ALTERNATIVE STRATEGIES TO CORPORAL PUNISHMENT AND SECONDARY SCHOOL STUDENTS' DISCIPLINE IN MAGUMU DIVISION, KINANGOP DISTRICT, KENYA.

BY

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DECLARATION

This research project is my original work and has not been submitted for examination for any other degree in any other university.

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This work is dedicated to my late father Stephen Ndembu Karanja, my mother Beatrice Wangechi and Ndichu Ndembu who have dearly assisted me both morally and financially in the course of my study.

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ABSTRACT

The purpose of this study was to investigate the influence of alternative strategies to corporal punishments among the secondary school students in Magumu Division, Kinangop district. The study employed a descriptive survey design and used a questionnaire as a tool for the data collection. The data was collected from 10 deputy principals, 10 teacher counselors and 88 students from the 10 public secondary schools in Magumu division, Kinangop District. The data was analyzed using Statistical Package for Social Sciences (SPSS). The results of data analysis were presented in frequencies, Table s and percentages.

The study established that causes of indiscipline among students were drugs substances, poor relationships between students and teachers, parents siding with students to counter school rules, peer influence, lack of defined language policy in school, failure of principals to involve parents when instilling discipline, insufficient dialogue between administration and students, unclear rules and regulations, unfairness in motivating both active and non performing teachers in terms of coming late to school, failure of teacher to discipline students and inadequate preparation before going to class.

All the students who took part in the study supported the alternative strategies to corporal punishment. Among the deputy principals only 50 percent supported alternative strategies while the remaining suggested re-introduction of corporal punishment. They argued that caning was very fast and effective in controlling discipline. This is because student fear the cane. The main suggestion and opinions highlighted by the respondents were that schools should strengthen alternative strategies to corporal punishment. These alternative strategies should include Guidance and Counseling (G & C) involvement of parents when disciplining students,

strengthening prefects body, improving relationships between teachers and students, involving student in decision making organs, improving students activities like sports, inviting speakers and role models to school, rewarding positive behavior and addressing students grievances more effectively.

LIST OF ABBREVIATION AND ACRONYMS

C.R.C   Conventional Right of the Child

F.P.E   Free Primary Education

G&C   Guidance and Counseling

H.R.D   Human Resource Department

K.C.S.E   The Kenya Certificate of Secondary Education

K.P.A   The Kenya Parent Association

M.O.E   Ministry of Education

M.O.E.S.T   Ministry of Education Science and Technology

N.E.A   National Education Association

P.D.E   Provincial Director of Education

U.N.E.S.C.O   United Nation Education, Science and Cultural Organization.

CHAPTER ONE

INTRODUCTION

1.0   Background Information

Education is a form of investment in human capital. It contributes to the economic development and raises the income of the poor. According to the session paper No.1 2005, the government's vision for education is to have "quality education and training for development." This makes the purpose of the Kenyan education and training to focus on development of individual personality to enable one to fit in the society as a productive and civil individual (Ministry of Education Science and Technology (MOEST 2008: 28).

For school to achieve the above stated objectives of education discipline has to be maintained in order to instill order and avoid chaos in school. Sound discipline is an essential ingredient in the creation of a happy and industrious school community performing properly its functions of training the citizens of tomorrow Griffin (1986). According to the (MOEST), Human Resource Department (1999), "Discipline is a system of training. This training enforce change of mind and character so that an individual is guided to make reasonable decision in a reasonable manner".

After the government policy that outlawed caning, teachers were legally required to adopt alternative measures that would ensure that discipline is instilled and maintained. Some of the measures include Guidance and Counseling (G & C), pastoral teaching, peer counseling, involving parents, students and teachers when making decisions in School Njoka, (1985). According to Njoka (1985) school community particularly teachers feel

ignored when important decisions are made by the head teachers and the Board of Governors (BOG) without involving them.

In Kenya many people think that discipline is the same as punishment. Punishment comes from a Latin word punitive which means to impose a penalty to a person for a fault, offence or violation of rule (Hurlock, 1978). In Kenya many head teachers have in the past over relied on corporal punishment as the main method of instilling discipline (Achieng, 1996).

Discipline in schools today more than ever need professionalism and dynamism that require school administrators who are properly trained in methods and techniques of management of the students' behavior (Were, 2002). The secondary schools administration is expected to make conscious efforts to inculcate in the students some good manners to support and enforce whatever good habit they have leant at home (Sushila, 2004). One of the aims of discipline in secondary schools administration is to have a conducive, smooth and efficient school. This is done through introduction of well formulated rules and regulations to guide students in what they are expected to do or not to do, while working towards the realization of efficient secondary schools with impressive discipline.

Therefore, methods of maintaining discipline include motivation for positive behavior, guidance and counseling, pastoral teaching, motivation, use of reward system and others. However, there are forms of negative punishments which are used when positive motivation fails. Forms of punishment differ and may have different results. Some forms

of punishment are thought to trigger more cases of indiscipline and of high veracity. Corporal punishment is thought to have more negative results than positive ones.

Corporal punishment as a method of punishment was adopted in the education system and in particular at secondary school levels of education during the colonial days. It was legalized by the education Act of 1980 which allowed teachers to administer it for certain behavior after full enquiry and in presence of a witness (Awour, 2003). This did not mean that corporal punishment was going to be the only method thought to be effective in instilling discipline. It was recommended for certain behavior only and the schools were expected to use it along with other methods of punishment. When corporal punishment was banned in 2001 teachers came up with alternative methods of instilling discipline among the errant students. These include doing manual work, suspension, sending for parents, psychological torture, pastoral teachings but mostly guidance and counseling (G & C) to students who defy school rules and regulations. These forms of punishment and especially guidance and counseling were taken by parents as friendly, mild and rational since they argued that student will have a conducive environment for learning without fear (Awour 2008: 18).

It is eleven years since corporal punishment was banned but indiscipline in schools remains a major concern. Corporal punishment was banned without any preparation or provision of alternatives for the teachers from the Ministry of Education.

The United Nations Convention on Rights of a Child (UNCRC) in its official report of the 7th session in November (1994) discouraged the use of corporal punishment. The report termed the measure of instilling discipline as cruel, inhuman and degrading. The

report was against any form of physical punishment including corporal punishment. In the same spirit it has stressed that corporal punishment to children is incompatible with the convention. It has therefore proposed the existing legislation as well as the development of education campaigns (Symonds and Vladimir, 2000). The convention was mainly opposed to physical punishment. It stressed that the Ministry of Education should come up with more humane methods of punishments in schools. These include guidance and counseling, pastoral teaching, positive reinforcement, peer counseling, use of rewards, involving students in decision making, sending for parents among others.

However there have been increased cases of indiscipline at secondary school level. This leads to strikes which in turn lead to destruction of properties. As a result of all the above indiscipline acts, the standard of discipline in our secondary schools has dropped. For example, in 2002 form three students in Chulambo secondary school in Kisumu District went on strike demanding from the school administration a supply of games equipment, purchase of a new and modern school bus, games uniforms, chairs as well as a refund of one thousand shillings mock examination fee they had been charged. This followed former president Moi`s directive that such fees should no longer be demanded by the educational officials and secondary school principals. In the same year, about 400 girls of Nginda Girls High school in Murang`a District went on strike protesting against use of corporal punishment by their teachers despite having prior knowledge of its ban an year earlier M.O.E Provincial Report (2003:8).In mid-October 2002 Form One and Two boys of Ruaraka high school in Nairobi, went on strike in order to force the school authorities to allow them to change part of their school uniform.

According to the M.O.E (17th July 2004:6) Report on indiscipline in schools, Nyandarua District had its fair share of indiscipline and a number of strikes and class boycotts especially between 2002-2008. Leshau Boys High School went on strike in protest against the arrest of fourteen students by police officers as a result of pelting the boarding master`s house with stones (M.O.E Report, 17th July 2004:6) At Magumu High School in south Kinangop, the whole school had turned violent. The students claimed that their deputy head teacher was too strict on matters of watching the television as they wanted to be allowed to watch the world cup soccer in June 2002. The deputy head teacher advised them to concentrate on their studies instead of watching the soccer matches (M.O.E 27th September 2001:9).In 2010, Endarasha Boys held a strike and two prefects were burnt in a dormitory fire and this portrayed rising levels of indiscipline. According to the Daily Nation 14th May 2011 some students are yet to be taken to courts to answer charges related to this strike.

In 2008, Njabini Boys in south Kinangop, students boycotted their mock examination. This was the same year when most of them did not get their K.C.S.E examination results after they were nullified by the Kenya National Examination Council for cheating. The school had 216 boys and only a handful got their results (Ministry of Education, 14th July 2009:5). Also the same school had held a mass walk out protesting against the poor school meals. They complained that the school administration had failed to adhere to the new fees guidelines and the candidates wanted the school to do away with pre-K.C.S.E mocks (Ministry of Education ,20th January 2009:6).They also argued that caning as a way of maintaining school discipline was not in line with the Ministry of Education

guidelines of the year 2001. In addition Karate secondary school at Magumu Division, South Kinangop students defied and disobeyed rules to truancy. M.O.E. (2010 Report).

Given the frequency of student unrest in South Kinangop, it was important for the researcher to assess the effectiveness of alternative strategies to corporal punishment. These identified alternative strategies include Guidance and Counseling (G&C), pastoral teaching, positive reinforcement, motivation of teachers, involvement of students in decision making, peer counseling, sending for parents, and withdrawal of privileges among others.

1.1   Statement of the problem

From background information, it is clear that cases of indiscipline continue to rise in secondary schools in Kenya since 2001. This coincides with the period when corporal punishment was banned in Kenyan schools. School strikes and general indiscipline have disrupted the teaching programmes from time to time making the administration and the teaching work very difficult. The rising indiscipline cases in secondary schools in Kenya result to poor coverage of syllabus and in turn poor performance at national examinations. The proposed study intends to assess the effectiveness of alternative to corporal punishment on student discipline. These variables of investigation include Guidance and Counseling (G&C), pastoral teaching, positive reinforcement, motivation of teachers, involving students in decision making, peer counseling, sending for parents, and withdrawal of privileges among others. The study intended to use Magumu Division in Kinangop District to assess the impact of alternative strategies to corporal punishment on students' discipline. This district according to data from the ministry of education has

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had several cases of student indiscipline in form of strikes, arson, theft, coupling, destruction to school properties, exam cheating, disobedience to teachers, drug taking among others (MOE report 2005). Magumu, Njabini, Endarasha, and Karate are some of the secondary schools that have experienced cases of indiscipline. These cases made Kinangop district an ideal location for this study.

1.2   The Objectives of the study

The objectives of this study seek to:

1.   establish the effects of alternative strategies to corporal punishment on discipline among secondary school students in Kenya.

2.   identify alternatives to corporal punishment of secondary school students in Kenya.

3.   compare the effectiveness of alternative strategies with corporal on students' discipline.

4.   establish the accept table methods of instilling discipline in secondary schools.

1.3   Research Questions

1. What is the effect of the alternative strategies to corporal punishment on student's discipline?

2. What are the alternative strategies to corporal punishment?

3. How are the effects of the alternative strategies to corporal punishment on students' discipline?

4. Which are the acceptable methods of improving discipline among secondary school students?

1.4 Significance of the study

This study was expected to gather information that would assist the stakeholders in education in assessing the impact of alternative methods of disciplining students compared to corporal punishment in matters regarding to discipline of students. It was hoped that this study would help in providing essential guidelines for use by policy makers and educationists in developing policies and strategies for effective implementation of alternative methods of maintaining discipline. It might help in offering guidelines on acceptable disciplinary methods other than corporal punishment in our secondary schools.

1.5 Basic assumption of the study

1. That the respondents, mainly secondary school students, teachers and teacher counselors will provide truthful and honest response to the questions (items) in the study.

2. That the respondents would be willing to participate and give their views considering the sensitive nature of the subject of the study.

1.6 Delimitation of the study

The study was be confined to one division within Kinangop district. For this reason the study was be delimited to secondary schools within Magumu division, Kinangop district. This means that the study findings will not be generalized to a wider population.

1.7   Definition of significant terms

Alternative strategies: Refer to discipline tactics other than corporal punishment in achievement of student discipline.   In this study such strategies are: Guidance and counseling, pastoral teaching, positive reinforcement, motivation of teachers and students, involvement of students in decision making, peer counseling, sending for parents and withdrawal of privileges.

Behavior: Refers to the way of acting either socially or unsociably accepted manner.

Corporal punshment: Refer to deliberate infliction of pain or physical punishment it is the use of physical force intended to cause some degree of pain or discomfort for correction, control and changing behaviour in the belief of educating the students.

Counseling: Refers to the process by which students are helped to understand themselves and their problems better .counseling offers various choices to a person through discussions and provision of information on basis of trust, confidence and friendship.

Deviant behavior: Any action (s) varying from school rules and regulations and from generally accepted acts such as smoking, going on strike and obscenity.

Discipline: Refers to self restrain in an individual for the welfare of all. It is control of one's emotions and action for the development of desirable attitudes according to Acceptable standards. Good discipline is characterized by observation of the set rules and regulations, proper utilization of time, good interpersonal relationship with others and maintaining proper health and hygienic practices.

Guidance and counseling: Advising a student on what is good and to be done and wrong to be avoided. It helping a student to adjust to society realities like respecting school rule and regulation obedience to authority, respecting other rights and being responsible.

Humiliating punishment: Refers to various forms of psychological punishment, verbal abuse, ridicule, isolation and ignoring students.

Norms: Rules and regulations for guiding behaviour

Primary school: Refers to the first level of formal education which is offered in eight years after which is a national examination is done.

Punishment: Refers to any way of correcting unacceptable wrong doing by causing a student unpleasant feeling

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0   Introduction

The review of related literature for this study is discussed in this chapter. The following are the topics under which the review was done: the concept of discipline and punishment; alternatives strategies to Corporal punishment; other alternatives to caning; views for and against alternative methods of corporal punishment; challenges after the ban on caning; conclusion and conceptual framework.

Indiscipline among school students remains a challenge that educators face in many countries. The level of indiscipline ranges from strikes, arson attack of their fellow students and teachers, physical attacks, cheating, coupling with members of opposite or same sex, use of drugs, smoking, coming to school late for days scholars, untidiness and truancy. In an effort to deal with the problem of indiscipline both pre-service and in-service training programmes for teachers are held to equip them with particular techniques of instilling discipline and classroom management of students. These include mainly guidance and counseling, pastoral teaching, use of classroom prefect meetings, discussion of problems of indiscipline with parent among others.

2.1   The concept of discipline and punishment

The word discipline is derived from the word disciple, which implies teaching or helping one to grow and to achieve (Jones, 1989). Indiscipline among students comprises acts that interfere with learners attempts to grow and achieve given objectives. In secondary

schools in Kenya, acts of disobedience to teachers and class representatives, fighting, poor response to bells, bullying, truancy, stealing and use of drugs among others are some of the common features indiscipline Musambai (2003) asserts that discipline enables one to grow morally and intellectually. In order to instill discipline educators have used methods of rewards and punishments for good and bad behaviors. School indiscipline has not only caused students to turn on each other but also has made them to be deviant to their teachers.

In behavior terms discipline means various aspects of relationships while in others it means obedience to the society. According to Ojwang A. (2005) discipline is a "series of victories." He further asserts that discipline is the step of moving ahead and never ending, when discipline is properly practiced it would ultimately produce in students self direction, responsibility and concern for others.

The purpose for good discipline in secondary schools is primarily to create and maintain conditions that are favorable for learning and teaching thus boosting the school academic performance. This is the case with some of the best performing schools in Kenya: Starehe Boy's Centre is on an example of school with high standards of discipline. The school has maintained a steady examination result from 1995 with points ranging between 10.42 to 10.73 out of maximum 12 points in national examinations.

Corporal punishment is seen as a way to "correct" so that the student or pupils do not repeat the offence. At the same time punishment serves as an example so that those who see their fellow student being punished do not repeat the offence. It is also seen as a deliberate and an unpleasant stimulus of inflicting pain through caning.

Mbiti (1998) defines discipline as a system of guiding the individual to make reasonable decisions responsibly. Discipline implies responsibility, order and regularity. In classroom teaching discipline means the control of a class to achieve desirable behavior. In modern terms discipline has been understood as a system of arranging conditions for healthy learning and living.

Okumbe (1998) argues that discipline is the action by management to enforce organizational standards. It implies the action taking by an adult to help a child to change his or her behavior. In school, the administration is charged with the responsibility of ensuring that the students are helped to understand the importance of discipline and its roles in attaining success.

Discipline problems in schools range from different situations including the child's individual circumstances like rural or urban home environment, prevalent school environment or the culture. Siringi Report (2003) in his report shows that indiscipline can take the following forms: lateness, chronic absenteeism, drug abuse, destruction of properties, truancy bullying fellow students, class boycotts, assaults, indecent behavior such as rape.

Indiscipline on the other hand, is the attitude and unwillingness to make the efforts required to achieve the objectives chosen. Barasa (2007) asserts that as a result of indiscipline the students become deviant. He chooses to rebel and turn away from the goals laid down by both parents and teachers.

