EFFECTS OF DISCIPLINARY STRATEGIES ON STUDENTS' BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN MATUNGULU DISTRICT, MACHAKOS COUNTY IN KENYA

BY

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DECLARATION

This Research Project Report is my original work and has not been presented for examination at any panel of any university.

Signed …… Date ……

L50/64287/2010

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This Research Project Report has been submitted for examination with my approval as the University Supervisor.

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I dedicate this Research Project Report to my dear wife Rose, my daughter Valerie, my parents Joseph and Margret and my siblings Douglas, Lydia, Japheth, Nimrod and Brian.

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ABBREVIATIONS AND ACCRONYMS

BOG **:** Board of Governors.

CoK **:** Constitution of Kenya 2010.

DEO **:** District Education Office.

D H/T **:** Deputy Head Teacher.

G and C **:** Guidance and counseling

H/T **:** Head Teacher.

HOD **:** Head of Department.

MoE **:** Ministry of Education.

No. **:** Number

OSS **:** Out of School Suspension.

Sch. : School

SD **:** Standard Deviation.

TSC **:** Teachers Service commission

UN **:** United Nations.

USA **:** United States of America

Q **:** Question

ABSTRACT

Maintenance of acceptable student behaviour is imperative for the smooth running of school programs. Schools have objectives to achieve within a specified time hence, school activities should run efficiently without major hiccups. Student behaviour issues have engulfed schools therefore affecting their operations. The research sought to study the effects of disciplinary strategies on students' behaviour in public secondary schools in Matungulu District, Machakos County. The researcher wanted to establish the relationship between disciplinary strategies and students' behaviour representing the independent and dependent variables respectively. Therefore, the study answered the following four research questions: What was the influence of manual work on students' behaviour? How does withdrawal or denial of privileges influence students' behaviour? To what extent does suspension from school influence students' behaviour? What was the effect of Guidance and Counseling on students' behaviour? In order to collect varied and detailed information relating to the current status and perceptions on disciplinary strategies and students' behaviour, the researcher utilized a descriptive survey research design. The study was conducted in public secondary schools in Matungulu District, Machakos County with a sample frame of 27 public secondary schools and a total population of 8937. The sample size was 9 schools with a total population of 3433 and a proportionate total sample population of 1043 was selected representing 30% to ensure selection of a statistically significant sample. To cater for proportionate and equal chance of selection, the researcher used systematic sampling to select schools and simple random sampling to select teachers and students. Key informant respondents like the Deputy Head Teachers and Heads of Guidance and Counseling were included in the study due to the key role they play in maintaining appropriate student behaviour as well as being custodians of student behaviour records. Data was collected using questionnaires, interview of key informant respondents and document review. A pilot study was conducted to test the data collection instruments for reliability and validity. The researcher used the split half method whereby results from the pilot study were divided into two sets of scores and correlated producing a reliability coefficient of 0.85 which was appropriate. The researcher ascertained that the instruments attained both construct validity by removing ambiguous statements and content validity through ensuring that all the objectives of the study were covered. The researcher used triangulation whereby the same question was asked differently to the respondents to check for consistency of the responses given. Data collected was analyzed using descriptive statistics through the determination of measures of central tendency to determine the distribution of data as well as calculation of measures of dispersion to determine variability in data. Data was also analyzed through content analysis. Quantitative data was presented using percentages and frequency tables with explanations while qualitative data was presented in thematic narratives. The study established that a small number of students were punished using the disciplinary strategies discussed. The research found that 60.4% agreed that manual activities helped achieve improved student behaviour, 51.4% said that denial of privileges does not help improve student behaviour, 58.6% were of the view that suspension from school was effective in improving student behaviour and a majority of 81.4% supported the view that guidance and counseling helps improve student behaviour. The study recommended that schools should develop guides to manual punishments, teachers and students should provide suggestions regarding the application of denial of privileges though open forums and suggestions, schools should incorporate parents and guardians in tackling student behaviour problems and lastly, all teachers should receive training in guidance and counseling.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

Maintenance of appropriate and acceptable behaviour has been part of the human upbringing since time immemorial. The Holy Bible, in the book of proverbs 22:6, directs parents and guardians to train a child in the way they should go so that when they become old, they will not turn away from it. Again, the book of Proverbs 13:24 in the same Holy bible states that, "He who spares the rod hates his son, but he who loves him is careful to discipline him." Likewise, the book of Proverbs 23:13-14 asserts that, "Do not withhold discipline from a child; if you punish him with the rod, he will not die. Punish him with the rod and save his soul from death." This indicates that parents and guardians who profess the Christian faith have been directed to bring up young people with appropriate and desired behaviour using the cane.

Over the years, the infliction of corporal punishment on unruly children has been an accepted method of promoting good behaviour and instilling notion of responsibility into the heads of mischievous students (Chianu, 2001). This view was supported by Maphosa and Shumba (2010) who asserted that, the maintenance of desired behaviour in schools heavily relied on the use of corporal punishment.

A study done in Australia indicated that corporal punishment was found to be effective especially in achieving immediate child compliance (Holzer and Lamont, 2010). In Malaysia, corporal punishment was seen as a way of teaching the child a lesson (Kumaraswamy and Othman, 2011). On the other hand, the use of corporal punishment was found to cause negative effects (Robinson et al., 2005). This assertion was supported by Kilmci (2009), who stated that, the use of corporal punishment to enable students display desired behaviour brought more harm than benefit. Article 19 of the United Nations Convention on Child Rights protects children from all forms of violence including corporal punishment. Therefore, the adverse effects of the use of corporal punishment and legislations against it led to its ban in various countries around the world for instance: Sweden (Beckett, 2005), in 29 states of the United States of America (USA) (Dupper et al., 2008) among other nations.

Jeloudar et al. (2011) undertook a study in Malaysia, India and China whereby they found that, despite the use of various disciplinary strategies to moderate students' behaviour, one of the

fundamental problems among educational systems of many countries was related to classroom discipline and students' misbehaviour. According to Yahaya et al. (2009), student misbehaviour was a prevailing problem affecting a number of schools not only in Malaysia but also across the many nations around the world. Freire and Amado (2009) similarly agree that, disciplinary problems have long been recognized as a major issue in schools. These researchers agree that, indeed student misbehaviour was a challenge that schools continue to face.

According to Lewis et al. (2005), in order to manage students' behaviour, teachers need to work harder to foster quality relationship with difficulty students. This indicates the daunting task teachers face in managing students' behaviour in learning institutions.

Nakpodia (2010) states that, students' behaviour problems have existed in Nigerian secondary schools and the disciplinary strategies employed to deal with student behaviour problems have changed over the years. He further states that, the teachers have used approaches like corporal punishment, suspension from school, expulsion, exclusion among others to deal with cases of student misbehaviour. Despite the many disciplinary strategies applied, student behaviour problems in Nigeria had grown into an epidemic (Okiemute, 2011). These researchers have clearly shown that indeed, the issue of student misbehaviour has not yet been fully dealt with even after employing various disciplinary strategies.

