.1) said they never gave indirect punishment. This contrasts with Skinner (1969) who is against punishment in all its forms as an effective means of controlling behaviour. It goes counter to Charles (1989) who is against punishment in form of actions taken to get back at misbehaving students to teach them a lesson.

The teachers-counselors were asked whether they were involved in students discipline matters. Twenty nine (69.0%) denied. They were further asked what role they played. Table 16 presents their responses.

Table 16 Role of teacher-counsellor in management of students discipline

| Role of teacher-counsellor | f | % |
|--|-----------|--------------|
| Guiding and counseling students | 23 | 54.7 |
| Setting mechanisms, policy matters, rehabilitation | 5 | 11.9 |
| Talking to students after punishment | 5 | 11.9 |
| Not applicable | 5 | 11.9 |
| Analysis of causative factors | 2 | 4.8 |
| Disciplining students | 2 | 4.8 |
| Total | 42 | 100.0 |

From Table 16, five teacher-counselor (11.9%) said that their role was talking to students after punishment, five (11.9%) more said that they were involved in mechanisms, policy matters and rehabilitation, twenty three (54.7%) said they were guiding and counseling, students, two (4.8%) said they were involved in analysis of causative factors and two said that they were involved in disciplining students. They were further asked whether they did counseling before a problem. Thirty five (83.3%) agreed while seven (16.7%) disagreed. Those who said yes were also asked whether the method used was of any help to them. Thirty two (76.2%) of them said yes. It was established that thirty three (78.6%) teacher counselors had separate rooms where they met students, as nine (21.4%) said no. The findings that guidance and counseling is done before a problem agree with findings of Kahigi (2003) who argues that for successful education it is essential and counseling is supposed to prevent deviant behavior and not to cure it.

The prefects were asked the methods used to solve the discipline problems. Table 17 presents their responses.

Table 17 Methods used to solve discipline problems

| Methods used to solve problems | f | % |
|---|-----------|--------------|
| Expulsion and suspension | 25 | 46.3 |
| Expulsion, suspension, and student teacher conference | 25 | 46.3 |
| Withdrawal of benefits | 2 | 3.7 |
| Guidance and counselling | 2 | 3.7 |
| Total | 54 | 100.0 |

On methods used to solve problems, twenty five (46.3%) said expulsion and suspension were used, another twenty five (46.3%) said expulsion, suspension and student-teacher conference were used as discipline solving techniques, two (3.7%) said withdrawal of benefits was used as problem solving technique and the remaining two (3.7%) said that guidance and counseling was used to solve problems. It is apparent that expulsion, suspension and students teacher conference were methods used to solve students discipline problems. These finding are in line with the Education Act, (1968) which recommends suspension and expulsion of students for habitual misbehaviour. The use of conference with students and teachers are in line with Griffin, (1996) who supports the idea of use of conference between teachers and students.

Levels of training for head teachers on management especially personnel management

To answer this research question, the head teachers were asked whether they had undergone any training on management. Thirty five (83.3%) said yes while seven (16.7%) said no. They were further asked what training they underwent. The table 18 presents courses attended by headteachers.

Table 18 Headteachers responses on courses they attended

| Courses attended | f | % |
|--------------------------------------|-----------|--------------|
| Induction & Senior management course | 25 | 59.5 |
| Management in education | 8 | 19.0 |
| Problem solving | 5 | 11.9 |
| Introduction to management | 4 | 9.5 |
| Total | 42 | 100.0 |

From Table 18 four (9.5%) had undergone a course on introduction to management, eight (19.0%) said that they had undergone a course in management in education, twenty five (59.5%) reported that they had attended KESI course on management, induction and senior management course and five (11.9%) said they had undergone a training in problem solving. Asked whether the course was of any help to them thirty four (81.0%) said it was very helpful, four (9.5%) said it was fairly useful, and four (9.5%) said it was not helpful. Majority therefore said the courses they attended were helpful to them. This underscores the need for regular management courses for headteachers.

Headteachers were also asked whether there were problems that they felt as head teachers that they were not equipped to handle. Twenty six (61.9%) said yes while sixteen (38.1%) said no. Some of the areas they felt unable to handle were such as prudent management of scarce finances, accounting, drug abuse and teenage pregnancies.