Some manifestations of indiscipline in schools are smoking, taking liquor, setting schools on fire, throwing stones at people and destroying people's property, cursing or using bad

language. This is what the researcher in this study will refer to unrest or disruptive behavior in schools. This is because such pupils who are disruptive in the class disrupt the learning of school and classrooms and interrupt the learning. In the recent past some institutions of learning have been hit by waves of indiscipline ranging from students setting ablaze prefects as it happened in Nyeri High School, setting ablaze school property, boys raping girls, students attaching teachers and involvement in drugs (Were, 2003).

Chebii (2007) and Ogan (2007) define indiscipline as a state which is a source of concern or undesirable by the social and legal norms of conventional society and institutions of authority. It is behavior that usually elicits some forms of social control response such as a statement of disapproval. In the school set up there are rules that have been put in place to be adhered to by all the students. A student who does not do so is said to be undisciplined and the school has ways of handling this in an attempt to correct the problem.

2.2   Ways of handling indiscipline in schools

Kindiki (2009) researched on students discipline in secondary schools in Kenya and the role of guidance and counseling. The study was done in Naivasha district where 200 respondents were sampled. The study found out that most schools with strong guidance and counseling programmes have reduced indiscipline cases as compared to other schools without such programmes. Guidance and Counseling programmes were seen to be effective ways of communication to assist students to change their behavior positively.

This study explores more amicable alternatives of dealing with students discipline other than use of caning.

Birandu (2003) gives the following suggestion for dealing with indiscipline: First, school administrators should develop the school ideals and spirit. This is done through assemblies, discussing with students, groups meeting, where good citizenship and good spirit are deliberately cultivated.

Teachers should also develop favourable relation with emphasis on praising and congratulating students for desired behavior and academic achievement. He also recommend careful and daily roll call which will forestall truancy, careful sitting arrangement and good order of handling examination to prevent cheating and lastly, home and school cooperation when dealing with deviant students.

2.3   Learner factors and discipline

According to Clarks (1982) classroom management in our secondary schools are very autocratic. Some time untrained and unmotivated teachers tend to use harsh disciplinary measures such as corporal punishment since to them this is the only way they can maintain control over classrooms. On the contrary, other motivated teachers use other disciplinary tactics to maintain attention and encourage the pupils to learn. These strategies include guidance and counseling, pastoral teaching, time punctuality, positive reinforcement and story telling.

Ndambiri (1995) states that there are students who are fearful physically weak than peers, cautious, withdrawn and often find it difficult to make friends. They also state that students' indiscipline such as bullying is done by students who hate school. Such students

are troublesome in class and sometimes carry all sorts of weapons such as knives, sticks, and they also abuse drugs. They also say that boys are more involved in acts of indiscipline whereas girls are more passive and withdrawn. Sometimes acts of indiscipline in schools arise from poor performers according to Clarks (1982).according to him, when a student face a knowledge deficit, he or she develops a feeling of inferiority which results in acts of indiscipline in an attempt to cover up the deficit.

2.4. Teacher factors and student discipline

Wambura (2010) stressed on need for teachers to come up with alternative strategies of maintaining discipline other than corporal punishment. Wambura (2010). They emphasized on the need for teachers to improve the school moral climate, improve learning, address social behaviours and create safer and happier schools where students can perform well and develop their cognitive and social potentials. He suggested that guidance and counseling improves students self image. This helps them to value their background, make positive choices and make use of the alternative strategies of improving discipline other than resulting to use of corporal punishment.

According to Mbiti (1992), when teachers understand their learners as individuals it will be possible to handle their indiscipline problems. In relation to factors concerning teachers on matters of maintaining discipline in schools, teachers lack appropriate strategies which arouse student interests. Some times due to teachers inability to adopt alternative strategies, they give unrealistic quantities of work and gives negative attention (Robinson 1950).

According to Kinyanjui (1979) the level of teachers training in any school or school system forms an important input which can have tremendous effect on the school performance. Where the language used in schools may not be native to the student, the role of the teachers should be to create a bridge between the two linguistic environments with the aim of incorporating the student into the school language environment.

The level of teacher training is also equated to good performance in academics as well as discipline according to Maundu (1986).

2.5. School factors and student discipline

While the schools institutions are unique, factors which seem related to students' indiscipline include absenteeism, disruption, under-achievement and disaffection. Other factors include parents attitude towards the school, the curriculum, school rules, expectations, teachers' –students relationship and the management (Hargreaves 1984).according to him, he argues that if the rules are not organized radically students are unlikely to find life at school rewarding for most of the time.

According to Mbiti (1992) the school principal must have a thorough understanding of school discipline as an area of concern. He starts that when the standard of discipline fall, the cause can be in most cases be attributed to poor leadership. It is therefore necessary for managers to appoint competent people as supervisors. The appointed supervisor should be competent in alternative strategies of disciplining students.

Schools with good discipline are safer, clean, more orderly and quieter than those without proper discipline. Where teachers set high standards in personal relations by way of their

behaviour, students trust them and are willing to accept their counsel according to Harvighurst (1972).

Maundu (1998) revealed that most schools lack basic learning materials which seriously hinder the learning process. Under these circumstances students are frustrated and not motivated to sustain their learning. Lack of resources can also affect positive learning and render students to conflicts and acts of indiscipline.

Hargreaves (1984) referred to school as ideally being a community rather than aggregate of students and that it is within the choices of curriculum matter and the mode of presentation that is of great concern. He stated that highly competitive interpersonal and bureaucratic atmosphere is counterproductive to the aims of the community education. Dewey also asserts that there should be attempts to use the ethics of the school as a community to prevent indiscipline among the students. He also noted that the school curriculum is not able to offer students opportunities for self development, a sense of personal development, a sense of personal worth to express their rejection in schools. In some cases the school curriculum maybe promoting the views of one group.

The ministry of education (1999) noted that previous educational programmes have mainly focused on formal teaching in secondary schools and there was need to shift towards new lifestyle. This will include globalization, use of modern communication technology, and use of alternatives to physical punishment. Hence there is need to review the school curriculum to address upcoming issues. Galloway (1982) viewed Unstable programmes and methods of punishment in school as leading to difficulties, frustrations,

apathy and general indiscipline among students. In his views methods of discipline student should be humane and for positive results.

2.6 Home, family factors and student discipline

According to Ministry of Education (2010) the home environment has the potential of shaping the discipline of the student while in school. Among factors noted to have an impact on the discipline of the student include: exposure to domestic violence, physical abuse of the student, families involved in criminal activities etc. Sometimes students are faced with the crisis especially when moving to a new location, parents losing jobs, sickness, addition of a new member in the family, imprisonment, death among others (UNICEF, 1994).in addition some families do not have adequate coping abilities and members result to abusive or neglectful behaviour when they are unable to resolve problems and crisis. The functions that parents fulfill during the development of their children can neither be matched by teachers, social workers or other members of the society. The family and the community transmit socially Acceptable attitudes and behaviour to its children because as they grow they imitate all visible adult behaviour.

Wanjohi (1981) pointed out that children of highly punitive parents are known to be aggressive and hard to control in setting outside home situations. Rigby (1973) contend that most of the indiscipline acts such as bullying come from dysfunctional families in which there is relatively little sense of love, support or belonging. He argues that the girl is brought up by a maid who is a child herself while another one is being brought up by a step mother. Such a child is deprived of mother's care and protection. Such a child lives in atmospheres that are not friendly. He identifies families that may put children at risk as those using excessive physical punishment and those that set unattainable standards on

their children. He also accuses rich families as the source of drug abuse among school children.

2.7. Student discipline and corporal punishment versus alternative strategies of enforcing discipline.

Increased cases of indiscipline such as truancy, cheating, school lateness and strikes have increases in our schools. These indiscipline acts have also been highlighted by media. The UNESCO (1997) and the University of Massachusset (1999) showed that there is a high frequency of violent behavior in sub-Saharan Africa's secondary school involving students, staff and parents. Some scholars assert that secondary schools cultures have a very big effect upon the behavior of their students. Duric (1989) found many differences in delinquency rate between students entering schools. He also argued that indiscipline level were virtually independent of their social quality to their catchment area.

In 1974 the Kenyan education system experienced a number of student strikes. In the period between March and September there were seventy schools on strikes, two universities and a teachers college. A catholic seminary college also organized a strike at the same time. One of the schools affected by the strike was Sigalame secondary school in Samia (1974); the student protest had received a great deal of publicity in the press as they burned their school. Some students were charged in the court of law.

Wairuri (2004) say that in a society there are standards and expectation in respect of every member. And when these expectations are coded they become written and unwritten rules and regulations. These written and unwritten rules are called norms. The non-conformity to the rules and the norms of the group is called deviance.

Secondary school strikes and the general indiscipline disrupt teaching from time to time making administration and teaching work very difficult. The poor coverage of syllabus as a result contributes to poor performance in the national examinations.

In the year 2002 a report indicated that boys in a mixed secondary school in Magumu Division Kinangop District had burnt down their Matron's house to protest the alleged lack of access to the girls' dormitories at night. Shock and disbelief gripped teachers and people living around Heni High school in Magumu where boys stormed out of their dormitories at around midnight and headed for girls dormitories some 100 meters away. The boys also brought down the fence surrounding the dormitory. As the orgy of terror and violence unfolded some of the senior boys headed for the generator room, broke the doors, and switched it off destroying the power line plunging the compound in to darkness. The commotion and shouting from the boys' dormitories alerted the girls who stormed out of their dormitories and ran out jumping over the fence for safety.

According to the M.O.E.S.T (2003), all students of Miharati Secondary school in Kipipiri Division boycotted the classes from 8.00 am to 2.00 pm. There were stone throwing and hurling insults to teachers. The Bigger students also ordered the smaller boys to loot shops and an open air market at nearby Miharati trading centre. Later on police were alerted and disperse the students. There was a lot of destruction that were reported both at school and outside. According to the M.O.E.S.T (2005) Nyandarua District experienced an increase in indiscipline cases from the late 2002. The dire consequences of disruptive behavior never failed to capture the attention of the print media. At an educational seminar (2004) at Magumu quality Assurance and Standards (QASO) Office, teachers said that if cases of indiscipline are not checked they might result in the District being

relegated to academic oblivion despite its past academic glory. The teachers ,however, suggested that in order to instill discipline, all forms of disciplinary methods must be used such as peer counseling, manual work, sending for parents, Guidance and Counseling (G &S), involving police officers in serious cases and recommending deviant pupils to approved schools.

2.8 Alternatives to Corporal punishment

Majority of educational practitioners encounter disciplinary problems that are beyond their experience and expertise. In response to this need teachers have attempted to find solutions to some of the discipline problems. For instance some schools will apply some alternatives of punishments other than corporal punishment that are useful to the community such as a Saturday afternoon working party to cut long grass, clean ditches counseling and guidance pastoral teaching, sending for parents recommending deviant pupils to approved schools, or involving police for serious crimes (Wambura, 2010)

Griffins (1996) felt that a grave offence is best dealt with through counseling rather than corporal punishment. Suspension should be used rarely when an offender harasses other pupils or set a really bad example to them.

Tattum (1989) proposed different ways to deal with disruptive behavior. Good behavior should be rewarded while the unpleasant behavior should be ignored. Counseling by members of school and pastoral programme should also be used.

The teachers play the role of friend and advisors to pupils with difficulties. In addition they are disciplinarians to those whose behavior is giving cause of concern. Punishment

for misbehavior may include detention or suspension. In case of absenteeism parents should be involved because they play a role in the pupil's attitudes.

Ayieko (1988) in his study on preferred disciplinary methods gathered a data which showed that 52% of teachers preferred counseling, 4 percent preferred corporal punishment while 40 percent preferred both counseling combined with punishment. Counseling was preferred because it was more effective than corporal punishment. Counseling makes students feel closer to the teacher thereby establishing friendly relations. Counseling enables teachers to get to the roots of the problem through interrogation and students have liberty to take and realize the dangers of their disobedience.

Gichuru (2004) suggested that teachers should think of withdrawal of certain privileges as a disciplinary strategy. Teachers can also choose activities that are valuable to the students and use them. Such activities include group discussion, engaging students with educational activities or reciting poems for their educational needs.

A government task force of 1975 with a title of "A Manual for Headteachers in Kenya Secondary Schools" suggested the use of reprimand particularly if the student respects the person issuing them. Several studies agree on the fact that students do not mind teachers who are strict with them as long as they are competent. An essay on why a pupil would not talk when a teacher is talking will cause the youngsters to reflect his/her rudeness and at the same time given him/her practice in correct writing (M.O.E., 1975).

Corporal punishment resulted in bruises, cuts and more severe injuries (broken bone knocked out teeth internal bleeding). The Children Rights (Act. No.8, 2005) further found

that at times the teachers would leave children permanently disFigured, disabled or dead. Many severe beatings of pupils and students are never reported to the government authorities as both the children and parents fear retaliation from teachers and head teachers. Similarly poor police and court records make it difficult to track down cases that are reported as police records may simply describe a severe incident of corporal punishment as an assault or death, without noting that it occurred in school (Symonides and Vladimir 2001).

According to the sessional paper no. 1 (2005), Corporal punishment hinders learning, encourages and leads children to drop out of school. It also undermines the purpose of education as it is articulated in the paper which states that education shall be directed toward the development of the child mental and physical abilities to the fullest potentials development of respect for human rights. It also protects fundamental freedoms and preparation of the child for responsible life in a free society. This is the spirit of understanding, peace and tolerance (Sessional Paper No.1 2005).

Kenya was cited as having institutions that were associated with violence and promoting child abuse in Dakar conference in Senegal by including corporal punishment in its statutes (Ayieko 1988). This led to child abuse and hence had to be stopped. This led to the then education director to issue a gazette notice which led to issuing of a circular to schools banning caning in line with the education act of 2001.

2.9   Views for and against alternative methods of corporal punishment

In learning, discipline ensures the class achieve desired results. Some students think that corporal punishment is an arbitrary measure set up by teachers to show off to pupils

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without reason. However, good discipline has little to do with corporal punishment. Discipline requires freedom of understanding of the consequences. These are well addressed through the use of alternatives to caning.

Generally most people argue that corporal punishment is the quickest and the easiest disciplinary measure to counter deviant students and improve discipline. However, this may not be the reality since a child punished through corporal punishment will see it as a tyrannical measure of controlling and will generate cruelty and brutality.

Arguments against use corporal punishment have been fronted by Merton (1938) who consistently condemned it of as a mean of controlling behavior in education. Merton argues that the real effect of punishment is to temporarily suppress a response and when the suppression effects weaken, the behavior will occur once more.

Some scholars such as Devito P.L. (1995) stated that in education we should never use rewards or punishment to modify behavior. His argument was based from the fact that reward and punishments would only overt the behavior observed but would not necessarily modify the motivating force in student and especially when students get used to rewards and punishment. Rewards and punishments would only do more harm than good and would eventually interfere with the personality and the development of the child .Good discipline however, resulted from neither punitive approach nor an approach that is too permissive. Good discipline is likely to occur when teachers follow firm and fair policies as well as establishment of good channels of communication with learners

2.10 Challenges of indiscipline after the ban of corporal punishment

A study carried out by Martin (2006) revealed that teachers prefer caning the student for range of offences such as lies, playing tricks, truancy, cheating, stealing, violence and failure to score high marks during examination. However, when even a teacher is intending to carry out corporal punishment he/she should match it with the behavior intensity where pupils should be fully made to understand why they are being punished.

In 1985 the Kenyan Minister for education, supported the use of corporal punishment and explained that a child need to be supported in order to improve his discipline through use of punishment in the area of learning. This was quite contrary to the children act of the year 2001 which stressed on the teachers to make use of the alternatives to caning and argue that physical punishment violated the child's and human rights.

When corporal punishment was burned in 2001, then the principal of Alliance High school Christopher Khaemba said that the move was likely to bring some challenges in managing of schools. Khaemba was also supported by many other teachers throughout the country; the Ministry of Education was blamed for banning caning without consulting the teaching fraternity. During education seminars, mostly at divisional and district levels, teachers have been complaining over the trend of indiscipline and falling standards of education especially in national examinations.

Parents have on different occasions demanded the re-introduction of corporal punishment in secondary schools. This was as a result of indiscipline which has been affecting our standards of education. The members of Kenya Parent Association (KPA) in Butere had complained about the falling standards of discipline at secondary schools level. The

parents had argued that since the ban of corporal punishment or us of the cane in schools, learning and discipline standards had declined. Similarly, parents in Tana River District had demanded the lifting of the ban on corporal punishment in schools after citing some increase in indiscipline cases in school such as disrespect to teachers, smoking cigarettes, poor standards of cleanliness, poor response to bells fighting, destroying of school properties. Some students were drawing pictures of teachers on walls of buildings, toilets and on trees.

CONCLUSION

The purpose of this chapter was to review literature base on discipline in schools. The concept of discipline is explored in reference to various authorities such as the National Education Association, Mbiti among others. Discipline is regarded as acts among students that enhance the successful achievement of the set goals and objectives of the school. The ways of handling indiscipline in schools identified include guidance and counseling ,pastoral teaching ,positive reinforcement, peer counseling, use of rewards, involving students in decision making, sending for parents among others. Some of the above ways of handling indiscipline have been recommended as alternative strategies to corporal punishment. There have been challenges though with the banning of cane in Kenya. Some of them are perceived to be declining standards of education in schools, increased strikes leading to destruction of property. There have also been calls by a section of the parents to reintroduce caning in schools which is however, opposed by the human rights watch and other civil society bodies.

The conceptual framework is having the relationship between alternative strategies of enforcing disciplines, and learner, school, teacher and home factors is illustrated in figure 2.1.