The rise in cases of students misbehaviour in South African schools suggest failure by teachers to institute adequate alternative disciplinary strategies after corporal punishment was outlawed (Maphosa and Shumba, 2010). The two researchers continued to state that, teachers felt helpless to instill acceptable behaviour because the students did not fear or respect the teachers since they were aware that nothing would happen to them. They also indicated that, teachers felt that the alternative disciplinary strategies like suspension from school were ineffective and time consuming therefore making some teachers to lose hope in instilling appropriate behaviour while others deciding to abdicating their role of disciplining students. This suggested that disciplinary challenges continue to daunt schools and teachers were losing hope as far as maintenance of appropriate student behaviour was concerned.

According to Maphosa and Kuttickattu (2011), teachers in South Africa viewed disciplining students as being synonymous to punishing them while from the students' point of view; teachers mostly employed punitive disciplinary strategies when dealing with students' misbehaviour in schools. This

study further stated that, the disciplinary strategies employed were used with the intention to fix students for offences committed and were reactive rather than proactive whereby the teachers waited until cases of misbehaviour were committed by the students before they could take action. This indicated mixed reactions between teachers and students perceptions in the maintenance of desired, appropriate and acceptable student behaviour whereby on one hand, teachers believed that they were effectively tackling student misbehaviour in schools but on the other hand the students took a negative opinion by viewing the measures implemented by their teachers to deal with misbehaviour as being punitive therefore resulting to unintended outcomes.

Teachers have found themselves in a dilemma of having to find effective ways of dealing with student misbehaviour in schools while at the same time protecting children's rights (Maphosa and Kuttickattu, 2011). This indeed creates an impasse among the teachers on the appropriate disciplinary strategies to apply on misbehaving students, which do not infringe on the underlying rights of the students.

Ajowi and Simatwa (2010) have asserted that in Kenya, teachers widely used manual labour, physical punishment, corporal punishment and suspension from school as opposed to guidance and counseling. In their research, they also found out that teachers used guidance and counseling minimally and only used it to justify punishment offered to the students or as the last option. In Kenya, corporal punishment was banned through Legal Notice No.56 of 2001. However, according to Ajowi and Simatwa (2010), corporal punishment was still being used against misbehaving students. Kindiki (2009) states that, the ban on the use of the cane to instill positive behaviour in schools made school administrators to resort to other methods which may be physically and psychologically damaging to the recipient and may also have long-lasting and devastating effects. He further indicated that, the level of discipline in secondary schools in Kenya was very low.

Simatwa (2012) conducted a study in Bungoma County, Kenya and concluded that, the methods of establishing and maintaining desired students' behaviour in schools could not be applied wholesale, but they were dependent upon the environment. Therefore, teachers should use their discretion to select an appropriate disciplinary strategy that can deal with the student misbehaviour. It has been indicated that, schools with student councils have fewer cases of student misbehaviour and reduced cases of student unrest due to the concept of involving student participation in the management of the schools (Muindi, 2012, April 29). Muindi further stated that, this creates a cohesive school community and a more conducive learning environment. However, on the other side, secondary

schools in Kenya have recently experienced a wave of strikes involving students destroying property as well as life. (Kavila, 2012, July 23).

1.2 Statement of the Problem.

Students' misbehaviour is a prevailing problem affecting schools around the world (Yahaya et al., 2009). In Kenya, as elsewhere in the world, corporal punishment was banned as a disciplinary strategy in schools (Kiprop and Chepkilot, 2011). However, some educators continue to use corporal punishment to deal with student misbehaviour (Ajowi and Simatwa, 2010). The ban on corporal punishment called for the use of different kinds of punishment-based disciplinary strategies but their effectiveness in curbing future misbehaviour was still questionable (Maphosa and Shumba, 2010). Teachers were in a dilemma of having to find effective ways of dealing with student misbehaviour in schools while at the same time minding about students' rights (Maphosa and Kuttickattu, 2011). This led to other educators abdicating their role in maintaining appropriate and accepted student behaviour (Maphosa and Shumba, 2010). In addition, the higher the number of punishments assigned to the errant students, the more they misbehaved (Devanson, 2008; Ogwe, 2008). The teachers view disciplining of students as being synonymous to punishing them while the students view that teachers mostly employed punitive disciplinary measures which were reactive than proactive when dealing with student misbehaviour in schools (Maphosa and Kuttickattu, 2011).

Emerging views indicated that, on one hand some educators and part of the society support the use of corporal punishment as an effective disciplinary strategy while on the other side educational policies in Kenya ban its use in the spirit of protecting child rights. The teachers have found themselves at crossroads as regards to the appropriate and effective disciplinary strategy to use to deal with student misbehaviour. This made some educators to abandon their duty of maintaining appropriate student behaviour in schools. The Ministry of Education (MoE) in Kenya recommended disciplinary strategies to be used in schools but the teachers view these strategies as ineffective in maintaining acceptable, appropriate and positive student behaviour. Therefore, the study sought to bridge this gap by answering the research question: What are the effects of disciplinary strategies on students' behaviour in public secondary schools?

1.3 General objective.

To study the effects of disciplinary strategies on students' behaviour in public secondary schools in Matungulu District, Machakos County in Kenya.

1.4 Specific objectives.

1. To establish the impact of manual work or activities on students' behaviour in public secondary schools.
2. To explore the impact of withdrawal or denial of privileges on students' behaviour in public secondary schools.
3. To establish the impact of suspension from school on students' behaviour in public secondary schools.
4. To determine the influence of guidance and counseling on students' behaviour in public secondary schools.

1.5 Research questions.

1. What is the effect of manual work or activities on students' behaviour in public secondary schools?
2. How does withdrawal or denial of privileges impact on students' behaviour in public secondary schools?
3. To what extent does suspension from school impact on students' behaviour in public secondary schools?
4. What is the effect of Guidance and Counseling on students' behaviour in public secondary schools?

1.6 Justification of the study.

The researcher hopes that, findings from this study will be of great benefit to the following categories of people: Board of Governors (BOG) in learning institutions, Head teachers (H/T), Deputy Head Teachers (D H/T), Teachers, Counselors, Parents, School support staff, students, County Directors of Education, the Ministry of Education (MoE) and all other stakeholders in the field of Education.

This research will be vital in understanding the dynamics of students' behaviour with regard to the disciplinary strategies employed. It will help the Ministry of Education (MoE) to design and adopt appropriate disciplinary strategies that will be used to manage students' behaviour effectively in schools throughout the country. It will further help the Head Teachers (H/Ts), the Deputy Head Teachers (D H/Ts), and the teachers in the application of effective disciplinary strategies aimed at maintaining appropriate, positive, desired and acceptable student behaviour in their learning

institutions. The research will be of great help to persons given the responsibility of guidance and counseling in schools in order to come up with proactive measures of managing students' behaviour in an effective manner. The study will also add to the literature on disciplinary strategies and students' behaviour.