They were asked the training they felt they required to make them better managers. Eight (19%) said they needed more courses in management, twenty three (54.8%) required financial management, psychological counseling, guidance and counseling ten (23.8%) said they required accounting and intensive KESI management courses while one (2.4%) required training in strategic planning. The need for training among the headteachers is in line with Olembo et al, (1992) Brandford, (1998), Edevard (1988) and the Ministerial guidelines (Republic of Kenya, 1999) who all recommend that since pre-service training concentrated on teaching and learning skills, there is need for training in management of schools for effective management of education. That officers who manage education require additional knowledge, skills and attitudes in management, administration and planning of educational policies, programmes, projects and activities.

Specifically the need for training in financial management concurs with Wangai Report (Republic of Kenya, 2001) which maintains that headteachers lacked managerial skills in planning, budgeting, expenditure control, book keeping procurement and human resource management. The findings on the need for training of headteachers are in line with the Koech Report (Republic of Kenya, 1999) which recommends that people appointed as school heads must have undergone courses on institutional and financial management. This need for training which suggests lack of it is in line with Omari (Daily Nation 26th Sep. 2001 p. 12) who reports that poor management was cited as factor number one

leading to student unrest, that headteachers lacked participatory leadership skills in effecting leadership in schools.

Training levels of teacher-counsellors and prefects

Counseling teachers were asked to indicate whether they had gone for any training in counseling. Twenty nine (69.0%) said yes while thirteen (31.0%) said no. They were further asked if the training that they went for had helped them in improving counseling skills. Those who said yes reported that the training had helped in improving their counseling skills. The findings revealed that some had not received training. These findings agree with The Sagini Report (Republic of Kenya, 1991) and Wangai Report (Republic of Kenya, 2001) who found out that some teacher counselors have not received training in counseling during their training as teachers or through induction while in service. However the findings reveal that most teacher-counselors in Meru Central District had received training.

Prefects were also asked to indicate whether they had received any training or guidance on their role. Thirty three (61.1%) agreed while twenty one (38.9%) disagreed. However when asked what training they would need, twenty three (42.6%) said they needed training in guidance and counseling, twenty two (40.7%) said they required to be trained on how to handle students and nine (16.7%) said they needed training on leadership. The need for training of prefects is in line with

Mwiria (1995), Republic of Kenya (2001) and Griffin (1996) who all agree that prefects should be trained in leadership.

Role of students leaders in the management of discipline

To answer this research question prefects were asked to indicate their role in the school. Table 19 presents their responses.

Table 19 Role of prefects in the management of students discipline

| Role as a prefects in the school | f | % |
|---|-----------|--------------|
| Ensuring smooth running of the school | 20 | 37.0 |
| As a teacher representative to students | 14 | 25.9 |
| As a leader to other students | 8 | 14.8 |
| To maintain discipline | 6 | 11.1 |
| As a helper to other students | 6 | 11.1 |
| Total | 54 | 100.0 |

Table 19 highlights the major role of prefects in school administration. Fourteen prefects (25.9%) said that they were representatives to the students, twenty (37.0%) said they were to ensure a smooth running of the school, eight (14.8%) said they were leaders to other students, six (11.1%) said they were to maintain discipline, six (11.1%) more said that they were helpers to other students. The greater number of respondents, twenty (37.0%) said that their role was to ensure smooth running of the school and fourteen (25.9%) said they represented other students. These findings show that prefects play a big role in school administration

as they are not only the link between students and teachers but also assist in ensuring that school programmes run smoothly without supervision of teachers.

These findings concur with Mwiria (1995) who notes that early involvement of students in making decisions that affect them is good for their future and that of the country.

They were further asked how often they met with the school administration to discuss students grievances. Three (5.6%) said they never met, nine (16.7%) said they rarely met, thirty four (63.0%) said often and eight (14.8%) said they very often met with the school administration to discuss students grievances. It can be deduced from their responses that students are involved in management of discipline in their schools. The findings concur with Kyungu (1999) who argues that prefects should promote understanding between supervisors and subordinates in the school system and that it is the duty of prefects to forward the views of other students to school authorities. The views are also shared by Bakhda (2004) who suggests that a school should have prefects who assist teachers in maintaining discipline in the school. They should be given daily duties and some authority and should work closely with the teacher in charge of discipline.

Ways of improving discipline in secondary schools

All the respondents were asked to suggest ways of improving discipline in secondary schools. Tables 20, 21 and 22 present ways of improving discipline.