Figure 2.1 Conceptual framework on influences of alternative strategies to corporal punishment

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┌─────────────────────────────────────────────────────────────────────┐
│   Alternative strategies to corporal punishment and student discipline │
└─────────────────────────────────────────────────────────────────────┘
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Alternative strategies to corporal punishment

- Guidance and counseling
- Pastoral teaching
- Involving parents
- Prefects meeting
- Class meeting
- Involving police officers for serious crimes)
- Peer meditation

Good discipline among the students

-Achieving set objectives

-good student control

-making sound decisions

-conformity to school rules

-obedience

-respect

-courtesy

Student factors
- Age
- Class
- Gender
- Peer pressure

Home factors
- Type of Family Status
- Level of Education
- Occupation of parents
- Religion of the parents

School factors
- The Curriculum
- Teachers qualification
- Teachers teaching experience

Teachers' factors
- Indiscipline
- No motivation
- No training in counseling and guidance
- Poor content coverage

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1.   Introduction

In this chapter, details of how the research was conducted are presented. The chapter is divided into seven sections: The research design target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection procedures and method of data analysis.

3.2   Research Design

The study adopted a descriptive survey design. The design was considered appropriate for the study because according to Kothari (1985) survey is concerned with describing recording analyzing and reporting conditions that exist or existed. Kerlinger (1973) argues that survey method is widely used to obtain data useful in evaluating present practices and providing basis for decisions. For this study the descriptive survey design enabled the researcher to explore the influence of the alternative strategies to corporal punishment among secondary school students discipline in Magumu division, Kinanghop district.

3.3.   Target population

There are 10 public secondary schools at Magumu division Kingangop district. All the 10 schools comprised the study population. The total number of students in these schools was 4216. From these school all the deputy principals and the teacher counselors were targeted because they are directly in charge of ensuring is maintained in the school. At

the same time all students at schools were targeted. The researcher used 10 students of the ten secondary schools in Magumu division , Kinangop district. This comprised 100 students. The target population is presented in Table 3.1.

Table 3.1 Target population

Zone	No. of Schools	No. of Deputy principals	No. of Teachers counselors	No. of students
Magumu Zone	4	4	4	40
Nyakio Zone	6	6	6	60
TOTAL	10	10	10	100

3.4.   Sample and sampling procedures.

A sample is a small portion of population. Sampling means selecting a given number of subjects from a defined population as a representative of that population. All the deputy principals and the teacher counsellors participated in the study. This was purposively done because they are directly incharge of discipline in schools. In addition 10 students from the 10 secondary schools were randomly selected to participate in the study. This transit to 100 numbers of students used to participate in the study. The study used form two students. This was again purposively done because form two students are the ones who are mostly involved in cases of indiscipline in schools.

According to Magenda (2003) purposive sampling is selecting of samples based on a set criteria, that is picking samples that have the needed characteristics for the study. This

was the reason why the study used the deputy principals, the teachers counselors and the students to study the influence of alternative strategies of discipline in absence of corporal punishment on student discipline in Magumu division, Kinangop district.

3.5.   Research instruments

Questionnaires were used to gather data for the study from the deputy principals, teacher counselors, and the students. According to Mugenda (2003), a questionnaire is a written set of questions to which subjects respond in writing. A questionnaire was preferred because it was used to cover a large number of population simultaneously and covered a wide scope to elicit information on an appropriate area. Questionnaire was also used to ensure anonymity of the respondents and enhanced their honesty to the responses. Each of the questionnaire had two section. The first part was collecting demographic information from respondents such as age, gender, education level and category of the school part two of the questionnaire was designed to gather respondents opinion and views on the effectiveness of alternative strategies of discipline in absence of corporal punishment among secondary school students in Magumu division, Kinangop district.

3.6.   Instruments validity

Before the actual data collection piloting was done using two schools in the division. The results of the two schools were also included in the study. The aim of pre-testing was to gauge the clarity and the relevance of the instrument so that the items that were found to be inadequate for measuring the variables were discarded and others modified to improve the quality of research instruments. This ensured that instrument captured required data.

3.7 Data collection

The researcher obtained a clearance letter from the University of Nairobi. A research permit was sought from the relevant authority (National Council for Science and Technology). Before collecting the data a brief introduction on the nature and importance of the study was given to all the respondents. The questionnaires were administered by the researcher himself. This was mainly to ensure professionalism and research ethics. The filled questionnaires were collected after 5 days.

3.8 Data analysis techniques

Kerlinger (1973), define data analyses techniques as a statistical method used to analyze data so that it can be interpreted. The data collected was coded and entered in the computer for analysis using the statistical package for social sciences (SPSS). Descriptive and analytical statistics were used to analyze the data obtained. The results of the data analysis were presented in frequency Table s pie–charts and percentages.

The responses were then used to answer projected questions on the influence of alternative strategies to corporal punishment on discipline among the secondary school students in Magumu division, Kinango district.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1.   Introduction

This chapter presents the data that was collected from the field. It also presents the data analysis procedures which were employed to study the influence of alternative strategies to corporal punishment among secondary school students in Magumu division, Kinangop district.

The study applied a descriptive survey design to analyzed the data. The collected data was coded and analyzed to get the meaning. Frequency Table s, percentages, pie charts, fractions and bar graphs were used to tabulate the data for easy application. The main respondents of the study were students, deputy principals and teacher counselors.

The study was guided by four research questions:

1) What are the influences of the alternative strategies to corporal punishment on student's discipline?

2) What are the alternative strategies to corporal punishment on student's discipline?

3) How are the effects of the alternative strategies to corporal punishment on student's corporal punishment on students' discipline?

4) Which are the methods of improving discipline among secondary school students?

In this chapter the researcher first presents the demographic data of the study participants, the researcher then presents the influence of alternative strategies, comparison of effects of alternative strategies and lastly the methods of improving discipline among the

secondary school students. Finally, the chapter covers the findings on the influence of the alternative strategies to corporal punishment to secondary school students' discipline.

4.2.   Demographic data of participants

The study targeted 10 deputy principals, 10 teacher counselors and 100 students from the 10 public secondary schools in Magumu division, Kinangop district. However 12 students did not return their questionnaires and were not involved in the study. All the Deputy principals and the teacher counselors returned their questionnaires. These were 10(100%) and 10(100%) respectively. The gender distribution is illustrated in Table 4.1.

Table 4.1 Gender Distribution of Deputy Principals

Gender	Distribution of deputy principals	
	Frequency	**Percentage**
Male	7	70
Female	3	30
Total	10	100

The 10 deputy principals who took part in the study 7(70%) were male while 3(30%) were females.

Age distribution of deputy principals

The information of age distribution of the deputy principals who took part in the study is shown under Table 4.2.

Table 4.2 Age Distribution of Deputy principals

Age (years)	Distribution of Deputy principals	
	Frequency (f)	Percentage (%)
31-40	1	10
41-50	4	40
50 and above	5	50
Total	10	100

The data in Table 4.2 shows 1(10%) of deputy principals were between 31-40 years, 4(40%) were aged between 41-50 years while 5 (50% were over 50 years.

4.3   Academic qualification of Deputy Principals

The academic qualification of the deputy principals is captured in Figure 4.1.

Figure 4.1 Professional qualification of Deputy Principals
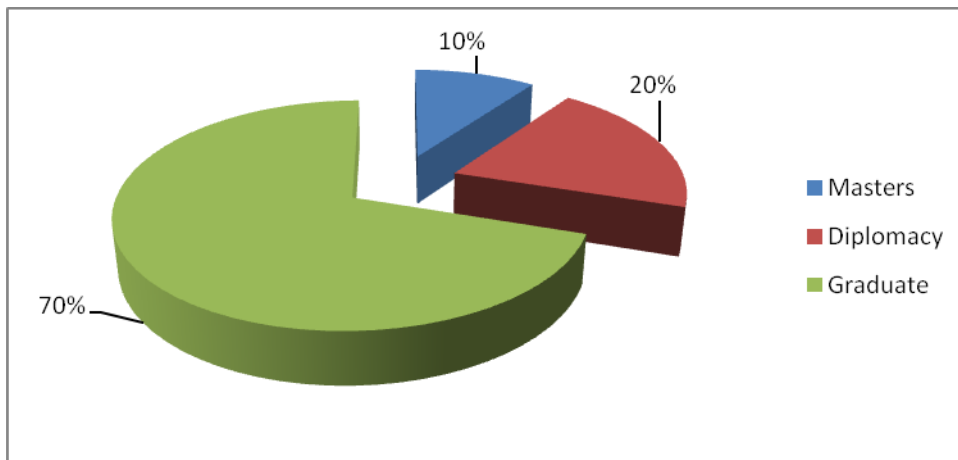
The results in Figure 4.1 shows that 7(70%) of deputies were graduates, 2(20%) had masters degree while, 1(10%) had Diploma qualifications.

4.4 Academic qualification of the teacher counsellors

In the study there were 10 teacher counselors. Their academic qualification is captured in Table 4.3.

Table 4.3 Academic qualification of Teachers counselors

Professional qualification	Frequency (F)	Percentage (%)
Diploma	2	20
Graduate	7	70
Postgraduate	1	10
Total	**10**	**100**

The findings in Table 4.3 show their academic qualifications. As shown, 2(20% had diplomas, 7(70%) had degrees, while 1(10%) had post graduate degrees.

The age distribution of the teacher counselor is captured in Figure 4.2.

Figure 4.2 Age distribution of teacher counselors.
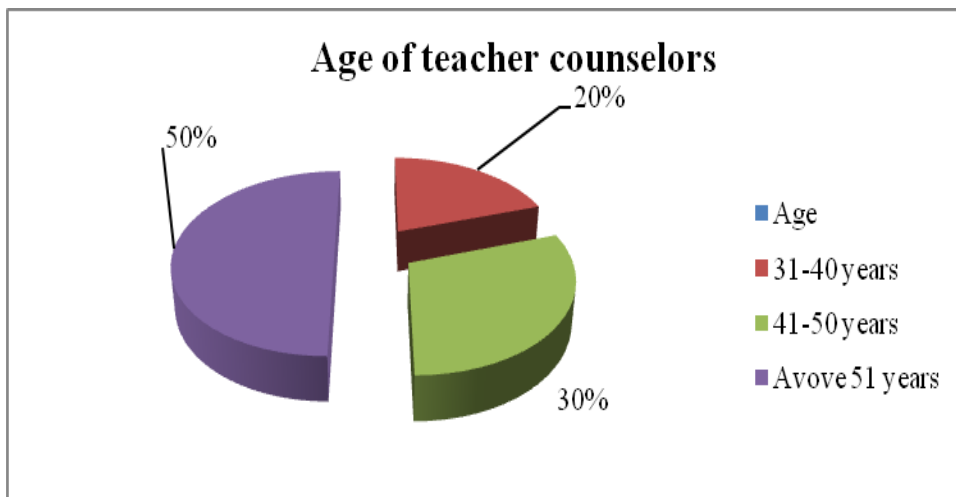
It can be seen that out of the 10 teacher counselors who took part in the study 2(20%) were aged, 31-40 years, 5(50%) were aged 41 to 50 years, while 3(30%) were above 50 years.

Age distribution of students

Among the 88 students who participated in the study, 41(46.5%) were boys while 47(53.4%) were girls. Table 4.4 shows age distribution of the student.

Table 4.4 Age distribution of students

Age of student	Frequency (F)	Percentage (%)
10-14	4	4.5
15-19	82	93.2
Above 20	2	2.3
Total	**88**	**100**

The information in the Table 4.4 indicates that 4(4.5%) were aged 10-14 years, 82 (93.2%) were aged 15-19 years, while 2(2.3%) were aged above 20 years

4.5   Category of schools

The category of the schools attended by the students is summarized in Table 4.5

Table 4.5 - Category of the schools

Category of school	Frequency (f)	Percentage (%)
Mixed day	43	49.0
Same sex boarding	45	51.0
Same sex day	Nil	Nil
Mixed boarding	Nil	Nil
Total	**88**	**100**

The results show 43(49.0%) were from mixed day schools while 45 (51.0%) of student were from same sex boarding schools while 12 students did not return their questionnaire and were not included in the study.

4.6   Level of Education among parents or guardians

The profile of the student's parents who took part in the study in regard to their education is illustrated in Table 4.6.

Table 4.6 Level of education among parents or guardian

Parents Guardian Education level	Frequency (F)	Percentage (%)
No formal education	9	10.2
Primary education	36	41.0
Secondary education	28	31.8
Diploma education	12	13.6
University education	3	3.4
Total	**88**	**100**

The results in Table 4.6 show that 9(10.2%) had no formal education, 36(41.00%) had primary education, 28(31.8%) had secondary level of education 12(13.6%) had various types of diplomas while 3(3.4%) had university education.

4.7   Occupation of the parent and guardians

The profile of the students' parents/guardians who took part in the study with regard to their occupation is illustrated in Table 4.7.

Table 4.7 Occupation of parents and guardian among participant

Types of occupation	Frequency (F)	Percentage (%)
Salaried employment	11	12.5
Self employment	13	14.8
Casual employment	20	22.7
Petty business person	10	11.4
Peasant farmer	24	27.2
No employment at all	10	11.4
Total	88	100

The findings in table 4.7 show that out of the 88 students who took part in the study 11(12.5%) student had their parents on salaried employment 13 (14.8%) were self employed, 20(22.7%) were casual workers, 10(11.4%) had petty business, 24(27.2%) were peasant farmers while 10(11.4%) had no employment at all.

4.8 Type of student's family

The information presented in Table 4.8 shows the type of the family status where the students come from.

Table 4.8. The type of family that students came from

Type of family	Frequency (F)	Percentage (%)
Married	56	63.6
Divorced	11	12.5
Separated	13	14.8
Single parent	8	9.1
Total	**88**	**100**

The information in Table 4.8 shows that among 88 students who took part in the study 56(63.6%) come from married families, 11 (12.5%) had divorced 13 (14.8%) had separated while 8 (9.1%) had single parents.

The information presented in Figure 4.23 has shown the religion parents are affiliated to.

Figure 4 .3– Religious Affiliation of the parents and guardians
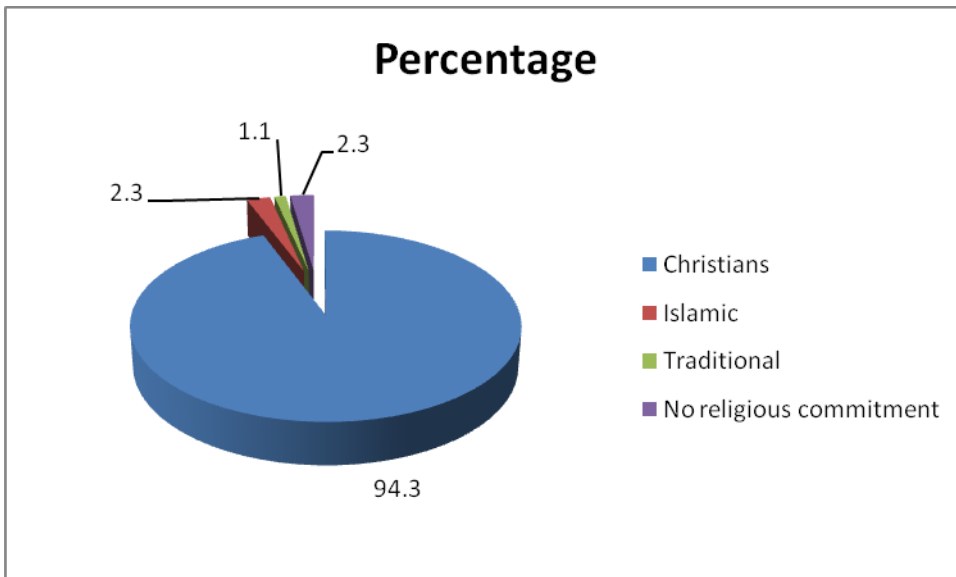
The Figure 4.3 presents the religion of the parents of the participants. The figure indicated that 83(94.3%) are Christians, 2 (2.3%) are Islamic, 1(1.1%) traditional religion while 2(2.35%) are not committed to any religion.

4.9 Alternative Strategies adopted in schools after the ban of corporal punishment

In this study, the researcher sought to find out the influence of the alternative strategies that were adopted by schools in absence of corporal punishment.

Before administering the questionnaire, the researcher first posed a question to teachers and students on whether there were any forms of indiscipline in their schools. All the students and teachers (100%) were in agreement they experience various forms of indiscipline. The researcher then went ahead to explain to the respondents the main objectives of the study.

4.10 The influence of alternative strategies

The first research question of the study asked about the influence of the alternative strategies in absence of corporal punishment. The students' teacher counselors and the deputy principals who took part in the study were asked to state the extent to which the alternative strategies have influenced students' discipline. Their responses are presented in Table 4.9.

Table 4.9 The Influence of alternative strategies on discipline

	Frequency (F)	Percentage (%)
Alternative strategies have influenced discipline	86	97.7
Alternative strategies have not influenced discipline	2	2.3
Total	**88**	**100**

The findings in Table 4.9 indicate that 86(97.7%) reported that the alternative strategies have influenced discipline while only 2(2.3%) disagreed with this.

Effectiveness of alternative strategies to corporal punishment

The information presented in Figure 4.4 shows the effectiveness of alternative strategies to corporal punishment.