1.7 Basic assumptions to the study.

The researcher made the following assumptions pertaining to this research. First and foremost, the respondents of this study would willingly participate in the research and give truthful responses. Secondly, that the schools keep up to date records of students with misbehaviour cases. Thirdly, that the respondents were conversant with discipline issues related to student misbehaviour and the disciplinary strategies employed to deal with the cases in their respective schools and lastly, that the results and findings of this research shall be generalized to other public secondary schools in the country.

1.8 Delimitations of the study.

The researcher conducted the study focusing on the retributive theory of punishment with a descriptive survey as the research design. The researcher selected Matungulu District, Machakos County in Kenya and by narrowing its focus settled on public secondary schools in the region. The respondents for the study were teachers and students from the study area. The study was confined to look into the effects of disciplinary strategies on students' behaviour in public secondary schools with manual activities, denial of privileges, suspension from school and guidance and counseling as the variables under study.

1.9 Limitations of the study.

Although the research targeted to study public secondary schools in Matungulu District, Machakos County, its findings can be generalized to other public secondary schools in other counties in Kenya.

1.10 Definition of significant terms.

Denial of privilege : This involves removal of an advantage or an opportunity or a benefit granted to or enjoyed by a student, for portraying undesired behaviour or disregarding school rules and authority.

Disciplinary strategy **:** This is an approach or a technique that is used to address cases of student misbehaviour in schools with the intention of discouraging the undesired behaviour among the students.

Guidance and counseling **:** This is advice and help, given by a teacher to a student on what the student should do or how they should conduct themselves in a school.

Improved student behaviour **:** This means a student changing from displaying undesired behaviour, disregard to school rules and authority to display of desired behaviour, obedience to school rules and school authority.

Manual work **:** This is a physical activity given to a student by a teacher as a form of punishment due to misbehaviour in a school.

Punishment **:** This is a penalty imposed against a student by a teacher for wrong doing and is intended to decrease or eliminate the occurrence of the undesired behaviour in the school.

Student behaviour **:** This entails to the conduct of a student in a school.

Student misbehaviour **:** It means a student eliciting disruptive or undesired behaviour, showing disregard to school rules and disobedience to authority in a school.

Student **:** This is a person who is enrolled or who is attending classes in a public secondary school.

Suspension from school **:** This is sending away of a student from a learning environment and not allowing him or her to return to the school for a certain period pending determination his or her misbehaviour.

1.11 Organization of the study

This study has five chapters. Chapter one covers the background to the study, statement of the Problem, purpose of the study, objectives of the study, research questions, justification of the study, basic assumptions to the study, delimitations, limitations and definition of significant terms. Chapter two covers literature reviewed from works that have been done and were related to the same area of

study. It systematically discusses the variables under study. Chapter three spells out the research methodology which includes: the research design, target population, sampling procedure and sample size, data collection tools, reliability, validity, data analysis tools and ethics in research. Chapter four covers data analysis, presentation and interpretation while chapter five deals with the summary of the findings, discussions and conclusion, recommendations and suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the variables under study. Literature review played a significant role in shedding light on the disciplinary strategies that have been used to maintain acceptable and desired student behaviour in schools and their effects on students' behaviour. The literature review formed a body of knowledge in this area of study. The literature review in this study was discussed under the following themes: Manual work or activities, Denial or withdrawal of privileges, Suspension from school and Guidance and Counseling. This was followed by a summary of chapter two pointing out the key issues in each of the themes discussed. The chapter concludes with a conceptual framework showing the inter-relationship of the variables.

2.2 Effects of manual work on students' behaviour.

According to Maphosa (2011), teachers used manual work to deal with major indiscipline cases in schools in South Africa. This assertion disagrees with a study done by Maphosa and kuttickatu (2011) who stated that, in dealing with minor forms of misbehaviour, discipline strategies such as the use of manual work were found to be the most common disciplinary measure applied as student respondents reported. This indicated that, teachers used manual activities to punish misbehaving students in an ad hoc manner regardless of the severity of the student misconduct. Therefore, it was not clear whether manual activities were best suited to deal with minor or major student misbehaviour cases. Hence, the study seeks to look into this aspect to bridge the gap.

Manual activities as a disciplinary strategy was perceived by the students as a being punitive (Maphosa, 2011). This suggested that, students focused more on the manual activity assigned to them as punishment than the misbehaviour they committed which the punishment was intended to correct. While writing on the punitive nature of manual tasks, Maphosa and Kuttickattu (2011) pointed out that, the punitive aspect of manual work was in line with the retributive theory of punishment. To elaborate on this theory, Zaibert (2006) describes retributive theory of punishment as being premised on the need to punish offenders because they deserve to be punished. This description concurs with that of Mapphosa and Kuttickattu (2011) who have asserted that, the retributive theory states that, when a child breaks laid down rules, he or she has to be punished and therefore the suffering of the child who commits an offence was seen as good in itself. They have

indicated further that, this type of punishment (retributive) does not consider the benefits derived from punishment. Similarly, Noguera (2003) has stated that, retributive punishment was not concerned with prevention or rehabilitation but simply settles a score while Van Wyk (2001) refers to the retributive theory of punishment as being inhuman. According to McManus (1995), punishment does not discourage misbehaviour but rather reinforces the pupils' view of adults as treacherous. Therefore, from these assertions it implied that, manual activities do not address the misbehaviour as committed by the student instead it led to building of a negative attitude by the students who are punished through being assigned manual work. Hence the intended results may not be effectively achieved.

Maphosa and Shumba (2010) have asserted that, manual work as a disciplinary strategy was not deterrent enough in curbing students' misbehaviour. On the premise that manual punishments are retributive, Zaibert (2006) states that the main purpose of the disciplinary measure chosen was to fix the wrongdoer yet the reasons behind such forms of punishment made it problematic in dealing with cases of student misbehaviour. Due to this assertion, the researcher questions the effectiveness of the use of manual activities against misbehaving students in the course of changing their behaviours and making them desirable and acceptable. Therefore, as indicated in chapter one, one of the objectives of this study involved answering the question what was the effect of manual work or activities on students' behaviour in public secondary schools?

As regards to the effects of manual work, Maphosa and Shumba (2010) have stated that manual tasks assigned to misbehaving students led to time wasting. This view was in agreement with a statement by Kindiki (2009) who pointed out that, Manual work leads to time wastage since it was usually done while the other students were in class studying. This indicated that, on one side as a teacher was building to instill appropriate and acceptable behaviour among misbehaving students through manual work, the student was also loosing academically on the other side. Wambura (2010) said that, manual work was administered during games time since it required more time to implement it. This indicated that, probably the timing in administering a manual activity as a disciplinary strategy may have an effect on the resultant discipline behaviour of the student. This suggested clearly the various challenges facing successful implementation of manual work as a disciplinary strategy.