Table 20 Headteachers' responses on ways to improve discipline

| Suggest ways to improving discipline | f | % |
|--|-----------|--------------|
| Need for training for guidance and counseling teachers | 18 | 42.9 |
| More parental participation in school matters | 13 | 31.0 |
| Create more awareness to all stake holders on school regulations | 5 | 11.9 |
| Schools should have a religious base | 3 | 7.1 |
| Workers should be motivated | 2 | 4.8 |
| Secondary schools should be made day, guidance and counseling Corporal punishment | 1 | 2.4 |
| Total | 42 | 100.0 |

Among the headteacher respondents, five (11.9%) said that discipline can be improved by creating awareness to all stake holders on school regulations, one (2.4%) said that secondary schools should be made day, guidance and counseling should be enhanced, and corporal punishment should be reinstated. Eighteen (42.9%) said that in order to improve discipline, teacher-counsellors should be trained, two (4.8%) said that workers should be motivated, thirteen (31.0%) said that there is need for more parental participation in school matters, and three (7.1%) said that schools should have a religious base. Most headteachers were therefore of the opinion that there is need to train more teacher-counsellors.

Table 21 Teacher-counselors' responses on ways of improving discipline

| Suggest ways to improve discipline in schools | f | % |
|---|-----------|--------------|
| More training in guidance and counselling | 13 | 30.9 |
| Less work load for guidance and counselors | 8 | 19.1 |
| Solving drug problems, promoting students talents, | 6 | 14.3 |
| Involve parents, suspension, keep students occupied, and make follow up | 5 | 11.9 |
| Involve parents in school discipline matters | 4 | 9.5 |
| All teachers should be involved in students discipline | 2 | 4.8 |
| Involve students in making school rules and improve communication among all the stake holders | 2 | 4.8 |
| Corporal punishment should be reintroduced punishment and expulsion | 1 | 4.8 |
| Total | 42 | 100.0 |

Among the teacher counselors, six (14.3%) said that discipline can be improved by solving drug abuse problem and by promoting students talents, four (9.5%) said that parents should be involved in school discipline matters, five (11.9%) said that parents should be involved, students should be suspended, students should be occupied and followed up. Thirteen (30.9%) said that there should be more training on guidance and counseling, two (4.8%) said that all teachers should be involved in students discipline, eight (19.1%) said that there should be less workload for guidance and counseling teachers, two (4.8%) said that students should be involved in the making of rules and improve communication and one (4.8%) said that corporal punishment should be reintroduced in schools. The

researcher found it ironical that the students who were being protected from the cane were asking for the reintroduction of the same. Majority therefore said that guidance and counseling should be enhanced by training more teachers. The idea of involving parents in school issues agree with Ukeju et al (1992) who argue that there should be home and school cooperation when dealing with deviant students. It is also in agreement with Bakhda (2004) who suggests that parents should be involved in all school activities and functions.

Table 22 Prefects' responses on ways of improving discipline

| Ways to improve discipline in your school | f | % |
|---|-----------|--------------|
| Guidance & Counseling should be used to solve indiscipline cases | 26 | 48.1 |
| By punishment and suspension | 17 | 31.5 |
| Promoting good relationship among all in the school | 5 | 9.3 |
| The administration should listen to students complains and problems | 4 | 7.4 |
| By ensuring use of national language | 2 | 3.7 |
| Total | 54 | 100.0 |

Among the prefects, twenty six (48.1%) said that guidance and counseling should be used to solve indiscipline cases, seventeen (31.5%) said that discipline cases should be solved by punishing students and suspending them, five (9.3 %) said that discipline can be improved by promoting good relationship among all in the school, two (3.7%) said that discipline can be improved by ensuring use of

national language and four (7.4%) said that the school administration should listen to students' complains and problems. Majority therefore were of the opinion that guidance and counseling plays an important role in improving discipline in schools.

Tables 20, 21 and 22 show the point of agreement between all the respondents on ways to improve discipline. They all agree on the crucial role of guidance and counselling in managing discipline. Eighteen (42.9%) of headteachers suggested training of teacher-counsellors, thirteen (30.9) of teacher-counsellors supported more training for themselves. Twenty six teacher-counsellors (19.1%) suggested less workload for teacher-counsellors and twenty six (48.1%) of prefects suggested guidance and counseling to be enhanced in order to solve indiscipline problems.