Figure 4.4 Indicating effectiveness of alternative strategies to corporal punishment
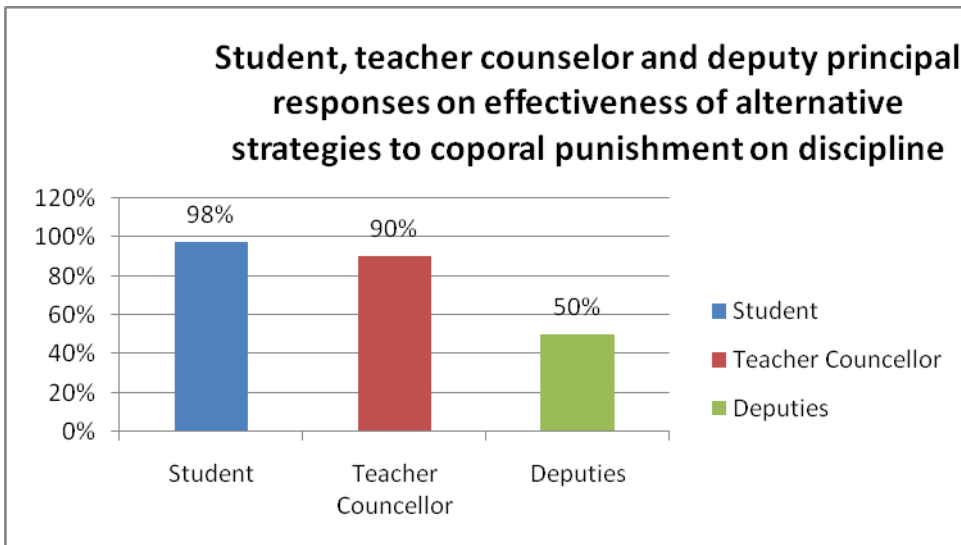
The results in Figure 4.4 indicate that among the ten teacher counselors who took part in the study 9(90%) supported the alternative strategies in influencing students, while 1(10%) was opposed. Of the 10 deputy principals who took part in the study 5(50%) agreed that the alternative strategies to corporal punishment have influenced discipline among students while 5(50%) were opposed.

4.11 Influence of alternative strategies to corporal punishment

The third research question required students to indicate the influence of alternative strategies to corporal punishment by students through rating the effectiveness of alternative strategies to corporal punishment. The results showed that all the students indicated that they supported alternative strategies to corporal punishment. The results are illustrated in Table 4.10.

Table 4.10 Rating of effectiveness of alternative strategies to corporal punishment to students responses

Alternative strategies of corporal punishment	Very effective		Effective		Fairly effective		Not effective		Total	
	F	%	F	%	F	%	F	%	F	%
Guidance and counseling	50	56.8	30	34.1	8	9.1	Nil	Nil	88	100
Rewarding of disciplined students	55	62.5	20	22.7	13	14.8	Nil	Nil	88	100
Involving students in decision making	56	63.6	24	27.3	8	9.1	Nil	Nil	88	100
Improving extra curricular in school	66	75.0	20	22.7	2	2.3	Nil	Nil	88	100
Delegating responsibilities to defiant students	36	41.0	28	31.8	20	22.7	4	4.5	88	100
Sending errant students to get parents	6	6.8	10	11.4	60	68.2	12	13.6	88	100
Empowering students' body	36	40.9	30	34.1	21	23.9	1	1.1	88	100
Adopting a school language policy (English)	32	36.4	32	36.4	20	22.7	4	4.5	88	100
Peer counseling among students	26	29.5	27	30.7	27	30.7	8	9.1	88	100

The information in Table 4.10 shows that 50(56.8%) students indicated that guidance and counseling was very effective strategy to corporal punishment, another 30 (34.1%) indicated that it was an effective strategy while 8(9.1%) indicated that it was fairly effective. Further results in Table 4.10 show that among the 88 students who took part in the study 55(62.5%) indicated that rewarding of disciplined student was very effective, 20(22.7%) indicated that it was effective while 13(14.8%) indicated it was fairly effective. Results in Table 4.10 shows that among the 88 who took part in the study 56(63.6%) indicated that involving students in decision making was very effective, 24(27.3%) indicated that it was effective while 8(9.1%) indicated that it was not fairly effective. Further results in Table 4.10 show that among the 88 students who took part 66(75.0%) indicated that improving extra curricular activities in school was very effective way of enforcing discipline 20(22.7%) indicated that it was effective while 2(2.3%) indicated that it was fairly effective and non indicated that it was not effective.

Further results in Table 4.10 show that from the 88 students who took part in the study 36(41.0%) indicated that delegating of responsibilities defiant was very effective, 28(31.8%) students indicated it was effective, 20(22.7% indicated that it was fairly effective and only 4 (4.5%) indicated it was not effective.

Again findings in Table 4.10 shows that 88 who took part in the study 6(6.8%) students indicated that sending student for parents was a very effective way of enforcing discipline 10(11.4%) indicated that it was effective, 60(68.2%) indicated that it was fairly effective, while 12(13.6%) indicated that it was not effective.

From information presented in the Table 4.10, below 88 student who took part in the study, 36(40.9%) indicated that empowering student body was a very effective strategy to enforce discipline. 30(34.1%) indicated it was effective 21(23.9%) indicated that it was fairly effective while 1(1.1%) indicated that it was not effective.

Finally results in Table 4.10 show that from the 88 who took part in the study 32(36.4%) indicated that adopting a school language policy (English) was a very effective strategy of enforcing discipline, 32(36.4%) indicated that it was effective, 20(22.7%) indicated that it was fairly effective, while 4 (4.5) indicated that it was not an effective strategy. Information from Table 4.10 among the 88 students who took part in the study 26(29.5%) student indicated that peer counseling was a very effective strategy, 27(30.7%) indicated that it was an effective strategy while 27(30.7%) indicated that it was fairly effective. Only 8(9.1%) indicated that it was not an effective strategy.

4.12   Indiscipline problems common with teachers

The students were required to indicate problems that were common with teachers as indicated in Table 4.11.

Table 4.11 Indiscipline problems common with teachers: student's response

Indiscipline problems common with teachers	Very common		Partly common		Hardly common		Total	
	F	%	F	%	F	%	F	%
Teachers coming to school late	30	34.1	43	48.9	15	17.0	88	100
Teachers coming to school drunk	6	6.8	20	22.7	62	70.5	88	100
Teacher smoking in school	10	11.4	32	36.4	46	52.2	88	100
Poor content coverage	23	26.1	36	40.9	29	33.0	88	100
Love and relationships among members of opposite sex	21	23.9	34	38.6	33	37.5	88	100
Teachers with no guidance and counseling course	29	33.0	36	40.9	23	26.1	88	100

Students were required to rate the types of indiscipline problems common with their teachers. The students who took part in the study were 88 results in Table 4.11 show that 30(34.1%) indicated that late coming for teachers is very common. 43(48.9%) indicated that it was partly common while 15(17.0%) indicated that it was hardly common. All the 88 students who took part in the study, 6(6.8%) student indicated that some teachers coming to school drunk, was very common. Other 20(22.7%) indicated that it was partly common, while 62(70.5%) indicated that it was hardly common. Information in Table 4.11 further shows that from the 88 students who took part in the study, 10(11.4%) students indicated that smoking in school among some teachers was very common, 32(36.4%) indicated that smoking was partly common. 46(52.2%) students indicated that smoking is hardly common.

The results in Table 4.11 show that among 88 of students who took part in the study, 23(26.1%) indicated that poor content syllabus was very common, 36(40.9) indicated that

it was partly common, while 23(26.1%) indicated that it was hardly common. Information data in table 4.11 on matters regarding guidance and counseling, show that 29(33.0%) indicated that teachers with no training guidance and counseling was very common, 36(40.9%) indicated that it was partly common, 23(26.1%) indicated that the problem of training in guidance and counseling was hardly common.

4.13 Effectiveness of alternative strategies to corporal punishment: Teacher counselor response.

Teacher counselors were asked to indicate the effectiveness of alternative strategies to corporal punishment. The responses are shown in Table 4.12.

Table 4.12 - Effectiveness of alternative strategies to corporal punishment Teacher counselor response.

Alternative strategies	Very effective		Effective		Fairly effective		Never effective		Totals	
	F	%	F	%	F	%	F	%	F	%
Guidance and counseling	5	50	3	30	2	20	0	0	10	100%
Rewarding of discipline students	4	40	4	40	2	20	0	0	10	100%
Involving students in decision making	7	70	1	10	2	20	0	0	10	100%
Improving extra curricular activities	6	60	2	20	2	20	0	0	10	100%
Delegating responsibilities to defiant students	5	50	2	20	1	10	2	20	10	100%
Sending errant students for parents	4	40	2	20	3	30	1	10	10	100%
Empowering the students body	5	50	2	20	2	20	1	10	10	100%
Adopting a school language policy (English)	6	60	2	20	1	10	1	10	10	100%

The results in Table 4.12 indicated that 5(50%) indicated that guidance and counseling was very effective, while 3(30% indicated that guidance and counseling was effective, while 2(20%) indicated it was fairly effective.

Again the results in Table 4.12 (4(40%) results indicated that rewarding of disciplined students was very effective. 4(40%) indicated that rewarding of discipline student was effective while 2(20%) indicated that this measure was fairly effective.

From the data in Table 4.12. 7(70%) of the teacher counselors indicated that involving students in decision making was very effective. 1(10%) indicated it was effective while 2(20%) indicated that it was fairly effective.

The information in Table 4.12 shows that 6(60%) indicated that improving extra curricular activities at school was very effective, 2(20%) indicated that it was effective, while 2(20) indicated that it was fairly effective. None indicated that it was not effective. Again results in Table 4.12 indicated that 5(50%) indicated that delegating responsibilities to deviant students was very effective, 2(20%) indicated that it was effective, 1(10%) indicated that it was fairly effective while 2(20%) indicated that it was not effective. Further results in Table 4.12, 4(40%) indicated that sending errant students to get parents was very effective, 2(20%) indicated that it was effective, while 3(30%) indicated that it was fairly effective 1(10%) indicated that it was not effective.

Further results in Table 4.12 indicated that 5(50%) of the teacher counselors indicated that empowering the students, body was very effective, 2(20%) indicated that it was effective, 2(20%) indicated that it was fairly effective, while only 1(10%) indicated that it was not effective.

Finally results in Table 4.12 indicated that 6(60%) indicating that adopting a school language policy was very effective, 2(20%) indicated that it was effective, 1(10%) indicated that it was fairly effective while only 1(10%) indicated that was not effective

4.14   The effectiveness of alternative strategies to corporal punishment. Deputy principals'

The deputy principals were asked to indicate effectiveness of alternative strategies to corporal punishment. Their responses are indicated in Table 4.13.

Table 4.13 Effectiveness of alternative strategies to corporal punishment: deputy principal responses.

Alternative strategies to corporal punishment	Very effective		Effective		Fairly effective		Never effective		Totals	
	F	%	F	%	F	%	F	%	F	%
Guidance and Counselling	4	40	4	40	1	10	1	10	10	100
Rewarding of discipline students	5	50	3	30	1	10	1	10	10	100
Involving student in decision making	6	60	3	30	1	10	Nil	Nil	10	100
Improving extra curriculum in school	6	60	3	30	1	10	Nil	Nil	10	100
Delegating responsibilities to defiant students	3	30	2	20	4	40	1	10	10	100
Sending errant students for parents	4	40	3	30	2	20	1	10	10	100
Empowe1ring the students body	4	40	2	20	3	30	1	10	10	100
Adopting a school language policy (English)	5	50	3	30	2	20	Nil	Nil	10	100
Peer counseling among students	1	10	2	20	3	30	4	40	10	100

The results in Table 4.13 show that among the 10 of the deputy principals who took part in the study, 4(40%) indicated that counseling and guidance was very effective, 4(40%) of the students indicated that guidance and counseling was effective, while 1(10%) indicated that it was fairly effective and also 1(10%) indicated that it was not effective.

Results in Table 4.13 also indicated that 5(50%) indicated that rewarding of the disciplined student was very effective measure, 3(30%) indicated that rewarding of disciplined student was effective. 1(10%) indicated that it was fairly effective while another 1(10%) indicated that it was not effective.

Again information in Table 4.13 shows that 6(60%) indicated that involving students in decision making was very effective, 3(30%) indicated that it was effective, 1(10%) indicated that it was fairly effective.

Further results in Table 4.13 indicated that 5(50%) of the deputy principals indicated that improving extra curriculum activities was very effective, 3(30%) indicated that it was effective, 1(10%) indicated that it was effective while 1(10%) indicated it was effective.

Again results in Table 4.13 indicated 3(30%) indicated that delegating responsibility to defiant students was very effective, 2(20%) indicated that it was effective, 1(10%) indicated it was fairly effective, the remaining 4(40%) indicated it was not effective

The results in Table 13 show that 4(40%) indicated that sending errant student for parents was very effective, 3(30%) indicated it was effective, 2(20%) indicated it was fairly effective, 1(10%) indicated it was not effective.

Results in Table 4.13 show that 4(40%) of the deputy principals indicated that empowering students body was very effective, 2(20%) indicated it was effective, 3(30%) indicated that it was fairly effective while 1(10%) indicated that it was not effective.

Further results in Table 4.13 show that 5(50%) indicated that adopting a school language policy (English) was very effective, 3(30%) indicated that it was effective, 2(20%) indicated it was fairly effective.

Finally the data in the Table show that 1(10%) indicated that peer meditation among the students was very effective, 2(20%) indicated that it was effective, 3(30%) indicated it was fairly effective while 4(40%) indicated it was not effective.

4.15   Family Concern on religion: student responses

Students were asked about the family concern on religious commitment. The members of the family included the father, mother children and other members. The responses of students on religion are presented in Table 4.14.

Table 4.14 Family Concern on religion: students' responses

Families members	Strongly	Committed	Partly committed		Not devoted to any religion		Missing family member		Totals	
	(F)	(%)	(F)	(%)	(F)	(%)	F	%	F	%
Fathers	9	10.2	19	21.6	41	46.6	19	21.6	88	100
Mothers	33	37.5	49	55.7	6	6.8	Nil	Nil	88	100
Children	27	30.7	45	51.1	16	18.2	Nil	Nil	88	100
Other members	20	22.7	41	46.6	27	30.7	Nil	Nil	88	100

information in Table 4.14 show that 88 of the students who took part in the study 9(10.2%) student indicated that they come from family where father were strongly committed to religion. 19(21.6%) students indicated that their fathers are partly committed to religion, while 41(46.6%) indicated that they had fathers who were not committed to any religion, 19(21.6%) students come from home without fathers.

Results in Table 4.14 show that 88 of students who took part in the study, 33(37.5) indicated that they had mothers who were strongly committed to religion, 49(55.7) indicated that their mothers were partly committed to religion. 6(6.8%) students indicated they had mothers with no religious commitment.

Among the 88 of the student who took part in the study 27 (30.68%) students indicated that they came from home where children are strongly committed to religion, 45 (51.1%) students indicated they came from home where children are partly committed to religion, 16(18.2%) indicated they came from home where children are not committed from any religion.

The findings in Table 4.14 show that the 88 who took part in the study, 20(22.7%) indicated that they came from homes where other family members are strongly committed to religion, 41(46.6%) students indicated that they came from families that were partly committed to religion, 27(30.7%) indicated that they come from families where other family member were not committed to any religion.

4.16   Family economic status: student responses

Students were asked to indicate the economic status of their families. The students were required to state the family economic status such as high economic status, medium economic status, low economic status or very low economic earners. The results are captured in Table 4.15.

Table 4.15 Family economic status: students' response

Family economic status	Frequency (F)	Percentage (%)
High economic status	6	6.9
Medium economic status	16	18.7
Low economic status	51	58.5
Very low economic status	15	15.9
Total	88	100

The information in Table 4.15 shows that among the 88 students who took part in the study 6(6.9%) of them indicated that they came from families with high economic status, 16(18.7%) indicated they come from families with medium economic status, 51(58.5%) of the students indicated that came from families with low economic status while 15(15.9%) came from families with very low economic background.

4.17   Sources of indiscipline: student response

Students were asked to indicate the source of indiscipline as a major cause, normal cause, slight cause or rare cause of indiscipline. The results were indicated in the Table 4.16.

Table 4.16 sources of indiscipline among students: students' response

Sources of indiscipline	Major cause		Normal course		Slight cause		Rare cause		Total	
Use and abusing drugs substances	67	76.1	17	19.3	4	4.6	Nil	Nil	F	%
Relationship between students' against school rules	48	54.5	18	20.5	14	15.9	8	9.1	88	100
Parents siding with students against school rules	57	64.8	15	17.0	11	12.5	5	5.7	88	100
Peer influence	42	47.7	31	35.2	9	10.3	6	6.8	88	100
No defined language policy in school	54	61.4	21	23.9	9	10.2	4	4.5	88	100
Principal not involving parents when instilling discipline	45	51.1	30	34.1	11	12.5	2	2.3	88	100
Administration not initialing dialogue with students	47	53.4	39	44.3	2	2.3	Nil	Nil	88	100
School not having clear rules and regulations	53	60.2	23	26.1	9	10.2	3	3.5	88	100
School not motivating both active and non performing students	46	52.3	23	26.1	12	13.6	7	8.0	88	100
Teachers coming late to school	50	56.8	21	23.9	14	13.6	5	5.7	88	100
Teachers not showing concern on student offences	57	64.8	23	26.1	6	6.8	2	2.3	88	100
Teachers not preparing adequately before going for a lesson	59	67.0	18	20.5	8	9.1	3	3.4	88	100

The findings in Table 4.16 shows that among the 88 students indicated that various sources of indiscipline may be a major cause normal cause, slight cause or rare cause. Table 4.16 shows that from the 88 students who took part in the study 67(76.1%)

indicated that the use and abusing of drug substance was a major cause of indiscipline, 7(19.3%) indicated that it was a normal cause while 4(4.6%) indicated that it was a slight cause indiscipline.