According to Kindiki (2009), as the punished student carried out the manual work in full view of other students, he or she felt demeaned and psychologically abused therefore the use of manual

work to punish offenders led to tension and enmity between the school administration and the students resulting in deterioration of the relationship between the two parties. From this statement, it shows that, when a student was punished through manual work, he or she did not look at why they were being punished instead they focused on the person administering the punishment. Therefore, the issue of concern was how to make the errant students focus on the mistake committed in an effort to reform rather than focusing on the person who implements the punishment.

While conducting research in South Africa, Tungata (2006) mentioned the following concerning manual activities. He wrote that, majority of the respondents were in favor of the use of manual work as an alternative disciplinary strategy to corporal punishment because the students who misbehave want to be in groups. He also said that, it was a common practice by teachers to group all the punished students doing manual work for easy supervision and children enjoyed being in groups since they hate isolation. In addition he commented that, manual work varied and ranged from cleaning the classroom, writing boards to preparing new school playing grounds. Therefore, the suggestions ranged from light to heavy manual work from a few minutes to many hours of hard work. In view of this, he suggested that, the final decision in allocating the category of manual work should depend on the severity of the offence. From his work the respondents claimed that, disciplining misbehaving students through giving them manual work would need teachers' supervision and the teachers showed reluctance to do such supervision instead of attending to their own problems at a time they considered to be outside their working hours. But teachers were also concerned about how some alternatives were going to affect them. The teachers did not want to carry an additional burden for the sake of disciplining students. This applied to the use of manual work and the dilemma of supervising the students who have been punished to undertake a manual activity. In this work, the students also said that, it was not good to do manual work which you had no idea how to do it but would rather prefer it against all other alternatives. The students claimed that, there were health hazards or the possibility of being hurt while undertaking the manual activity, for example, when assigned a manual activity that requires one to use of garden tools. The study also mentioned that, those students who were punished felt embarrassed in front of other students when doing dirty manual work on the school grounds. This indicated that, there were a number of things to consider in the administration of manual activities against students with inappropriate behaviour.

A study done in Bungoma County by Simatwa (2012), pointed that, for manual work to be effective as a sanction, the following factors needed to be considered: age of the student in relation to the task assigned, health status of the student, time available to undertake the task but not during class time, lawfulness of the task, degree of severity of the misconduct, the frequency of its occurrence and the likelihood of it recurring as well as the student's previous behaviour record at that school. It was also found that, the use of manual activity as a discipline strategy had its loopholes whereby weak students found working during class hours pleasurable while others found it heroic. This further affirmed that, for the use of manual work as a disciplinary strategy to be effective, the teachers have to be prudent before its application so as to achieve desired results. This indicated that, some students enjoyed being punished through manual activities and therefore the objective of correcting undesirable behaviour was not achieved.

2.3 Effects of denial / withdrawal of privileges on students' behaviour.

In America, the removal of privileges was an approach that involved removing positive reinforcement for unacceptable behaviour for older children and adolescents (Wolraich, 1998). This strategy usually involved removing privileges or denying participation in activities from a student who had misbehaved. The privileges denied may include: grounding the person for an evening with no television or not being allowed to hold a birthday party or loss of driving privileges. However, he also indicated that, when denial or withdrawal of privileges was applied for the first time it usually would result in increased negative behaviour by the child, but for it to be effective, a valued privilege or reinforce was removed, must be used consistently, for an appropriate duration, not excessively, and with strategies for managing escape behaviour in place before the time-out was imposed. In Ireland, Halpenny et al. (2009) have asserted that, removal of privileges such as, not being allowed to watch television was used as a discipline strategy and it was effective in deterring the child from misbehaving. These scholars have indicated that, this disciplinary strategy was effective. However, it must be applied with certain conditions for effective results to be achieved.

Maphosa (2011) indicated that, denial of privileges was a disciplinary measure which was used to deal with minor cases of misbehaviour and he further stated that, this measure was punitive and retributive and therefore in line with the retributive theory of punishment. According to Maphosa and kuttickatu (2011), in dealing with minor forms of misbehaviour, measures such as denial of privileges was found to be the most common disciplinary measures as student respondents reported.

This disciplinary measure was in line with the retributive theories of punishment (Zaibert, 2006). These writers agree that, denial of privileges was a retributive form of punishment.

Smith & Laslett (1995) asserts that, withdrawal of some privileges or stopping of pleasant activities was easy to apply or impose. However, the writers also argue that, all activities considered as pleasant by teachers may be less valued by students (Smith & Laslett, 1995). It was therefore possible that the student may enjoy the action (privilege denial or withdrawal) rather than having the experience of being punished. This indicates that, the teachers must be careful in selecting the privilege to be denied and it must be a valued privilege from the perspective of the student in order to yield expected behaviour change.

According to Tungata (2006), the main concern on privilege withdrawal was the fear of interfering with individual rights. He continued to say that, teachers could not take away what the students were entitled to for example, detention during break time, lunch or sport periods as this would be disadvantaging students. He further said that, this would go against the spirit of fair play and could be seen as violation of individual rights. This assertion concurred with a study by Maphosa and Shumba (2010) that, teachers have found themselves in a dilemma of having to find effective ways of dealing with student misbehaviour in schools while at the same time protecting children's rights.

2.4 Effects of suspension from school on students' behaviour.

Suspension has been defined as a disciplinary action that was administered as a consequence of a student's inappropriate behaviour, requiring that a student absents himself or herself from the classroom or from the school for a specified period of time (Morrison and Skiba, 2001). This indicates that, the implementation of suspension from school involves the removal of the culprit from the school environment pending determination of the student misbehaviour.

Blomberg (2004) has stated that, suspensions from school was used for a variety of reasons: in some cases it was administered because a student was severely disrupting the learning environment, and only the removal of the offending student could allow learning to continue while in other cases, suspension from school was applied where there were threats to the physical safety of students, faculty, or school personnel hence leading to the use of this disciplinary measure. He also asserts that, although the use of suspension from school was an accepted practice by educators and researchers, its application was often problematic and controversial. Therefore this study was designed to determine the effects of suspension from school on students' behaviour.

Costenbader and Markson (1997) examined the responses of 252 students who had been suspended during their period in school. 69% of those surveyed felt that, suspension from school was of little use, and 32% predicted that they would be suspended again. The survey also found that, 55% of students suspended were angry at the person who had suspended them. With a large majority of students feeling that suspension from school was of little use, and with over half reporting a feeling of anger, instead of remorse, this study suggested that, the Out of School Suspension (OSS) may not meet the needs of students with behaviour problems. There was little evidence that students learn from their behaviour and that students who were suspended avoided further misbehaviour (Morrison & Skiba, 2001). This view was also supported by Blomberg (2004) who said that, many researchers argue that Out of School Suspension (OSS) was a reaction to the symptoms and not the causes of student misbehaviour.