It is clear that many of the respondents (42.9% head teachers, 30.9% teacher counselors, and 48.1 % prefects) are in agreement that guidance and counseling plays a crucial role in improving discipline in schools. Their responses are very much reflected in the review by authors such as Griffin (1996), Gitonga (1999), Kilonzo (1980), Wotuku (2002), Republic of Kenya (1991) and Republic of Kenya (2001).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the study and presents conclusions and recommendations.

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Summary

The purpose of the study was to examine training needs in relation to management of students' discipline in public secondary schools in Meru Central District. Six research questions were formulated to guide in the study. Research question one sought to establish the various types of indiscipline manifested in secondary schools. Research question two sought to establish how indiscipline cases are dealt with, research question three aimed at finding out the level of training needed by headteachers to effectively manage discipline, research question four aimed at finding out the level of training required for effective guidance and counselling of students, research question five sought the role of the student leadership in schools and research question six wanted to establish the ways of improving discipline in public secondary schools.

The review of the literature focused on concept of discipline, nature of indiscipline, common ways of handling discipline, determining training needs, need for inservice training, status of management of discipline, role of guidance

and counseling, role of prefects, parents and board of governors in students discipline, effective management of discipline, alternative good approaches to discipline, methods of enforcing discipline and basic considerations for a reasonable scheme of discipline.

Data was collected through questionnaires. The findings revealed that :-

- Schools in Meru Central District experienced students' indiscipline taking various forms.
- That indiscipline cases were dealt with using various methods which included, guidance and counseling, expulsion, suspension among others.
- That headteachers, teacher counselors and prefects needed further and continuous training in order to make them effective in managing discipline.
- That student leadership played an important role in the management of discipline in the schools.
- That all the respondents were in agreement that guidance and counseling was crucial in dealing with indiscipline.

Conclusions

The aim of the study was to investigate the training needs in relation to management of students' discipline in public secondary schools in Meru Central District. The literature reviewed showed that there existed a gap in training on management for headteachers, teacher-counselors and prefects. Lack of training in

management was found to be one of the major causes of indiscipline in schools. The findings of the study revealed that those charged with the responsibility of managing discipline in schools needed training on continuous basis in order to become effective in their work. Based on the findings, it can be concluded that training plays an important role in the management of schools in general and management of discipline in particular. Therefore there is need for further training for headteachers, teacher counselors and prefects for effective management of schools.

Recommendations

In the light of the research findings the researcher wishes to make the following recommendations:

- i. All those charged with responsibility of managing schools should undergo training before they are assigned that duty.
- ii. There should be professionally trained teacher-counselor in all schools. Since counselling has been found to be most effective in guiding the growing young people.
- iii. There is need for involvement of students leadership in the running of the school as they are the link between the student body and the school authority.

Suggestions for further research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:

- i. The role of parents and board of governors in management of schools and students discipline in particular.
- ii. Role of guidance and counseling in management of discipline in secondary schools.

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APPENDIX A

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information about students discipline for use in the study of Training Needs in Relation to Management of Students' Discipline in Secondary Schools in Meru Central District. You are requested to tick (✓) the appropriate response or as is relevant. Do not put your name or the name of your school anywhere on this questionnaire. The information will be confidential and will only be used for the purpose of this study. Please respond to all items.

Part One

1. Indicate your age in the space provided

2. Indicate your gender

Male

Female.....

3. Indicate your academic and professional qualifications

Diploma/ S1

ATS

B.ED (Arts).....

B.ED Science.....

BA with PGDE

BSc with PGDE.....

BA with Ed

BA with Dip Ed

BSc with Ed

BSc with Dip Ed.....

Any other (specify).....

4. Indicate your length of service as a secondary school headteacher in your entire teaching career.....

.....

.....

5. How long have you been a headteacher in your current station?.....

6. Indicate your current professional grade

Chief principal

Senior principal.....

Principal I

Principal II.....

Principal III

Headteacher.....

Others (Specify).....

7. Indicate the size of your school

Single stream.....

Double stream.....

Triple stream.....

Four streams.....

Five streams.....

Over five streams.....

8. Indicate the number of students in your school.

Boys

Girls

Total

9. What is the category of your school?

Day

Boarding.....

Day and boarding.....

Other (specify).....

Part Two

1. Has your school experienced indiscipline problems?

Yes.....