The information in Table 4.16 shows that 88 students who took part in the study, 48(54.9%) of students indicated that poor relationship between the student and teachers was a major cause of indiscipline, 18(20.5%) student indicated that poor relationship between teachers and students was a normal cause of indiscipline, 14(15.9%) indicated that it was a slight cause while 8(9.1%) indicated that it was a rare cause of indiscipline.

The results in Table 4.16 show that 88 of the students who took part in the study, 57(64.8%) of the students indicated that parents siding with students against school rules was a major cause of indiscipline,15(17.0%) indicated that it was a normal cause, 11(12.5) indicated that it is a slight cause while 5(5.7%) indicated it was rare cause of indiscipline among students.

Further results in Table 4.16 show that 88 students part in the study. From this number 42(47.7%) of the students indicated that peer influence was a major cause of indiscipline among students. About 31(35.2%) indicated it peer influence was a normal cause. Another 9(10.3%) indicated that it was a slight cause while 6(6.8%) of students indicated it was a rare cause.

Again the data in Table 4.16 shows that 88 of the students took part in the study. About 54(61.4%) of these students indicated that lack of a defined language policy was a major cause of indiscipline among students. Then 21(23.9%) of students indicated that lack of defined language policy was a normal cause of indiscipline, 9(10.2%) indicated that it

was a slight cause while 4(4.5%) indicated it was a rare cause. Again findings in Table 4.16 show that 88 of the students took part in the study. Out of this number 45(51.4%) of the students indicated that principals not involving parents when instilling discipline was a major cause of indiscipline among students. About 30(34.1) indicated it was a normal cause, 11(12.5%) indicated it was a slight cause while 2(2.3%) indicated it was a rare cause.

Further results in Table 4.16 show that the 88 students who took part in the study. About 47(53.4%) of students indicated that failure by the administration not to initiate dialogue with the student was a major cause of indiscipline in school, 39(44.3%) students indicated that it was a normal cause while 2(2.3%) it was a rare cause.

Findings in table show that 88 students who took part in the study. From this 53(60.2%) indicated that school not having clear rules and regulations was a major cause of indiscipline 23(26.1%) indicated that school not having rules and regulations was a normal cause of indiscipline, 9(10.2%) indicated that it was a slight cause and only 3(3.5%) indicated it was a rare cause.

Results in Table 4.16 show the 88 students who took part in the study. From this 46(52.3%) student indicated that school which do not motivate both active and non performing student was a major cause of indiscipline, 23(26.1%) indicated that it was a normal cause. 12(13.6%) indicated that it was a slight cause while 7(8.0%) indicated that it was a rare cause.

The data in the Table 4.16 shows that the 88 students who took part in the study. 50(56.8%) students indicated that teachers coming late to school was a major cause of

indiscipline, 21(23.9%) indicated it was a normal cause 12(15.6%) indicated it was slight cause while 5(5.7%) students indicated that it was a rare cause.

Results in Table 4.16 show the 88 of students who took part in the study, 57(64.8%) indicated that teachers not showing concern on offence done by students was a major cause of indiscipline, 23(26.1%) students indicated it was a normal cause of indiscipline, 6(6.8%) students indicated it was a slight cause while only 2(2.3%) students indicated it was a rare cause of indiscipline.

Finally, results in Table 4.16 show that the 88 students who took part in the study, 59(67.0%) indicated that teachers not preparing adequately before going to class was a major cause of indiscipline among the students, 18(18.5%) indicated that it was a normal cause, 8(9.1%) students indicated that it was a slight cause, while 3(3.4%) indicated that it is a rare cause of indiscipline.

4.18   Methods of improving discipline in secondary schools

The fourth research question was an area where students were required to give opinions of improving discipline in school. The students were asked to suggest ways of improving discipline in their schools. The Data of their responses is contained in Table 4.17.

Table 4.17 views on possible strategies to improving discipline: students' response

Possible strategies of improving discipline	Frequency (F)	Percentage (%)
Guidance and counselling	81	18.6
Improving relationship between teacher students	74	17.0
Involving students in decision making	68	15.6
Involving students in decision making	62	14.2
Students t elect their leaders	58	13.3
Adopting a language policy	48	11.0
Prefects to more friendly to other students	45	10.3
Total	**436**	**100**

The results in Table 4.17 show that 88 students who took part in the study. Results from the table 81(18.6%) students recommended guidance and counseling, 74(17.0%) suggested improving relationships between teachers and students, 68(15.6%) suggested involving students in decision making. 62(14.2%) suggested that students should be set free to elect their leaders, 58(13.2%) suggested that school; should come up with a clear language policy, 48(11.0%) suggested that principals should address students grievances, 45(10.3%) suggested that prefects should be more friendly when dealing with other students.

4.19   The influence of alternative strategies to corporal punishment on student discipline

The first research question of the study asked the deputy principals and the teacher counselors to propose the influence of alternative strategies to corporal punishment. The deputy principals and the teacher counselors were required to rate the extent to which the alternative strategies to corporal punishment were effective. The data captured is indicated in Table 4.18.

Table 4.18 Extent of effectiveness of alternative strategies: Deputy principals and teacher counselors responses

Extent of effectiveness of alternative strategies to corporate punishment	Deputy principals response			Teacher counsellors' response		
	Total	F	%	Total frequency	F	%
Very effective	10	2	20	10	3	30
Quite effective	10	3	30	10	4	40
Fairly effective	10	4	40	10	2	20
Not effective	10	1	10	10	1	10
Total	**10**	**10**	**100**	**10**	**10**	**100**

The findings in Table 4.18 show that out of the 10 deputy principals who participated in the study 2(20%) indicated that the alternative strategies are very effective 3(30%) indicated that they are quite effective 4(40%) indicated that they are fairly effective while 1(10%) indicated they are not effective.

Like the deputy principals, the teacher counselors also responded to the question on the extent to which alternative strategies to corporal punishment was effective. They responded as shown in the table 4.18.

Again the results in Table 4.18 show that out of the 10 teacher counselors who participated in the study, 3(30%) indicated that alternative strategies to corporal punishment were very effective, 4(40%) indicated they were quite effective 2(20) indicated they were fairly effective while 1(10%) indicated that alternative strategies were not effective.

4.20 Challenges of using alternative strategies: Deputy principals' response

Both the teacher counselors and the deputy principals were asked whether they have experienced challenges when using alternative strategies to corporal punishment. They responded as shown in Table 4.19.

Table 4.19 Challenges of using alternative strategies: Deputy Principals' response

Whether there are challenges when using alternative . strategies to corporal punishment	Total frequency	Frequency (F)	Percentage (%)
Yes	10	4	40
No	10	6	60
Total	10	10	100

The findings in Table 4.19 show that out of 10 deputy principal who took part in the study, 4(40%) indicated they have experienced challenges while 6(60%) indicated that they have not challenges. These challenges experienced by the teachers range from rudeness, failure to do school assignment, coming to school late and some boys are untidy. Most of the deputy principals indicated that lack of guidance and counseling course to the teachers was a big challenge in the teaching fraternity.

On the other hand, 10 teacher counselors participated in the study and their results are shown in Table 4.20.

Table 4.20 Challenges of using alternative strategies: teachers counselors response

Whether there are challenges when using alternative. strategies to corporal punishment	Total frequency	Frequency	Percentage
Yes	10	2	20
No	10	8	80
Total	10	10	100

The findings in Table 4.20 show that 2(20%) indicated that they have experienced challenges when using alternative strategies to corporal punishment. The remaining 8(80%) indicated that they have not experienced problems when using alternative strategies to corporal punishment.

Both the teacher counselors and the deputy principals were required to compare levels of discipline when using the alternatives strategies. Responses were given as shown in Table 4.21.

Table 4.21 Levels of discipline when using alternative strategies: deputy principals

Levels of discipline when using alternative strategies of discipline	Frequency (F)	Percentage (%)
Have improved	2	20
Have deteriorated	6	60
Remained the same	2	20
Total	10	100

The data in Table 4.21 shows that out of the 10 deputy principals who took part in the study, 2(20%) indicated discipline has improved, 6(60%) indicated that discipline have deteriorated while 2(20%) indicated that it remained the same.

The data in the Table 4.22 below shows levels of discipline when using alternative strategies

Table 4.22 Comparing levels of discipline when using alternative strategies: teacher counselors responses

Comparing levels of discipline when using alternative strategies to corporal punishment	Frequency (F)	Percentage (%)
Have deteriorated	5	50
Have deteriorated	2	20
Remain the same	3	30
Total	**10**	**100**

The 10 teacher counselors who took part in the study, 5(50%) indicated that discipline had improved. 2(20) indicated that discipline have deteriorated while 3(30%) indicated that it remained the same.

The deputy principals and teacher counselors were asked when cases of indiscipline were common. The Table 4.23 indicated how they responded.

Table 4.23 when cases of indiscipline are common : Deputy principals and teacher counselors responses

Time of the year when indiscipline is common	Deputy principal		Teacher counsellor	
	Frequency	Percentage	Frequency	Percentage
At the beginning of the year	Nil	Nil	Nil	Nil
At the mid year	10	100	10	100
At the end of the year	Nil	Nil	Nil	Nil
Total	**10**	**100**	**10**	**100**

Results in Table 4.23 is clear that 10 of the deputy principals indicated that most cases of indiscipline are reported that towards the end of term two. The types of indiscipline range from strikes, arson attach and general indiscipline. Also 10 teacher counselors who took part in the study indicated all indiscipline case of indiscipline are reported towards the end of second term.

4.21   Cases of indiscipline in schools - deputy principals' responses

A total of the 10 deputy principals who took part in the study all agreed that there were indiscipline cases in their schools. The results are shown in the Table 4.24.

Table 4.24 cases of indiscipline among students: deputy principal responses

Cases of indiscipline among students	Frequency (f)	Percentage (%)
Irresponsible sexual behavior	6	24.0
Failure to do assignment and general untidiness	7	28.0
Reported cases of theft	5	20.0
Arrogant to fellow students	4	16.0
Drug and substance abuse	3	12.0
Total	**25**	**100**

The results shown in the Table 4.24 show major incidences of indiscipline that were given by the deputy principals. As indicated in the Table irresponsible sexual behavior was a common type of indiscipline at 6(24.0%). There were also general indiscipline such as ruddiness failure to do assignments and untidiness at 7(28.0%). There were reported cases of theft at 5(20.0%) arrogance to fellow student at 4(16.0%) and finally drug and substance abuse at 3(12.0%).

4.22 Cases of indiscipline among students: Teacher Counselors responses

All the teacher counselors who took part in the study admitted that there were cases of indiscipline at a (100%).

Table 4.25: Cases of indiscipline: Teacher counselors' response

Cases of indiscipline among the students	Frequency	Percentage
Noise making	9	21.9
Cases of stealing and theft	7	17.1
Ruddiness and untidiness	8	19.5
Failure to complete class assignment	7	17.1
Lateness among students	6	14.6
Drug and substance abuse	4	9.8
Total	**41**	**100**

The findings in Table 4.25 show that some of the major incidences of indiscipline cases given by the teacher counselors were as follows. The most common type of indiscipline as given by the teacher counselor were noise making at 9(21.9%), stealing at 7(17.1%),

ruddiness and untidiness at 8(19.5%), failure to complete school assignments at 7(17.1%), lateness 6(14.6%) while drug and substance abuse at 4(9.8%).

4.23   Ways of enforcing discipline effectively. Deputy Principals responses

Research question number four was an area where the deputy principals were asked to suggest ways of enforcing discipline to the students effectively. Their responses are presented in Table 4.26.

Table 4.26 Ways of enforcing discipline effectively: deputy principal response

Ways of enforcing discipline effective	Frequency (F)	Percentages (%)
Students must own up school programmes	9	13.4
Involving all teacher in maintaining discipline	8	11.9
Rewarding and motivating students	8	11.9
Involving student in decision making organs	8	11.9
Involving all parents in dealing with discipline	7	10.5
Guidance and counseling	9	13.4
Student to be set free to select leaders	7	10.5
Engaging student fully in activities such as clubs and games	6	9.0
Re-introducing corporal punishment	5	7.5
Total	**67**	**100**

Out of the 10 deputy principals who took part in the study 9(13.4%) indicated that students must own up school programmes. Another 8(11.9%) indicated that the school should involve all teachers in maintaining discipline in school. Those supported

rewarding and motivating students were 8(11.9%). Another 8(11.9%) indicated that involving student in decision making organs, 7(10.5%) indicated that parents should be involved in maintaining discipline, 9(13.4%) indicate guidance and counseling, 7(10.5%) suggested that students should be set free to select their leaders, 6(9.0%) indicated that student should be fully engaged in constructive activities such as games and clubs. Another 5(7.5%) indicated that corporal punishment should be re-introduced.

Ways of enforcing discipline in schools: Teacher counselors response

Likewise teacher counselors were asked to suggest various ways of enforcing discipline in schools. Their responses are presented in Table 4.27.

Table 4.27 Ways of enforcing discipline teacher counselors responses

Ways of enforcing discipline to students	Frequency (F)	Percentage (%)
Guidance and counseling	10	23.8
Introduction of more extra-curricular at school.	9	21.5
Running around the field	8	19.0
Close supervision of students	6	14.3
Involving students in decision making	5	11.9
Caning of students	4	9.5
Total	**42**	**100**

All the 10 teacher counselors participated in the study. Results from Table 4.27 10(23.8) indicated guidance and counseling. Another 9(21.5%) of teacher counselors suggested introduction of more extra curriculum activities at school, 8(19.0%) indicated running around the field 6(14.3%) suggested close supervision of students 5(11.9%) indicated involving students in decision making while 4(9.5) supported corporal punishment of students.

4.24   Alternative strategies to corporal punishment: deputy principals' response

The second research question asked about alternative strategies to corporal punishment. The deputy principals and the teacher counselors were required to rate how often the alternative strategies were used in enforcing discipline. They responded as shown in the Table 4.28.

Table 4.28 Alternative strategies to corporal punishment: Deputy principals' response.

F = Frequency   % = Percentage

How often are these disciplinary strategies used	Very frequently		Frequently		Rare		Never		Totals	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Kneeling down	2	20	6	60	2	20	Nil	Nil	10	100
Writing essays	Nil	Nil	3	30	6	60	1	10	10	100
Sending students to stay out of class	4	40	3	30	2	20	1	10	10	100
Weeding flower beds	5	50	3	30	2	20	1	10	10	100
Give manual work	3	30	4	40	3	30	Nil	Nil	10	100
Suspension	2	20	4	40	3	30	1	10	10	100
Expulsion	Nil	Nil	Nil	Nil	8	80	2	20	10	100
Refer to guidance and counseling	Nil	Nil	6	60	2	20	2	20	10	100
Students electing leaders	5	50	2	20	2	20	1	10	10	100
Sending defiant pupils to approved schools	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	10	100
Involving police for serious crimes	2	20	2	20	5	50	1	10	10	100
Wearing of tags to describe offence	3	30	2	20	5	50	1	10	10	100
Adopting a language policy	4	40	3	30	2	20	1	10	10	100
Withdrawal of privileges among the students	3	30	3	30	2	20	1	10	10	100
Demoting of prefects	4	40	2	20	3	30	1	10	10	100
Deny participation in specific activities e.g. games	2	20	3	30	2	20	3	30	10	100
Retaining of defiant students during half term	3	30	4	40	2	20	1	10	10	100
Use of corporal punishment	Nil	Nil	1	10	8	80	1	10	10	100

Results from Table 4.28 show that out of the 10 of the deputy principals who took part in the study, (20%) indicated that kneeling down was very frequent (60%) indicated it was frequent while another (20%) indicated that it was rare.

The findings in the Table 4.28 show that non of the deputy principals indicate that essays writing was very frequent. The same Table shows that (30%) of deputy principals indicated that it was frequent 6(60%) indicated that they rarely write essay while 1(10%) indicated that they never. The Table shows 4(40%) of the deputy principals indicated that sending students to stay out of class was very frequent 3(30%) indicated that it was frequent, 2(20%) indicated that it was rare while 2(20%) indicated never.

Further findings in Table 4.28 show that 5(50%) of the deputy principal indicated that sending students to work on flower beds was very frequent, 3(30%) indicated it was frequent while 2(20%) indicated it was rare.

Again, results in Table 4.28 show that 3(30%) of the deputy principals indicated that giving manual work to students was very frequent, 4(40%) indicated it was frequent while 3(30%) indicated it was rare.

Results in the Table 4.28 show 2(20) of the deputy principals indicated that suspension of students was very frequently done, 4(40%) indicated it was frequent while 3(30%) indicated rare and only 1(10%) indicated never.

Further results in Table 4.28 show from the 10 deputy principals who participated in the study non of them indicated that suspension was very frequently done, 2(20) indicated that suspension was frequently done while 6(60%) indicated never.