Iselin (2010) stated that, suspension from school was effective in removing a problematic student from school, providing temporary relief to frustrated school personnel and raising parental attention to their child's misconduct. This assertion was in agreement with Bock, et al. (1998) who stated that, Out of School Suspension (OSS) was used to provide relief to teachers, and did not address the issues students that led to student misbehaviour.

Suspended students from school believed that, suspensions were applied too liberally, without adequate evidence, and were unduly harsh (Brown, 2007). Suspensions from school were not helpful and that being suspended increased the likelihood of a student receiving future suspensions (Costenbader and markson, 1998). Some students perceived suspension from school as an officially sanctioned school holiday (Dupper, Theriot and Craun, 2009). This indicated that, some of the students who misbehaved actually preferred to be suspended and to be out of school.

Lewis et al. (2010) asserts that, behavioural problems within United States public school contexts were generally handled by the suspension of students from school, especially those who were deemed to be disruptive. He also indicated that this practice was in a large part due to the widespread and contentious adoption of the rigid zero tolerance approach to discipline.

Maphosa and Kuttickattu (2011) have said that, suspension from school was used to deal with major forms of indiscipline and that the rate of suspension from school was high in some South African schools. The researchers also question the effectiveness of suspension from school as a disciplinary strategy (Maphosa and Kuttickattu, 2011; Maphosa and Shumba 2010; Skiba, 2000). It was found

that, suspension from school led to loss of valuable learning time for the student who may never catch up with the work done by others in their absence due to suspension from school (Maphosa and Kuttickattu, 2011; Kindiki, 2009). Sometimes it was not easy to suspend a student due to the tedious procedures to be followed and therefore the wrong doers remain in school as their cases were being determined sending wrong signals to other would be wrong doers (Maphosa and Shumba, 2010).

According to Nakpodia (2010), the use of suspension from school as a disciplinary strategy to deal with cases of student misbehaviour was not effective in Nigeria since parents to the affected students were well connected with education officials and the decision to suspend could be rescinded therefore making teachers to appear powerless in dealing with errant students.

Okiemute (2011) wrote that, suspension from school could be applied when a students' indiscipline was habitual, has committed serious misconduct or has failed to attend school regularly. However parents were allowed to appeal against the suspension from school to the Minister of Education who would endorse the suspension from school or revoke it. The researcher continued to say that, Suspension from school regulations cause some ambivalence in the school administration. When it came to making decisions about a problematic student, the school head had to think carefully so as not to cause him embarrassment which would often follow with the revocation of school's decisions by the education authorities. According to these teachers, the regulations involved in suspending a student from school were a scheme which stripped off their rightful authority over students. The teachers felt disempowered. Because the school head, who was the only person designated to punish students could not simultaneously be available at all times in all classrooms, teachers experienced indiscipline at an alarming rate. They asserted that, it was difficult to be a teacher these days. They complained that, the Ministry of Education (MoE) was not giving them enough support especially in cases of suspension from school. Time and again, the school heads were ambivalent when it came to making such decisions. This lack of action brought chaos in the schools.

In Botswana, the Education Act of 1967 established methods and procedures to be used when administering disciplinary measures like suspension from school (Garegae, 2008). Suspension from school was reached after following carefully laid down procedures with the involvement of the teacher, parent and the permanent secretary; a process that was tedious and took time making the errant students to continue misbehaving while in school awaiting for the verdict to be reached (Garegae, 2008; Okiemute, 2011).

In their study, Ludeshi, Nasong'o and Obaki (2011) found out that, despite school policies guiding visiting days, students engaged in cases of indiscipline like talking to unauthorized people, stealing from their peers who were visited, not following the school routine, carrying food to the dormitories, sneaking from school and borrowing mobile phones to talk to their friends. The victims of these forms of misbehaviour were either punished by the teachers or suspended from school for a short while to go home and summon their parents to come to school to discuss their misbehaviour with the teachers. It was also found that, 3.3% of the indisciplined students were suspended from school to bring their parents to discuss their unpleasant behaviour. Those who were suspended were the ones whose parents got to be told of their children's' misbehaviour while a majority of the students were handled at school.

Wambura (2010) found that, suspension from school should be discouraged since it may encourage weak students to be involved in cases of misbehaviour in order to be sent out of class and even out of school leading to increased waste of quality learning time for the student. A study done by Owiso (2007) indicated that responses from teachers who responded affirmed that suspension from school was not an effective disciplinary method in maintaining appropriate student behaviour while a smaller group of teachers agreed it was effective. According to Odira (2006), suspension of students from school was time wasting.

A study done in Naivasha by Kindiki (2009) revealed that, various techniques were used by the school administration to deal with cases of student misbehaviour whereby suspension from school was considered as the most common technique used to deal with student misbehaviour in secondary schools. However the respondents argued against suspension from school as a method of dealing with inappropriate behaviour stating that, it would make the suspended students lose out academically due to the time they waste going home therefore lowering their academic standards. It was also found out that, suspension from school punishes the parents or guardians who normally have to accompany the errant student back to school. In addition, the suspended students would take advantage of the suspension to engage in other harmful activities outside the school, such as drug abuse and petty theft. Suspended students would also rarely change their behaviour and were most likely carry on with the same delinquent behaviour after the suspension from school. Some suspended students also never came back to school. They opted to drop out of school altogether as they felt stressed. Others even resorted to other drastic measures, like suicide, to protest against what they felt was an injustice to them.

Tungata (2006) stated that, on one hand, the respondents suggested that suspension from school should be used to deal with student misbehaviour and that the disciplinary strategy should be applied to range from one day to two weeks in relation to the offence. But on the other hand, the respondents were also concerned about students being left behind on lessons when suspended from classes for misbehaving. Suspended students always came back after some days and were therefore left behind in their school work.

2.5 Effects of Guidance and Counseling on students' behaviour.

Counseling is the skilled and principled use of relationships that develop self-knowledge, emotional acceptance and growth (Ndichu, 2005). Counseling seeks to address and resolve problems, help one in decision making while also assisting one to cope with crises. Counseling is also concerned with helping individuals to work through feelings and inner conflicts so as to improve relationships with others. Makinde (1987) defines guidance and counseling as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who was trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his or her environment.

According to Simatwa and Ajowi (2010), the role of guidance and counseling in the administration and management of students' behaviour in Kenya has been recognized by the various government policy documents since independence. For example the "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counseling services was still wanting in helping curb student misbehaviour in schools which were increasing. The findings from their study showed that, most student behaviour problems experienced in boys' and girls' schools like drug taking, laziness, homo sexuality, lesbianism required guidance and counseling. they also said that, the existence of misbehaviour cases like drug taking, boy/girl sexual relations, fighting, sneaking, laziness, rudeness, theft and bullying among students in mixed secondary schools, was a true testimony that students did not have comprehensive guidance and counseling services in mixed secondary schools in Kisumu District. It implied that, the management of student behaviour might not have been effective using guidance and counseling which would have proactively deterred the occurrence of the behaviour problems. It was found that, guidance and counseling was not highly used in handling

disciplinary cases. It was also observed that, guidance and counseling was used in schools only after punishments options had been considered. Guidance and counseling was used to justify the punishment offered to the students.