No

2. If yes, what kind of indiscipline

(a)

(b)

(c)

3. How did you deal with the problem?

Punishment.....

Expulsion

Suspension

Guidance and counselling.....

Withdrawal of privileges.....

Others (specify)

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4. How effective is the method chosen

Very effective

Effective

Fairly effective.....

Not effective.....

5. How often do you open discussion with students to solve their problems?

Very often

Often.....

Occasionally.....

Rarely

Never

6. (a) Do you use indirect punishment in your school? e.g. asking parents to buy barbed wire after their children sneak from school or asking parents to buy English novels for the vernacular speaking children.

Yes No

- (b) If yes above, how often?

Very frequent

Often

Occasionally

Rarely

Never

7. Have you undergone any training on management?

Yes

No

8. If so what course did you attend?

9. How useful was the training to you if you attended?

Very useful.....

Fairly useful.....

Not useful.....

10. Are there problems that you feel as a headteacher you are not equipped to handle?

Yes.....

No

11. If yes name them.....

.....
.....

12. Do you issue your school board of governors with guidelines on their role in school management?

Yes.....

No

13. What training do you feel you may require to make you a better manager?.....

.....
.....

14. Suggest ways to improve discipline in public secondary schools.....

.....
.....
.....
.....
.....
.....

APPENDIX B
QUESTIONNAIRE FOR TEACHER COUNSELLORS

This questionnaire is designed to gather information about students discipline for use in the study of Training Needs in Relation to Management of Students Discipline in Secondary Schools in Meru Central District. Your responses will be confidential and will only be used for the purpose of this study. Do not indicate your name or the name of your school anywhere. Please respond to all items by ticking in the space provided.

Part One

1. Indicate your age in the space provided

2. Indicate your gender

Male

Female.....

3. Indicate your academic qualifications

Diploma/ S1

ATS

B.ED (Arts).....

B ED Science

BA with PGDE

BSc with PGDE

BA with Ed

BA with Dip Ed

BSc with Ed

BSc with Dip Ed

Any other (specify).....

4. Indicate your length of service as a secondary school teacher in years

5. For how long have you taught in your present school

6. Indicate the size of your school

Single stream.....

Double streams

Triple streams

Four streams.....

Five streams

Over five streams

7. Indicate the category of your school

Part Two

1. Has your school experienced discipline problems

Yes

No

2. If yes, what kind of problems

.....

.....

3. Are you involved in students discipline matters

Yes

No

4. if yes what is your role

.....

.....

5. Do you do counselling before there is a problem?

Yes.....

No

6. If no, what is the reason?

.....

.....

7. If Yes, has it been of help for your work or not?

Yes.....

No

8. Have you undergone any training in counselling?

Yes.....

No

9. If yes, has the training helped in improving your counselling skills?

Yes.....

No

10. Suggest ways to manage discipline in schools

.....

.....

11. Do you have a separate room where you meet students?

Yes.....

No

12. If no, what is the reason

.....

.....

APPENDIX C
QUESTIONNAIRE FOR SCHOOL PREFECTS

This questionnaire is designed to gather information about students discipline for use in the study of Training Needs in Relation to Management of Students Discipline in Secondary Schools in Meru Central District. Your responses will be confidential and will only be used for the purpose of this study. Do not indicate your name or the name of your school anywhere. Please respond to all items by ticking in the space provided.

Part One

1. Indicate your age

2. Indicate your gender

Male.....

Female.....

3. Indicate your class

4. Indicate the number of students in your school

Boys

Girls

5. Indicate the category of your school

Part Two

1. What discipline problems are found in your school?

.....

.....

.....

2. What methods are used to solve these discipline problems?

Expulsion

Suspension

Withdrawal of benefits

Transferring students

Student teacher conference

Student-teacher conference

Others (Specify).....

3. How are prefects chosen in your school?

By teachers.....

By the principal.....

By students.....

By prefects

Others (Specify).....

4. As a prefect, have you received any training or guidance on your role?

Yes.....

No

5. If no, what training do you feel you require to make you a better prefect.....

.....

.....

6. How often do you meet the school administration to discuss students' grievances?

Never.....

Rarely.....

Often.....

Very often

7. What is your role as a prefect in the school?

.....

.....

8. Suggest ways to improve discipline in your school

.....

.....

.....

.....

.....