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Information in Table 4.28 can show that none of the deputy principal indicated that that expulsion was very frequent and frequent among the deputy principals 8(80%) indicated that it was rarely done while 2(20%) indicate never. The Table below shows that out of the 10 deputy principals who took part in the study 6(60%) indicated that guidance and counseling was very frequently done. Among them only 2(20%) indicated never. Among the deputy principals who took part in the study 5(50) indicated that students electing their leaders was very frequent. Another 2(20%) indicated it was frequent while 2(20%) indicated it was rare. Only 1(10%) indicated never.

Results in Table 4.28 show that out of the 10 deputy principals who took part in the study, none indicated that sending of deviant students to approved schools was very frequent, nor frequent, only 1(10%) indicated that it was rarely done while 9(90%) indicated never.

Information of the data in Table 4.28 shows that from the 10 deputy principal who took part in the study, 2(20%) indicated involving police for serious crimes was very frequent, another 2(20%) indicated it was frequent, while 5(50%) indicated they rarely do it. Only

1(10%) indicated never.

Results in Table 4.28 show that out of the 10 deputy principals who took part in the study. 3(30%) indicated that wearing of tags to describe offence was very frequent another 2(20%) it was frequent, 5(50%) indicated it was rare.

Further results in Table 4.28 it can be seen that out of the 10 of the deputy principals, 3(30%) indicated that withdrawal of privileges among student was very frequent to

enforce discipline. Another 3(30%) indicated that it was frequent, while 2(20%) indicated it was rare while (10%) indicated never.

The findings in Table 4.28 show that out of the 10 of the deputy principals who took part in the study, 4(40%) initiated that demoting of prefects to enforce discipline was very frequent, 2(20%) indicated it was frequent, 3(30%) indicated it was rare while 1(10%) indicated never. The data in Table 4.28 show that out of the 10 deputy principals who took part in the study, 2(20%) indicated that denying participation in certain school activities such as sports was very frequent, 3(30%) indicated it was frequent, 2(20%) indicated that it was rare while 3(30%) indicated never.

As to whether pastoral teaching was oftently used to enforce discipline among the students, out of the 10 deputy principals who took part in the study, 4(40%) indicated that it was very frequently used, another 3(30%) indicated it was frequent used, 2(20%) indicated it was rarely used while 1(10%) indicated never.

As to whether referring student to guidance and counseling were used to enforce discipline among students, results in Table 4.28 show that 5(50%) of the deputy principals indicated it was very frequently used. Another 2(20%) indicated it was frequent, 2(20%) indicated it was rare while 1(10%) indicated never

As to whether retaining deviant student during half term break to enforce discipline among students, results in Table 4.28 show that 3(30%) indicated it was very frequently used, 4(40%) indicated it was frequent, 2(20%) indicated rare while 1(10%) indicated never.

In matters regarding to corporal punishment, out of the 10 deputy principals who participated in the study, non indicated it is frequently used, 1(10%) indicated it is frequently used, 8(80%) indicated rare while 1(10%) indicated never.

4.25   Alternative strategies to Corporal punishment: teacher counselors' responses.

Research question number 2 required teacher counselor to suggest alternative strategies to corporal punishment. Like the deputy principals, the teacher counselors were required to rate how often the alternative strategies are used to enforce discipline among the students. Their responses are captured in the Table 4.29.

Table 4.29 Alternative strategies to corporal punishment: teacher counselor responses

How often are these disciplinary used	Very frequently		Frequently		Rare		Never		Totals	
	F	%	F	%	F	%	F	%	F	%
Kneeling down	3	30	5	50	2	20	Nil	Nil	10	100
Essay writing	1	10	2	20	4	40	3	30	10	100
Staying out of class	3	30	4	40	2	20	1	10	10	100
Work at flowerbed	4	40	3	30	3	30	Nil	Nil	10	100
Giving manual work	5	50	2	20	3	3	30	Nil	10	100
Suspending students	3	30	4	40	2	20	1	10	10	100
Expulsion	Nil	Nil	Nil	Nil	7	70	3	30	10	100
Guidance and counseling	7	70	2	20	1	10	Nil	Nil	10	100
Students electing their leaders	6	60	2	20	2	20	Nil	Nil	10	100
Sending deviant students to approved	Nil	Nil	Nil	Nil	1	10	9	90	10	100
Involving police for serious crimes	2	20	3	30	5	50	Nil	Nil	10	100
Wearing of tags to describe office	2	0	2	20	5	50	1	10	10	100
Adopting a language policy	6	60	3	30	1	10	Nil	Nil	10	100
Withdraw of certain privileges	3	30	3	30	2	50	2	20	10	100
Denying student in special activities	3	30	2	20	4	50	1	10	10	100
Demoting prefects	5	50	3	30	2	10	1	10	10	100
Pastoral teaching	3	30	4	40	2	20	1	10	10	100
Detaining defiant student during mid-term	1	10	2	20	6	40	1	10	10	100
Corporal punishment	Nil	Nil	1	10	3	30	6	60	10	100

The findings in Table 4.29 show that out of the 10 of the teachers who took part in the study, 3(30%) indicated that kneeling down was very frequent, 5(50%) indicated that it was frequently used while another 2(20%) indicated it was rarely used.

The information captured in Table 4.29 show that out of the 10 teachers counselors who took part in the study 1(10%) indicated that essay writing was very frequent. The same table indicated 2(20%) was frequent (40%) indicated it was rare, while 3(30%) indicated never. The Table 4.29 below shows that 10 of the teacher counselors, 3(30%) indicated that sending students to stay out of class was very frequent, 3(30%) indicated it was frequent. Another 3(30%) indicated it was rare while none indicate never. Results in Table 4.29 show that out of the 10 teachers counselors who took part in the study, 5(50%) indicated that giving manual work to student was very frequent, 2(20%) indicated it was frequent, 3(30%) indicated rare.

The data in table 4.29 shows that out of the 10 teachers counselors who took part in the study 2(20%) indicated that wearing of tags to describe offence was very frequent. Another 2(20%) indicated it was frequent, 5(50%) indicated rare while 1(10%) indicated never.

Results in Table 4.29 shows that out of the 10 teacher counselors who took part in the study none indicated that expulsion from school was very frequent, or frequent, (70%) indicated it was rare and only 3(30%) indicating it was never.

Again results in Table 4.29 also indicated that out of the 10 teacher counselors who took part in the study, 7(70%) indicated that guidance and counseling was very frequent, 2(20%) indicated it was frequent while 1(10%) indicated never.

Findings in Table 4.29 show that out of the 10 teachers counselors who took part in the study 6(60%) indicated that student electing their leaders was very frequent, 2(20%) indicated it was frequent, 2(20%) indicated it was rare.

The data in Table 4.29 shows that out of the 10 teacher counselors who took part in the study none indicated that sending of deviant students to approved school was very frequent nor frequent. 1(10%) indicated it was rare while 9(90%) indicated never.

Further results in Table 4.29, the 10 teacher counselors who took part in the study 2(20%) indicates that involving police for serious crimes was very frequent. Another 3(30%) indicated it was frequent while 5(50%) indicated rare.

Again results in Table 4.29 show that out of the 10 teacher counselors who took part in the study 2(20%) indicated that wearing of tags to describe offence was very frequent another 2(20%) indicated it was frequent 5(50%) indicated rare while 1(10%) indicated never.

Further results in Table 4.29 indicated that out of the 10 teacher counselors who took part in the study 6(60%) indicated that adopting a language policy in school was very frequent enforcing in discipline, 3(30% indicated it was frequent, 1(10%) indicated it was rare while non indicated never. As to whether withdraw of certain privileges was oftently used to enforce discipline among students, 3(30%) indicated that it was very frequent, 3(30%) indicated it was frequent, 2(20%) indicated it was rare while 2(20%) indicated never.

Results in Table 4.29 shows that out of the 10 teacher counselors who took part in the study 5(50%) indicated that demoting of prefects as a strategy of enforcing discipline was

very effective, 3(30%) indicated it was effective, 2(20%) indicated rare while 1(10%) indicated never.

The data in Table 4.29 shows that out of the 10 teacher counselors who took part in the study, 3(30%) indicated denying students to participate in special school activities such as games was very frequent, 2(20%) indicated in was frequent, while 4(40%) indicated it was rare and 1(10%) indicated never.

Further findings show as to whether pastoral teaching was oftenly used to enforce discipline among students, out of the 10 of the teachers counselors who took part in the study, (30%) indicated it was used very frequently, 4(40%) indicated it was frequent, 2(20%) indicated it was rate while 1(10) indicated never

Finally, the results show as to whether corporal punishment was oftenly used to enforce discipline among the students, none of the teacher counselors indicated it was very frequent. Then 1(10%) indicated it was frequent, 3(30%) indicated rarely while 6(60%) never.

4.26 Alternative strategies to corporal punishment: Deputy Principals responses

Both the Deputy Principals and the teacher counselors were asked to list at least five alternative strategies go corporal punishment in their schools. The information is captured in Table 4.30.

Table 4.30 Alternative strategies to corporal punishment: Deputy principals responses

Most common alternatives strategies	Frequency	Percentage
Guidance and counseling	9	28.1
Rewarding and motivating well behaved students	8	25.0
Involving parents	6	18.8
Having open forums with students	5	15.6
Promoting extra curricular activities	4	12.5
Total	**32**	**100**

The findings in the Table 4.30 indicated how the 10 of the deputy principals who took part in the study responded. The results show that among the 10 Deputy Principals who took part in the study 9(28.1%) indicated guidance and counseling, 8(25.0%) indicated rewarding and motivating well behaved and deviant student respectively, 6(18.8%) indicated involving parents 5(15.6%) indicated having open forums with students 4(12.5%) indicated that school should promote extra curricular activities and sports at school.

Most common alternative strategies to corporal punishment: Teacher counsellors' responses

Like deputy principals above, teacher counselors were required to give at least five most common strategies to corporal punishment. Their responses were recorded in Table 4.31.

Table 4.31 Most common alternative strategies to corporal punishment: teacher counselors response.

Most common alternative strategies to corporal punishment	Teacher counselors' responses	
	Frequency	Percentages
Guidance and counseling	10	26.3
Motivating and rewarding well behaved and deviant students	9	23.7
Involving parents to solve indiscipline cases	7	18.4
Having open forum with parents to discuss	7	18.4
Promoting extra curricular activities in school e.g. games, sports, drama and music.	5	13.2
Total	**38**	**100**

The findings in Table 4.31 show that out of the 10 teachers counselors who took part in the study 10(26.3%) indicated guidance and counseling, 9(23.7%) indicated rewarding and motivating well and behaved and deviant students 7(18.4%) indicated involving parents to solve indiscipline cases.   Another 7(18.4%) indicated having open forum with students to discuss discipline, 5(13.2%) indicated promoting extra carrier activities in such as games, drama and music.

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4.27   The extent of other strategies to curb indiscipline: deputy principals'

response

Both the deputy principals and the teacher counselors were asked to explain the extent on how other strategies of discipline have helped to curb indiscipline in schools. The information is captured in this table.

Table 4.32 The extent of alternative strategies of discipline in curbing indiscipline: deputy principals response.

Extent of alternative	Frequency (f)	Percentage (%)
Great extent	6	60
Less extent	2	20
No extent	2	20
Total	10	100

The information in Table 4.32 show that out of the 10 deputy principals who took part in the study, 6(60) indicated they have helped to great extent, 2(20%) indicated they have helped to curb indiscipline to less extent; with the remaining 2(20%) indicating they have helped to no extent.

Extent of alternative strategies in curbing indiscipline: Teacher counselor's response

On the other hand, the teacher counselors were asked to indicate the extent of alternative strategies of discipline in curbing indiscipline. The response of the teacher counselors is shown in the Table 4.33.

Table 4.33 Extent of alternatives strategies in curbing indiscipline: teachers' counselors responses.

Extent of alternative strategies to curb indiscipline	Frequency (f)	Percentage (%)
To great extent	7	70
Less extent	2	20
No. extent	1	10
Total	10	100

The findings in Table 4.33 show that out of the 10 teacher counselors who took part in the study, 7(70%) indicated that alternative strategies of discipline have helped to curb indiscipline among students to great extent. Another 2(20%) indicated to less extent while 1(10%) indicated they have helped to less extent to less extent.

4.28   Frequency of indiscipline in Schools: deputy principal response

The deputy principals together with the teacher counselors were asked to indicate the frequency of indiscipline cases shown in the Table 4.34.

Table 4.34 Frequency of indiscipline problems in schools Deputy principal responses

Frequency of indiscipline cases	Very frequent		Frequent		Rare		Never		Totals	
	F	%	(F)	(%)	(F)	%	F	(%)	F	(%)
Noise making	7	70	3	30	Nil	Nil	Nil	Nil	10	100
Use of drugs	1	10	5	50	4	40	Nil	Nil	10	100
Arson attack	Nil	Nil	1	10	2	20	7	70	10	100
Late coming to school	4	40	4	40	2	20	Nil	Nil	10	100
Shouting at teachers	5	50	3	30	1	10	1	10	10	100
Not doing homework	4	40	3	30	2	20	1	20	10	100
Strikes and class boycotts	1	10	5	50	2	20	2	20	10	100
Untidiness	3	30	2	20	3	30	2	20	10	100
Relationships with opposite sex	5	50	3	30	2	20	Nil	Nil	10	100
Stealing from fellow classmates	4	40	5	50	1	10	Nil	Nil	10	100

The results in the Table 4.34 show the 10 Deputy Principals who took part in the study.

According to results 7(70%) indicated noise making was very frequent, 3(30%) indicated

frequent and none indicated rare and never. On issues regarding to drugs and substance

abuse, 1(10%) indicated it was very frequent, 50(50%) indicated frequent, 4(40%)

indicated rare while none indicated never.

On matters regarding to students coming late to school for day scholars 4(40%) indicated

it was very frequent, another 4(40%) indicated frequent, and 2(20%) indicated rare while

non – indicated never.

Shouting at teachers was the other indiscipline issue. Results from the 10 deputy principals who took part in the study 5(50%) indicated it was very frequent, 3(30%) indicated it was frequent, 1(10%) indicated it was rare while another 1(10%) indicated never.

Findings from the 10 deputy principals who took part in the study 4(40) indicated that student not doing home work and assignment effectively was very frequent, 3(30%) indicated it was frequent, another 2(20%) indicated it was rare while l(10%) indicated never.

Results in Table 4.34 show that out of the 10 deputy principals who took part in the study, 1(10%) indicated the strikes and class boycotts were very frequent, 5(50%) indicated they were frequent 2(20%) indicated they were rare while 2(20%) indicated never.

Untidiness was the other indiscipline issue that the deputy principals encountered. Results from Table 4.34 show that out of the 10 of the deputy principals who took part in the study, 3(30%) indicated that it was very frequent, 2(20%) indicated it was frequent, 3(30%) indicated rare while 2(20%) indicated never.

Relationship with opposite sex was also another indiscipline issue in school. Further results show that out of the 10 Deputy principals who took part in the study 5(50%) indicated it was very frequent, 3(30%) indicated frequent, while 2(20%) indicated rare, non indicated never.

Stealing from the fellow student was also an indiscipline issue in school. Findings in Table 4.34 show that out of the 10 deputy principals who took part in the study 4(40%) indicated it was very frequent, 5(50) indicated frequent, 1(10) indicate rare.

4.29 Frequency of indiscipline in school: Teacher Counselors responses.

Like the Deputy Principals, the teacher counselors were also asked to indicate the frequency of given indiscipline cases. Their responses are captured in Table 4.35.

Table 4.35: Frequency of indiscipline problems in schools. Teacher counselors responses

Frequency of indiscipline cases	Very frequent		Frequent		Rare		Never		Totals	
	F	%	F	%	F	%	F	%	F	%
Noise making	6	60	4	40	Nil	Nil	Nil	Nil	10	100
Use of drugs	2	20	4	40	2	20	2	20	10	100
Arson attack									10	100
Late coming to school	3	30	4	40	1	10	2	20	10	100
Shouting at teachers	4	40	3	30	1	10	2	20	10	100
Not doing homework	3	30	2	20	3	30	Nil	Nil	10	100
Strikes and class boycotts	2	20	4	40	4	40	Nil	Nil	10	100
Untidiness	3	30	3	30	2	20	2	20	10	100
Relationships with opposite sex	4	40	4	40	2	20	Nil	Nil	10	100
Stealing from fellow classmates	3	30	5	50	1	10	1	10	10	100

The findings in Table 4.34 show that among the 10 teacher counselors who took part in the study, 6(60%) indicated that noise making was very frequent, 4(40%) indicated it was frequent while non indicated both rare and never.

On matters regarding to the use of drugs and substance abuse, the results show that 2(20%) of the teacher counselors indicated that it was very frequent, 4(40%) indicated frequent, 2(20%) indicated rare while another 2(20% indicated never indicated never. On issues of late coming to school and mostly with the day scholars, the results show that

3(30%) indicated that it was very frequent, 4(40%) indicated frequent 1(10%) indicated rare while 2(20%) indicated never.

Students shouting at their teachers were another area of indiscipline. The results in Table 4.35 show that out of the 10 teacher counselors who took part in the study, 4(40%) indicated it was very frequent, 3(30%) indicated it was frequent, 1(10%) indicated rare while 2(20%) indicated never.