Simatwa and Ajowi (2010) have indicated that, the current obstacles of guidance and counseling in schools since 1999, when guidance and counseling departments were established in schools in Kenya to address academic, career and behaviour issues were negative attitudes by parents and students towards guidance and counseling services and incompetence among the Heads of Departments of Guidance and Counseling who were merely appointed by the Teachers Service Commission (TSC) without proper training and in-service training to enhance their competence.

The research by (Simatwa and Ajowi, 2010) indicated that, all (100%) Head Teachers (H/T), Deputy Head Teachers (D H/T) and Heads of Guidance and Counseling supported the role of guidance and counseling in the schools administration and management of appropriate student behaviour. Despite the small fraction of students whom did not agree with the reasons for the use of guidance in the management of student behaviour, majority of the students equally supported the views of their teachers on the use of guidance and counseling to maintain acceptable and appropriate student behaviour in schools.

Kiprop and Chepkilot (2011) have indicated that, after the ban on the cane, the Government of Kenya (GoK) came up with several measures aimed at curbing the various cases of misbehaviour in learning institutions particularly the use of guidance and counseling units in all secondary schools. It was found that, the disciplinary methods used to solve disciplinary cases in schools were majorly physical punishments like corporal punishment and guidance and counseling was minimally used in Kenya (Simatwa and Ajowi, 2010; Kindiki, 2009). The teachers used guidance and counseling to justify the punishments they offered to the students (Simatwa and Ajowi, 2010). Ludeshi, Nasong'o and Obaki (2011) recommended that, the school management should utilize guidance and counseling to enhance acceptable behaviour among students in schools.

According to Mutua (2004), guidance and counseling was important in assisting students with both academic matters and development concerns. In his research, Nyaegah (2008) found that, students appreciated the importance of guidance and counseling in making them aware of who they were and being able to cope with their personality deficits.

Mutua (2004) found that, 100% of the Head Teachers who responded indicated that guidance and counseling was the most preferred disciplinary strategy. This indicates that it was an effective strategy of maintaining desirable student behaviour. A study done by Nyaegah (2008) revealed that, majority of the principals (Head Teachers) in the study favored disposition towards guidance and counseling services. Simatwa and Ajowi (2010) indicated that, all (100%) Head Teachers, Deputy Head Teachers and Heads of guidance and counseling supported the role of guidance and counseling in the schools administration and management of students' behaviour. Simatwa (2007) stated that, if the students were well guided by teachers they would do the right things related to learning and will become well behaved. He also said that on the other hand, if students were not properly guided or were ignored, they cause behaviour problems.

However, guidance and counseling as a disciplinary strategy was faced with challenges. For example, it was not properly equipped with adequate personnel (Mutua, 2004). There was lack trained teachers in guidance and counseling skills therefore creating feelings of inadequacy and incompetence in guiding and counseling students in learning institutions (Nyaegah, 2008). There was also lack of adequate time to run guidance and counseling programmes which sometimes are dependent on availability of the teacher (Wambura, 2010; Nyaegah 2008). The other challenge against guidance and counseling was inadequate or lack of resources and facilities, the students having a wrong notion of what guidance and counseling was all about and student unwillingness to open up (Nyaegah, 2008).

It was noted that, although guidance and counseling was the most preferred disciplinary strategy, Wambura (2010) asserts that, guidance and counseling was not being utilized often to tackle misbehaviour among students. A study done in Kisumu by Simatwa and Ajowi (2010) concured by indicating that, guidance and counseling was not highly used in handling misbehaviour cases but it was used only after punishments options had been considered.

Kindiki (2009) stated that, guidance and counseling was an effective method of dealing with student misbehaviour because it addressed the problem and its root cause. He also added that, through effective guidance and counseling, students would also realize their mistakes and initiate behaviour change aimed at being better behaved. Therefore, guidance and counseling led to the peaceful resolution of problems as no ill feelings that would lead to aggressive behaviour were harboured.

While conducting a research in Nakuru, Kaburu (2006) concluded that, the strategies used by guidance and counseling programme were effective in dealing with behaviour problems in schools. The researcher also found that, students had favorable attitude towards the ability of guidance and counseling in dealing with misbehaviour in schools. On top that, the research revealed that, guidance and counseling programme has also contributed to students' change of attitude towards guidance and counseling as well as leading to improved good behaviour among students in schools. Therefore, based on the findings of the study, she recommended that, there was need to enhance and strengthen guidance and counseling programme in order for it to be even more effective in dealing with student misbehaviour in secondary schools.

Simatwa (2012) stated that, guidance and counseling services in schools were perceived negatively as a waste of time and were ineffective. He also found that, guidance and counseling usually evoked images of individuals with mental problems who needed professional guidance and counseling to help them lead normal life and that it was seen as an option taken by those who could not solve their own problems or were overwhelmed by the world around them. In his study, one of the prefects blatantly said that, many students considered counseling as a service sought by the mentally ill.

2.6 Summary of chapter two.

With the recent increase in school enrolment, students' behaviour problems were bound to accentuate and cause more burdens on teachers and school administrators (Nakpodia, 2010). It was emphasized that, appropriate and acceptable behaviour in schools should be the concern of everyone and it is important for the people to accept the fact that maintenance of acceptable behaviour among students is not the sole responsibility of teachers alone (Yahaya, et al., 2009). Cooperative discipline as a theory to discipline offers corrective, supportive and most important, preventative strategies (Canter & Canter, 2001) against student misbehaviour. Cooperative discipline is a collaborative effort on the part of the student, teacher, administration and parent (Mtsweni, 2008) to tackle student misbehaviour. Preventative strategies in dealing with student misbehaviour are more proactive and useful than reactive ones that may not repair the damage caused (Scharle & Szabo, 2000).

As regards to the application of manual work as a disciplinary strategy, it was found to be used to deal with both minor and major cases of student misbehaviour. Most researchers agreed that, manual work as a disciplinary strategy was time wasting. Since the punishment (Manual work) was administered during learning time, it led to students losing out academically therefore punishing the offenders twice. The students perceived manual work to be punitive and retributive (Zaibert, 2006)

and therefore in line with the retributive theory of punishment. This made the student to feel like the punishment was administered to fix them and not correct their mistakes. Teachers did not take time to supervise the manual activities (Tungata, 2006). This was because some manual activities needed more time to be administered. Therefore, when the punishment was administered during hours when the teacher felt like they should be attending to other issues, the teachers were not willing to sacrifice time in supervising the punishment. Some manual activities assigned to errant students would be of a health hazard or would hurt them (Tungata, 2006). Other researchers have pointed out that, the use of manual work led to tension and enmity between students and school administration (Kindiki, 2009). Again, some students enjoyed performing manual tasks while other viewed it to be heroic. This indicates that, a student would intentionally misbehave so that they could be assigned manual tasks. Furthermore, teachers should put into consideration a number of factors before administering a manual activity to a student as a disciplinary strategy.

The second disciplinary strategy discussed in the literature review was denial or withdrawal of privileges from misbehaving students. From the studies, some of the researchers found it to be effective in deterring misbehaviour (Halpenny et al., 2009) while others claimed that, withdrawal of privileges was punitive, retributive and therefore not effective (Zaibert, 2009; Maphosa, 2011). Those in favor of this strategy said that, it must be carefully administered since one needs to identify a privilege to be denied that a student values most in order to yield expected results (Wolraich, 1998). It was also found that, at times teachers would be going against the rights of the child when withdrawing the privileges (Tungata, 2006). Therefore, teachers put in a precarious position in determining the appropriate privilege to withdraw which was valued by the student at the same time taking into consideration not to infringe on the rights of the child.

The third disciplinary strategy discussed in this research was Suspension from school. This strategy was used to tackle major cases of misbehaviour. However from the literature reviewed, many writers were against suspension from school claiming it made students to lose out academically, it was time wasting among other limitations. In some cases suspension from school was lifted by a person in senior authority therefore demeaning the efforts of the teacher in instilling appropriate behaviour (Nakpodia, 2010). This makes the teacher to feel disempowered in correcting inappropriate behaviour among the students. Some of the suspended students either ended up engaging in other anti social activities while on suspension. It was also found that, suspension from school only helps to remove the errant student from school environment giving relief to the teachers

(Iselin, 2010). Therefore, this strategy only helps remove the disruptive student and return the learning environment into normalcy. Some students looked forward to be suspended from school. This was because, according to them, suspension from school was an authorized holiday. The steps involved in suspending a misbehaving student were too bureaucratic and time wasting therefore failing to achieve intended results. Suspended students ended up hating the teacher who suspended them.

Guidance and counseling was found to be helpful in helping students cope with both academic and personal issues (Mutua, 2004). From the literature review, it was indicated that in most of the studies, the respondents were in favor of the use of guidance and counseling as the best strategy to tackle student misbehaviour. But the paradox was that, guidance and counseling was minimally applied to deal with inappropriate student behaviour. The literature reviewed supported guidance and counseling as being a proactive disciplinary approach that would deal with the student appropriately in deterring misbehaviour compared to the other disciplinary measures which were reactive in nature to the behaviour problem. It was found that, guidance and counseling was used as the last resort and in some cases to justify the punishment given instead of dealing with the cause of misbehaviour among the students (Simatwa and Ajowi, 2010). However a number of challenges affecting the proper implementation of guidance and counseling were highlighted. They included inadequate time, negative attitude by the students against guidance and counseling, inadequate trained personnel among others. Far and wide, guidance and counseling was found to be the most appropriate disciplinary strategy but it was minimally utilized.

2.7 Conceptual Framework.

The independent variables were: Manual work, Withdrawal or Denial of privileges, Suspension from school and Guidance and Counseling. The manipulation of the independent variables was expected to cause changes in the dependent variable which was students' behaviour in order to achieve obedience to school rules, regulations and authority as well as display of positive, desirable and acceptable behaviour. The moderating variables were the school rules and regulations, the Ministry of Education (MoE) policies on discipline like ban on corporal punishment, the child rights as enshrined in the Constitution of Kenya (CoK) 2010 which protects children from all forms of violence, inhuman treatment and punishment. Other moderating variables included age and gender. The intervening variables were: perceptions of the stakeholders and students' upbringing background.

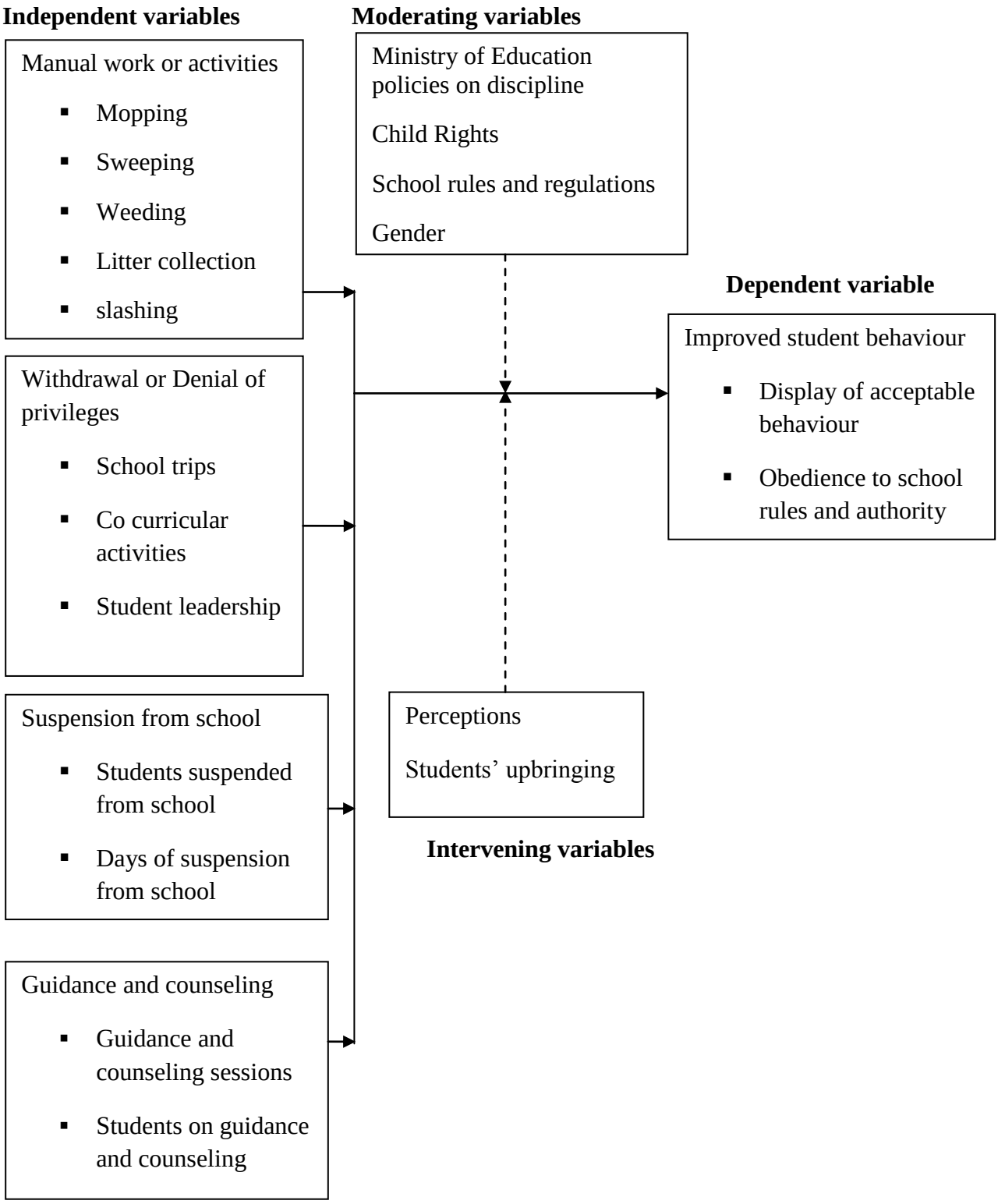

Figure 1: Conceptual framework.