The findings in the table 435 shows that out of the 10 teachers counselors who took part in the study 3(30%) indicated that student failure to do homework and assignment was very frequent, 2(20%) indicate it was frequent, 3(30%) indicated it was rare while 2(20%) indicated never, On strikes and class boycotts, out of the 10 teacher counsellors counselors who took part in the study, 2(20%) indicated that strikes and boycotts were very frequent, 4(40%) indicated they were frequent, 4(40%) indicated rare.

Issue of student being untidy was another area of indiscipline. The findings show that out of the 10 teachers counselors who took part in the study 3(30%) indicated it was very frequent another 3(30%) indicated it was frequent, 2(20%) indicated rare while another 2(20%) indicated never.

On issues on relationships with members of opposite sex, the results show that out of 10 teacher counselors who took part in the study, 4(40%) indicated very frequent, another 4(40%) indicated frequent, 2(20%) indicated rare.

Stealing from other students was another area of indiscipline, the findings show that out of the 10 teacher counselor who took part in study 3(30%) indicated it was very frequent, 5(50%) indicated frequent 1(10%) indicated rare and while 1(10%) indicated never respectively.

4.30 The role of alternative strategies to corporal punishment in enforcing discipline: Deputy Principals responses.

The question required the deputy principals to assess and indicate the role of the alternative strategies to corporal punishment in enforcing discipline. The results are presented in Table 4.36.

Table 4.36 Role of alternative strategies in enforced discipline: deputy principals response

Area of discipline	Well improved		Improved		Slightly Deteriorated		Highly Deteriorated		Totals	
Area of discipline	F	%	F	%	F	%	F	%	F	%
Obedient to teachers and prefects	5	50	4	40	1	10	Nil	Nil	10	100
Class participation	4	40	5	50	1	10	Nil	Nil	10	100
Teacher, student relationships	6	60	3	30	1	10	Nil	Nil	10	100
Academic performance	5	50	3	30	2	20	Nil	Nil	10	100
Punctuality	2	20	3	30	4	40	1	10	10	100
Response to bells	Nil	Nil	2	20	3	30	5	50	10	100
Doing homework	3	30	4	40	2	20	1	10	10	100
Class discipline	3	30	4	40	1	10	2	20	10	100
Speaking English	4	40	3	30	2	20	1	10	10	100

The information in Table 4.36 shows the 10 deputy principals who took part in the study. Results show that 5(50%) indicated that obedience to teachers and prefects have well improved. Then 4(40%) indicated it has improved. Another 4(40%) indicated it have improved. Only 1(10%) indicated that discipline have slightly deteriorated. While using the alternative strategies to corporal punishment, out of the 10 deputy principals who took part in the study 4(40%) indicated that class participation have well improved, 5(50%) indicated it has improved, 1(10%) indicated it has slightly deteriorated.

On teachers and students relationships, out of the 10 deputy principals who took part in the study, results show that 6(60%) of the deputy principals indicated that teachers' student relationship have well improved, 3(30%) indicated it has improved, while 1(10%) indicated it has slightly deteriorated.

With alternative strategies in use out of the 10 deputy principals who took part in the study, 5(50%) indicated that academic performance have well improved 3(30%) indicated academic performance have improved, 2(20%) indicated it has slightly deteriorated.

With the alternative strategies to corporal punishment in use, results show that out of the 10 deputy principals who took part in the study none indicated that response to bells has well improved 2(20%) indicated it has improved, then 3(30%) indicated it has slightly deteriorated while 5(50%) indicated it has highly deteriorated.

Further findings show that while using alternative strategies to corporal punishment to enforce discipline, 3(30%) out of the 10 deputy principals who took part in the study indicated that doing home work have well improved, 4(40%) indicated it has improved, 2(20%) indicated it has slightly deteriorated, while 1(10%) indicated it has highly deteriorated.

The information in Table 4.36 shows that while using alternative strategies to corporal punishment to enforce discipline, out of the 10 deputy principals who took part in the study, 3(30%) indicated that class discipline have well improved, 4(40%) indicated it had improved 1(10%) indicated it has slightly deteriorated while 2(20%) indicated it has highly deteriorated.

Further findings in table 4.36 show that adopting a language policy and mainly English Language was another area of discipline. Through the use of alternative strategies of enforcing discipline the Table 4.36 shows that out of the 10 deputy principals who took part in the study 4(40%) indicated that adopting a language policy have well improved, 3(30%) indicated that it has improved, 2(20%) indicated it has slightly deteriorated while 1(10%) indicated it has slightly deteriorated.

4.31   The role of alternative strategies in enforcing discipline: Teacher counselors' responses

Like the deputy principals, the teachers counselors were also asked to rate the role of alternative strategies in enforcing discipline. The rating was done in some areas of disciplines as shown and recorded in Table 4.37.

Table 4.37 Role of alternative strategies in enforcing discipline: Teacher

Area of discipline	Well improved		Improved		Slightly deteriorated		Highly deteriorated		Totals	
	F	%	F	%	F	%	F	%	F	%
Obedient to teachers and prefects	5	50	4	40	1	10	Nil	Nil	10	100
Class participation	3	30	2	20	1	10	Nil	Nil	10	100
Teacher, student relationships	6	60	3	30	4	40	1	10	10	100
Academic performance	5	50	3	30	2	20	Nil	Nil	10	100
Punctuality	2	20	3	30	4	40	1	1	10	100
Response to bells	Nil	Nil	2	20	3	30	5	5	10	100
Doing home work	2	20	3	30	3	30	2	20	10	100
Class discipline	2	20	3	30	1	10	4	40	10	100
Speaking English	4	40	3	30	2	20	1	10	10	100

The findings in Table 4.37 show that the 10 teacher counselors who took part in the study, 4(40%) indicated that obedient to teachers and prefects have well improved, 4(40%) indicated it has improved while 2(20%) indicated that it has slightly deteriorated.

The other area of discipline was class participation. The results in Table 4.37 show that out of the 10 teacher counselors who took part in the study, 3(30%) indicated that it has well improved, 2(20%) indicated it has improved, 4(40%) indicated it has slightly deteriorated while 1(10%) indicated it has highly deteriorated. On the teacher student relationship, out of the 10 teacher counselors who took part in the study, 550%) indicated that it has well improved, 3(30%) indicated it has improved while 2(20%) indicated it has slightly deteriorated.

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Further findings in Table 4.37 show that on areas of academic performance, out of the 10 teacher counselors who took part in the study 3(30%) indicated that it has well improved, 5(50%) indicated that it has improved while 2(20%) indicated it has slight deteriorated.

Further results in Table 4.37 show that punctuality was also rated as area of discipline. The Table shows that out of the 10 teachers counselors who took part in the study, 1(10%) indicated that it have well improved, 3(30%) indicated that it has improved, another 3(30%) indicated it has slightly deteriorated while 3(30%) indicated it has highly deteriorated. Response to bell was another area of discipline. According to the Table 4.37 out of the 10 teachers counselor who took part in the study, none indicated it has well improved 2(20%), indicated it has improved 3(30%) indicated it has slightly deteriorated while 5(50%) indicated it has highly deteriorated.

Again results in Table 4.37 show that home work and assignment was another area of discipline. Results show that out of the 10 teacher counselors who took part in the study, 2(20%) indicated it has well improved, 3(30%) indicated it has improved, 3(30%) indicated it has slightly deteriorated while 2(20%) indicated it has highly deteriorated.

Further results in Table 4.37 show that class discipline was an area of school discipline. The results show that out of the 10 teacher counselors who took part in the study, 2(30%) indicated that it has well improved, 3(30%) indicated it has improved, 1(10%) indicated it has slightly deteriorated while 4(40%) indicated that it has highly deteriorated.

Finally, table 4.37 shows that language policy was the last area of discipline. Results in the table show that 10 teacher counselors who took part in the study, 4(40%) indicated that when using the alternative strategies it has well improved, 3(30%) indicated it has

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improved, 2(20%) indicated it has slightly deteriorated while 1(10%) indicated it has highly deteriorated.

4.32 Re-introduction of corporal punishment: Deputy principals opinions and teacher counselors opinion

There were issues of whether corporal punishment should be re-introduced. Their responses are shown in Table 4.38

Table 4.38 Re-introduction of corporal punishment: deputy & teacher counsellors' responses

Re-introduction of corporal punishment	Deputy principals opinions		Teacher counsel counselor opinions	
	Frequency (f)	Percentage(%)	Frequency (F)	Percentage (%)
Corporal punishment should be re-introduced	4	40	2	20
Corporal punishment should not be re-introduced	6	60	8	80
Total	**10**	**100**	**10**	**100**

Findings in the Table 4.38 show that out of the 10 deputy principals who took part in the study 4(40%) indicated that it should be re-introduced, while 6(60%) were opposed to the re-introduction of Corporal punishment.

Similarly to the deputy principals, out of the 10 teacher counselors who took part in the study 2(20%) indicated that it should be re-introduced while 8(80%) were opposed to re-introduction of corporal punishment.

4.33   Roles of prefects in enhancing alternative strategies: Deputy principals opinions

The deputy principals were asked about the importance of the role of prefects important in enhancing alternative strategies to corporal punishment. Their results are shown in Table 4.39

Table 4.39 Roles of prefects in enhancing alternative strategies, Deputy Principals' opinions

Deputy principals' Roles of prefects on enforcing alternative strategies to discipline	Deputy principals opinions	
	Frequency (F)	**Percentages (%)**
Reporting all cases of indiscipline to teachers	5	50
Being role models to other students	2	20
Supervising and coordinating activities	2	20
Encouraging the indiscipline students	1	10
TOTAL	**10**	**100**

Information in Table 4.39 shows that out of the 10 Deputy Principals who took part in the study 5(50%) indicated that prefects should report all cases of indiscipline to teachers, 2(20%) indicated that prefects should be a role model to fellow students, 2(20%) indicated that prefects should supervise and coordinate activities, 1(10%) indicate that prefects should encourage the indiscipline student to behave well.

4.34   Role of parents in enhancing alternative strategies of discipline: Deputy Principals opinions

According to the Deputy Principals parents also should play a crucial role. The question required the deputy principals to give their responses as in Table 4.40.

Table 4.40: Role of parents in enhancing alternative strategies: Deputy Principals responses

Role of parents in enhancing alternative strategies to discipline	Deputy Principals opinion	
	Frequency (F)	**Percentage (%)**
Parents should cooperate with teachers to enhance students discipline	4	40
Parents should guide and counsel the children (students)	2	20
Parents should act a good role model to their children (students)	4	40
TOTAL	**10**	**100**

The data on table 4.40 shows that out of the 10 deputy principals who took part in the study, 4(40%) indicated that parents should cooperate with teachers to improve student discipline, 2(20%) indicated that parents should counsel their children (students) to improve discipline, 4(40%) indicated that parents should extend corporal punishment to errant students.

4.37   Role of teachers in enhancing alternative strategies of discipline Deputy Principals' Opinions

On the role of the teachers to enforce discipline, 3(30%) indicated that teachers should guide and counsel their students, 4(40%) indicated that teachers should engage students with constructive activities 1(10%) indicated that teachers should be role model while 1(10%) indicated that teachers should prepare adequately well before going to class

Table 4.41 Role of teachers in enhancing alternative strategies of discipline. Deputy principals opinions

Roles of teachers in enhancing alternative strategies of discipline	Teachers on Deputy principals Opinions	
	Frequency (F)	**Percentage %**
Guidance and Counselling	3	30
Engaging Students in constructive activities	4	40
Setting role models	1	10
Teacher preparing adequately well before going to class	2	20
TOTAL	**10**	**100**

4.38   Role of the school board of governors- Deputy principals opinion

On the role of the school board of governors in enforcing discipline using alternative strategies. Their responses are shown in Table 4.42.

Table 4.42 Roles of the school board of governor in enhancing alternative strategies of discipline

Role of the school board of governors' in enforcing alternative strategies of discipline	Deputy principals opinions	
	Frequency (F)	**Percentage %**
Organizing open forum with students	2	20
School boards should involved in formulating school rules	3	30
Should be involved in maintaining discipline and traditions of the school	4	40
Involving school boards in formulating ways of punishing rewarding and motivating students	1	10
Total	**10**	**100**

The findings show that out of the 10 Deputy principals who took part in the study 2(20%) indicated that the school board of Governors should organized for open forum with students, 3(30%) indicated that the school board should be involved in formulating school rules, 4(40%) indicated boards should maintain discipline and tradition of school e.g. religion while 1(10%) indicated that school boards should be involved in formulating ways of punishing, rewarding and motivating students.

**4.39   Role of prefects in enforcing alternative strategies to corporal punishment.
Teacher counselor opinions**

Like the deputy principals, the teacher counselors were also required to give their
opinions on the role of the prefects in enforcing alternative strategies to corporal
punishment. Their responses is shown in Table 4.43

Table 4.43   Role of prefects in enforcing alternative

Strategies to corporal punishment	Teacher counselors opinions	
	Frequency (F)	Percentage (%)
Reporting all cases of indiscipline	4	40
Including prefects in the administration of discipline	2	20
Playing as good role models to errant students	3	30
Prefects should counsel errant students	1	10
Total	**10**	**100**

The data in Table 4.43 shows that out of the 10 teacher counselors who took part in the
study 4(40% indicated that prefects should report all cases of indiscipline to the teacher.
On the other hand 2(20%) indicated that prefects should be included in the administration
of discipline. Another 3(30%) indicated that prefects should play a good role model to
other students

4.40   Role of parents in enforcing alternative strategies to corporal punishment: Teacher counselors opinion

The teacher counselors also give their opinion on the role that should be played by the parents. Their responses are shown in Table 4.44.

Table 4.44 Role of parents in enforcing alternative strategies to corporal punishment teacher counselor opinions

Role of teachers in enforcing alternative strageties to coproal punishment	Teacher Counselor opinions	
	Frequency (F)	**Percentage (%)**
Guidance and counseling	5	50
Helping teachers in enforcing school rules and regulations	3	30
Supporting teachers to ensure high standards of discipline	2	20
Total	**10**	**100**

The information in Table 4.44 shows that out of the 10 teachers who took part in the study 5(50%) indicated that parents should guided and counseled their children (students) another 3(30%) indicated that parents should help the teachers in enforcing school rules and regulations. The other 2(20%) indicated that parents should fully support the school to ensure high standards of discipline are maintained.

4.41   Role of teachers in enforcing alternative strategies to corporal punishment. Teacher counselors opinions

Teachers responses on importance role in enforcing discipline are shown in Table 4.45.

Table 4.45 Role of teachers in enforcing alternative strategies to corporal punishment: Teacher counselors opinions

Role of teachers in enforcing alternative strategies to corporal punishment	Teacher counselors' opinion	
	Frequency (F)	**Percentage (%)**
Guidance and counseling	4	40
Enhancing good relationship with students	3	30
Teachers should act to reports given to them by prefects	3	30
Total	**10**	**100**

The results in Table 4.45 shows that out of 10 teacher counselors who took part in the study 4(40%) indicated that teachers should guide and counsel their students. Another 3(30) indicated that teachers should enhance good relationship with students. The other 3(30%) indicated that teachers should act to report given to them by prefects

4.42   Role of the school board of governors in enforcing alternative strategies. Teacher counselors opinions

The school board of governors should also play a vital role in enhancing alternative strategies to corporal punishment. The responses are shown in Table 4.46.

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Table 4.46 Role of the school Board of Governors in enforcing alterantive strategies to corporal punishment teacher counselors opinions

Roles of the school board of governors in enforcing alternatives strategies to corporal punishment	Teacher counselor responses	
	Frequency (F)	**Percentage (%)**
School boards of governors (Bo) should enforce (MoE) polices on matters of school discipline	3	30
The school (BoG) should come up with effective rules of running the school330	4	40
The (BoG) should encourage and motivate teachers to enable them to deal positively with teachers	3	30
Total	**10**	**100**

The findings in Table 4.46 show that among 10 teachers counselors who took part in the study, 3(30%) indicated that the school board of governors should enforce ministry policy on matters of school discipline. Another 4(40%) indicated that the Board should come up with effective rules of running the school. Another 3(30%) indicated that the school board should motivate and encourage teachers and enable them deal positively with student matters

4.43   Ways of enhancing alternative strategies of discipline to curb students indiscipline effectively Deputy Principals response.

The deputy principals were asked to suggest ways of enhancing alternative strategies to curb indiscipline in school effectively. Their responses are shown in Table 4.47.

Table 4.47 ways of enhancing guidance and counseling as alternative strategies of discipline "Deputy Principals' response

Ways of enhancing alternative strategies of discipline	Deputy Principals	
	Frequency (F)	Percentage (%)
Enhancing guidance and counseling	4	40
Teachers should imrpvoe extra – curricular activities such as games, clubs, music, drama and school responsibilities	3	30
Teacher should portray much seriousness and consistency at work	3	30
Table	**10**	**100**

The findings in Table 4.47 show that out of the 10 principals who took part in the study, 4(40%) indicated enhancing guidance and counseling, another 3(30%) indicated that teachers should improve the school extra – curricular activities such as games, clubs, music, drama and school responsibilities. The other 3(30%) indicated that teachers should portray much consistency on the side on their duties.

4.44 Ways of enhancing alternative strategies of discipline to curb indiscipline: Teacher counselors responses

Like the deputy principals, the teacher counselors were asked to suggest ways of enhancing alternative strategies to curbs indiscipline acts among students effectively. Their information is contained in Table 4.48.

Table 4.48 Ways of enhancing alternative strategies of discipline to curb indiscipline. Teacher counselors responses

Ways of enhancing alternative strategies of indiscipline	Teacher counselor responses	
	Frequency (F)	**Percentage (%)**
Guidance and counseling should be enhanced	5	50
Education stakeholders should be involved in carrying out paper supervision of the school	3	30
Stakeholders should be indicated before rules are adopted to students	1	10
Students should be involved in the bodes that design the school rules and regulations	1	10
Total	10	100

The data in Table 4.48 shows that out of the 10 teacher counselors who took part in the study, 5(50%) indicated that guidance and counseling should be enhanced in school. Another 3(30%) indicated that the education stake holders should be involved to carry out proper supervision of the school 1(10%) indicated that stakeholders should be indicated before rules are adapted to students while another 1(10%) indicated that student should be involved in the bodies that design the school rules and regulations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary of the study. On the study findings, conclusions and the recommendations. This chapter also presents suggestions for related studies that could be carried out in future.

5.2.   Summary of the study

The main purpose of this study was to investigate the influence of the alternative strategies to corporal punishment. The study targeted secondary school students specifically at Magumu Division, Kinangop District, Kenya. The study also sought to offer solutions to the identified problems. The target group in the study involved 10 deputy principals, 10 teacher counselors and 100 students. Questionnaires were used as tools of the study and were distributed to each respondent; they (respondents) were asked to indicate mainly by rating the influence of alternative strategies to corporal punishment as well as give their opinions and suggestions where applicable on effectiveness with regard to student discipline matters. A summary of findings are outlined here below.

a) The main disciplinary areas that have been influenced by alternative strategies to corporal punishment were obedience to teachers and prevent school strikes and drug abuse cases reduced. Good class participation, improved teacher student relationships, improved academic performance, improved punctuality, response to bells, doing of assignment and homework, improved student tidiness, class

discipline and student well adopted to a language policy i.e. speaking English in school.

b) The alternative strategies to corporal punishment that were adopted by secondary school teachers were Guidance and Counseling (G&S), rewarding of disciplined students, involving students in decision making, improving extra curricular activities at school, delegating responsibilities to defiant students, sending errant students to get parents, empowering student body, adopting a language policy, pastoral teaching and withdrawing privileges.

c) The effects of alternative strategies to corporal punishment were: school becoming learner friendly, student respecting teachers, no fear, learners participate in decision making, reduce cases of drop out, promote interrelationships, students not doing homework, promote boy/girl relationships, some student become rude.

d) Methods of improving discipline among secondary school students were guidance and counseling, teachers being serious at the work, setting role models, having an open forum between teachers and students, involving students when deciding school rules and regulations, empowering prefects, teachers to prepare well before attending a lesson, adopting a language policy (English) and lastly ensuring that student are active throughout when at school, rewarding discipline students.

Summary of the findings

On the common discipline problems experience among the secondary school student in Magumu division, Kinangop district, included student strikes, arson attack use of drugs, disrespect to teachers late coming and not responding well to bells, refusal to do homework and assignments, relationship with opposite sex, attending video for those near market centres and disrespect to other students and teachers. Corporal punishment was banned on 7th March 2001 and alternative strategies of maintaining discipline were adopted. With the introduction of the alternative strategies the above indiscipline cases seems to have increased. It is clear that nearly all the student respondents welcomed the alternative strategies. About (93.18%) supported the alternative strategies and only (6.81%) were opposed to the alternative strategies. Out of the 10 teacher counselors who took part in the study (90%) supported alternative strategies in influencing student's discipline while only (10%) opposed them. With respect to the 10 deputy principals who took part in the study (50%) supported alternative strategies while (50%) were opposed to them. The 10 deputy principals who took part in the study (70%) were male while (30%) were female. All the female supported alternative strategies while only (20%) of the male, supported alternative strategies.

All the deputies with an age of 50 years and above were opposed to the alternative strategies and supported corporal punishment; they argued that corporal punishment was very effective in controlling acts of indiscipline. The cane is feared by learners and correct misbehavior instantly. They also indicated that the alternative strategies of discipline are light and hence students do not respond positively if such are

applied. They were silent on whether they still use corporal punishment. All students, teacher counselors and the deputy principals embraced guidance and counseling. Majority of teachers felt that they are not well equipped with adequate skills to guide and counsel the students. From their responses about (30%) of their teachers have not attended a course on guidance and counseling in schools to support other alternative strategies. To conclude the main way to curb student's indiscipline is strengthening institutions of the alternative strategies of discipline and not corporal punishment. This will include embracing guidance and counseling, involvement, of parents, strengthening prefect body, improving relationships between teachers and students, punishing with caution, embracing extra-curricular activities like sports, inviting speakers, being role models to students and rewarding positive beheaivour openly and finally school administration should address student grievances more effectively.

Recommendations

On basis of the findings, the following recommendations have been made.

1. The government through the Ministry of Education shouted clearly define the alternative strategies to corporal punishment and more so strengthening counseling and guidance as a strategy.

2. Teachers with skills of alternative strategies such as guidance and counseling should be given incentives through conclusive counseling environment and slightly less workload.

3. Parents should be encouraged to understand their children and good relationships for the sake of enhancing good child self-perception, good behavior and attitudes towards society and school attending seminars and workshops, reading relevant literatures on child development and up bringing and also establish good relationships between themselves.

4. Teachers should act as role models in self discipline, morality and attendance of duty to enhance effective coverage of the syllabus.

Suggestions for further research

1. The present study was a general survey of a small number of secondary schools in Magumu Division, Kinangop, district, Nyandarua county or Central region. The findings therefore cannot be generalized to other areas of the Republic. A bigger study covering other parts of the country or entire country would be necessary.

2. A similar study needs to be carried out in private secondary schools to establish whether the influence of alternative strategies to discipline differ from public schools.

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APPENDICES

APPENDIX A : LETTER OF AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOG

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:
NCST/RCD/14/013/19

Date:
23rd January, 2013

James Kamau Ndembu
University of Nairobi
P.O.Box 92
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated *10th January, 2013* for authority to carry out research on *"Influence of alternative strategies to corporal punishment on secondary school students' discipline. A case study of Magumu Division, Kinangop District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kinangop District** for a period ending 31st **May,** *2013*.

You are advised to report to **the District Commissioner and the District Education Officer, Kinangop District** before embarking on the research project.

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

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kinangop District.

APPENDIX B

APPENDIX 1: LETTER OF INTRODUCTION TO STUDENTS, TEACHER COUNSELORS AND THE DEPUTY PRINCIPALS

> James Kamau
> University of Nairobi
> Department of Education Foundation
> P.O. Box 92
> Kikuyu
> Date…………………………..

Dear students, teachers and the deputy principals,

RE: STUDY ON THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO CORPORAL PUNISHMENT ON DISCIPLINE OF STUDENTS IN SECONDARY SCHOOLS STUDENTS.

I am a postgraduate student at the University of Nairobi, pursuing masters of education degree. I am conducting a study on the influence of alternatives to corporal punishment on discipline among the secondary school students at Magumu division, Kinangop district. I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The questionnaire are designed for this purpose only, therefore the responses shall be absolutely confidential and anonymous. No name shall be required from respondents.

Thanks in advance.

Yours sincerely

James Kamau

APPENDIX C: QUESTIONNAIRE FOR STUDENTS

INSTRUCTION

This questionnaire is designed to gather information on the influence of the alternative strategies to the corporal punishment on the students' discipline in public secondary schools at Magumu Division, Kinangop Distinct.

Respond to each questionnaire by ticking [√] the appropriate response or by giving your own opinion as truthfully as possible.

Your response will be completely anonymous and will be used by the researcher for the purpose of the study only. All the information on the questionnaire will be confidential.

Therefore do not write you name or the name of your school anywhere on the questionnaire.

Kindly respond to all items.

Section A: general information

1.   Please indicate your gender: male [ ]   female   [ ]

2.   Indicate your age group.

        10-14   [ ]   15-19   [ ]   Above   20 [ ]

3.   Indicate the category of your school

        Mixed day [ ] mixed boarding [ ] same sex boarding [ ] same sex day [ ]

4.   Indicate the number of students in your class

         45-50   [ ]   51-60   [ ]   Above 61 [ ]

5.   Indicate the number of boys and girls in the class

         Boys   [ ]   Girls   [ ]   Total   [ ]

6. Indicate with a tick [√] your parents/guardian's level of education

Level of Education	Father	Mother	Guardian
No formal education			
Primary education			
Secondary education			
Diploma University education			
University education			

7. Indicate with a tick [√] your parent's/guardian's occupation

Type of occupation	Father	Mother	Guardian
Salaried employment			
Self employment			
Casual employment			
Petty business person			
Peasant farmer			
No employment at all			

8. Indicate with a [√] the type of family you come from.

Married   [ ]   Divorced   [ ]   Separated   [ ]   Single parent   [ ]

Others, specify…………………………………………………………………………….

9. Indicate with a tick [√] your parents' religion.

Christian   [ ]   Islam [ ]   Traditional [ ]   No religion [ ]

Others, specify…………………………………………………………………………….

Section B: alternatives to corporal punishment

10. a)   Do you support the abolition of corporal punishment in enforcing discipline in your school?

Yes   [ ]   No.   [ ]

b) If yes to Q10(a) please give reasons for your answer.

c) If No to Q10(a) please give reasons for your answer.

11. Listed below are alternative strategies to corporal punishment for enforcing discipline. Indicate their effectiveness in enhancing discipline by ticking [√] in the columns against each.

Alternative Strategies to corporal punishment.	Very effective	effective	Fairly effective	Not effective
Guidance and counseling				
Rewarding disciplined students				
Involving students in decision making				
Improving extra curricular activities in school				
Delegating responsibilities to defiant students				
Sending errant student to get parents				
Empowering the student body				
Adopting school language policy(English)				
Peer counseling				

12   Indicate with a [√] the level of discipline problems common with teachers at your school.

Problems of teachers	Very common	Partly common	Hardly common
Late coming			
Smoking in school			
Coming to school drunk			
Poor content coverage			
Love and relationships to members of the opposite sex			
No training in Guidance and Counseling			

13.   Indicate with a tick [√] the family concern on religious commitment.

Family members	Strongly committed	Partly committed	Not committed to any religion
Father			
Mother			
Children			
Other members			

14.   Indicate with a tick [√] the economic status of your family.

Family economic status	Indicate
High economic status	
Medium economic status	
Low economic status	
Very low income earners	

15.	The following are sources of indiscipline in secondary schools.

Sources of indiscipline	Major cause	cause	Slight cause	Rare cause
Use and abusing of drugs substances				
Relationship between students and teachers				
Parents siding with students against school rules				
Peer influence				
No defined language policy in school				
Principals not involving parents when instilling discipline				
Administration not initiating dialogue with students				
School not having clear rules and regulations				
Schools not motivating both active and non performing students				
Teachers coming late to school				
Teachers not showing concern in offences done by students				
Teachers not preparing adequately before going to class				

Specify any other...

16. How often are the following strategies used in enforcing discipline in your school? Indicate with a tick in the appropriate column.

Types of disciplinary strategies	Very frequently	frequently	rarely	never
Kneeling down				
Writing essays				
Stay out of class				
Weeding flower beds				
Give manual work				
Suspension				
Expulsion from school				
Refer to guidance and counseling				
Refer to pastoral teaching				
Peer counseling				
Student to elect their leaders				
Recommending deviant students to approved school				
Involving police for serious crimes				
Wear of tags to describe offence				
Adopting a language policy (English)				
Withdraw privileges				
Demote prefects				
Deny participation in special school activities				
Seek pastoral teaching				
Refer to guidance and counseling				
Retain deviant student during half-term break				
Corporal punishment				

17. Suggest ways of improving discipline in your school.

a)_____

b)_____

c)_____

d)_____

e)_____

THANK FOR YOUR COOPERATION

APPENDIX D: QUESTIONNAIRE FOR TEACHER COUNSELOR/DEPUTY PRINCIPAL

INSTRUCTION

This questionnaire is designed to gather information on the influence of corporal punishment on the school discipline in public secondary schools at Magumu Division, Kinangop Distinct.

Respond to each questionnaire by ticking [√] the appropriate response or by giving your own opinion as truthfully as possible.

Your response will be completely anonymous and will be used by the researcher for the purpose of the study only. All the information on the questionnaire is confidential.

Therefore do not write you name or the name of your school anywhere on the questionnaire.

Kindly respond to all items.

SECTION A: GENERAL INFORMATION

12.   Please indicate your gender.   male [ ]   female   [ ]

13.   Indicate your age group.

   20 and below [ ]   31-40   41-50   [ ]   50 and over [ ]

3.   Indicate your administrative experience as a secondary school teacher.

   1-5 [ ]   6-10   [ ]   11-15 [ ]   16-20 [ ]   Over 20 years   [ ]

4.   Specify category of your school.

   Mixed day   [ ]   Mixed boarding   [ ]

5.   Indicate the number of streams in the class you teach.

   Single [ ]   Double   [ ]   Triple[ ]   Four   [ ]   Five and above [ ]

6.   Indicate your level of education

   [ ] Certificate [ ]   diploma [ ]   degree [ ]   post graduate

   (specify)……………………….

7. Do you have training in guidance and counseling?

   Yes   [ ]   No   [ ]

**SECTION B: The effects of alternative to corporal punishment on students'
discipline**

8 To what extent are the alternatives strategies to corporal punishment effective?

Very effective   [   ]   quite effective [   ]   fairly effective [   ] not   effective [   ]

9 Listed below are alternative strategies to corporal punishment for enforcing discipline.
Indicate their effectiveness in enhancing discipline by ticking [√] in the columns
against each.

Alternative Strategies to corporal punishment.	Very effective	effective	Fairly effective	Not effective
Guidance and counseling				
Rewarding disciplined students				
Involving students in decision making				
Improving extra curricular activities in school				
Delegating responsibilities to defiant students				
Sending errant student to get parents				
Empowering the student body				
Adopting school language policy(English)				
Peer counseling				

10   Have you experienced challenges when using the alternative methods to canning
in maintaining discipline?

Yes   [   ]   No   [   ]

If yes, please explain..

....

11   Compare the levels of discipline in your school when using alternative strategies
        to corporal punishment (tick [√] only one)

        i) Have improved   [   ]

        ii) Have deteriorated   [   ]

        iii) Remained the same   [   ]

12.   When are cases of indiscipline common?

ii)   List cases of student indiscipline in your school.

        a)…………………………………………….

        b)…………………………………………….

        c)…………………………………………….

        d)…………………………………………….

13.   Suggest ways of enforcing discipline effectively.

        a)…………………………………………….

        b)…………………………………………….

        c)…………………………………………….

        d)…………………………………………….

SECTION E: The alternatives of Corporal punishment

14.   How often are the following strategies used in enforcing discipline in your school? Indicate with a tick in the appropriate column.

Types of disciplinary strategies	Very frequently	frequently	rarely	never
Kneeling down				
Writing essays				
Stay out of class				
Weeding flower beds				
Give manual work				
Suspension				
Expulsion from school				
Refer to guidance and counseling				
Refer to pastoral teaching				
Peer counseling				
Student to elect their leaders				
Recommending deviant students to approved school				
Involving police for serious crimes				
Wear of tags to describe offence				
Adopting a language policy (English)				
Withdraw privileges				
Demote prefects				
Deny participation in special school activities				
Seek pastoral teaching				
Refer to guidance and counseling				
Retain deviant student during half-term break				
Corporal punishment				

15   List at least five alternatives of corporal punishment that are used in your school

i)   ....

ii)   ....

iii)   ....

iv)   ....

v)   ....

16   To what extent do you think other strategies of discipline have helped to curb indiscipline in your school?

Great extent   [   ]   Less extent   [   ]

No extent   [   ]

SECTION D: Types of indiscipline in schools

17.   How frequent are the following types of indiscipline in your school?

Indiscipline cases	Very Frequent	Frequent	Rare	Never
Noise making				
Use of drugs				
Arson attack				
Late coming				
Shouting at teachers				
Not doing homework				
Strikes and boycotts class				
Untidiness				
Relationship with opposite sex				
Stealing from fellow classmates				

18.   Assess and indicate the role of alternative strategies in enforcing discipline.

Areas of discipline	Well Improved	Improved	Slightly deteriorated	Highly Deteriorated
i) Obedient to teachers/prefects				
ii) Class participation				
iii) Teacher, student relationship				
iv) Academic performance				
v) Punctuality				
vi) Response to bells				
vii) Doing homework				
viii) Student tidiness				
ix) Class discipline				
Speaking in English				

Any other, please explain…………………………………………………………………….

....

19.   Some people support for re-introduction of corporal punishment what is your opinion?

Should be re-introduced   [   ]   should not be re-introduced   [   ]

20.   Indicate the role that should be played by the following education stakeholders in enhancing alternative strategies to punishment.

    i) Prefects ....

....

    ii) Parents ....

....

    iii) Teachers ....

....

    iv) The school board of governors ....

....

21   Suggest ways of enhancing alternative forms of discipline to effectively curb indiscipline among students

....

....

22.   Suggest ways of improving discipline in your school

i)   ....

ii)   ....

iii)   ....

iv)   ....

THANK FOR YOUR CO-OPERATION