Source: Researcher

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology which the researcher used to answer the research questions. Research methodology is a system of explicit rules and procedures upon which research is based and against which claims for knowledge are evaluated (Nachmias and Nachmias, 1996). The chapter explains the research design which was used as a frame work for this research. It outlines the target population for the study from whom data was collected. It indicates the sample frame of schools, teachers and students out of which a sample size was derived using the outlined sampling procedures. It further elaborates the methods that were used by the researcher to collect data as well as how reliability and validity of the instruments was maintained. The tools that the researcher used for data analysis are highlighted including how the researcher maintained and ensured ethics in the research. The chapter concludes with an elaborate Table of operationalisation of variables.

3.2 Research design

The researcher utilized a descriptive survey research design. This was because the researcher sought to collect current, varied and detailed responses concerning the use of disciplinary strategies and their effects on students' behaviour in the public secondary schools. According to Orodho (2003), a descriptive survey entails collecting data in order to get a detailed description of current practices, status of the subject or situation required. The design was also appropriate since the researcher collected views from respondents in an expansive area as well as covering a representative population. The researcher collected and analyzed both quantitative and qualitative data. Quantitative information gathered were analyzed and presented in a manageable form. Qualitative data collected indicated feelings, perceptions and thoughts of respondents. According to Denzin (2005), qualitative researchers are motivated by an in-depth inquiry to study a phenomenon in its natural setting, to make sense of, as well as to interpret, the phenomenon in terms of meanings and understandings constructed by people.

3.3 Target population

The study targeted 27 public secondary schools in Matungulu District, Machakos County. The schools had a total population of 8962. Out this population, the teachers were 325 and the students were 8637. Table 3.1 indicates the names of the schools and their respective teacher and student population.

Table 3.1: Sample frame of Schools, Teachers and Students in Matungulu District

S/N	Name of School	Number of Teachers	Number of Students
1	Tala High School	49	731
2	Kinyui Girls	19	556
3	Kinyui Boys	24	678
4	Matungulu Girls	22	605
5	Tala Girls	27	594
6	Sengani Girls	24	719
7	Katwanyaa	9	368
8	Kyeleni	2	194
9	FR. Heeran	21	511
10	Syanthi	10	344
11	Katulye	11	274
12	St. Joseph Katheka	12	261
13	St. Martins Kithuiani	2	252
14	AIC Itheuni	10	224
15	S.A Nguluni Secondary	12	252
16	Kimanza Secondary	7	200
17	ABC Kambusu	5	162
18	Kisukioni	19	378
19	Matuu Wendano	4	182
20	Kwatombe	4	163
21	Kalandini	6	200
22	Muumoni	1	137
23	AIC Mwatati	6	138
24	Kiboko	8	150
25	ST Joseph Kikuyuni	1	100
26	Kyaume	5	129
27	Kithuani	5	135
	TOTAL	325	8637

Source: Matungulu District Education Office 2013.

3.4 Sample selection and sample size

In order to ensure equal probability and representativeness in selection of the public secondary schools which participated in the study, the researcher used systematic sampling. This involved selection of every K^{th} School from the school list using the formula $K = \frac{N}{n}$ as indicated by Black (2004) whereby, *K* was the sampling interval or the skip, *N* was the population size and *n* was the sample size. Therefore, *N* = 27, *n* = 30% of 27 = 8.1 (Approximated to 9 to ensure that all schools catered for in the selection). Hence, *K* = 27/9 = 3. The sample frame was divided into 9 groups of 3 schools each. The researcher selected 9 schools representing a sample size of 30% and above. This conformed to Kothari (1999), who stated that, a sample size of 30% and above was statistically significant. The first school in the first group was selected at random since according to Black (2004), selection of the first K^{th} element is randomized to avoid biases. Therefore, the school at the 3^{rd} position was randomly selected in the first group. Consequently, selection of subsequent schools was done by selecting every 3^{rd} school out of the subsequent groups.

The researcher further proportionately selected a sample size of 30% (Kothari, 1999) of the teachers and the students who participated in the study from each of the selected schools providing each element with an equal opportunity of being selected for the study. Therefore the selected sample size for teachers and students was 40 and 985 respectively.

Each of the Deputy Head Teachers and HODs of Guidance and counseling respectively from the nine selected schools were also included in this study to provide data due to the important role they play in the management of student behaviour in the public schools as well as being the custodians of relevant discipline and guidance and counseling records respectively. As a result, 9 Deputy Head Teachers and 9 HODs of Guidance and counseling participated in this research. Table 3.2 indicates a breakdown of sample size selected.

Table 3.2: Sample distribution table

Sampled schools	Number of Teachers	Number of Students	Selected Teachers	Selected Students	Selected D/HT	Selected HOD for G and C
Kinyui Boys	24	678	7	203	1	1
Sengani Girls	24	719	7	216	1	1
FR Heeran	21	511	6	153	1	1
ST Joseph Katheka	12	261	4	78	1	1
SA Nguluni	12	252	4	76	1	1
Kisukioni	19	378	6	113	1	1
Kalandini	6	200	2	60	1	1
Kiboko	8	150	2	45	1	1
Kithuani	5	135	2	41	1	1
Sub total	131	3284	40	985	9	9
Total number of selected respondents			1043			

Source: Researcher

3.5 Methods of data collection

The researcher utilized questionnaires, interviews and document reviews to collect data for this research. Two research assistants were hired to help collect data from the field by administering questionnaires to students and interviewing key informants respondents. There were two sets of questionnaires. One questionnaire targeted teachers while the other was used to collect data from the students. Both questionnaires contained structured questions and open ended questions. The structured questions allowed the respondents to select a response from the options available while the open ended questions allowed the respondents to give their comments, opinions and thoughts on the subject matter. The questionnaires also used a Likert type of scale to measure questions on attitude.

The researcher interviewed key informant respondents using the interview guide. The key informant respondents included the Deputy Heads of school and Heads of Department for guidance and counseling. These respondents were included because they play a key role in maintaining appropriate and acceptable student behaviour as well as being custodians of key discipline records in their schools.

The study further reviewed documents like the school rules and regulations, records of discipline cases as well as records from the guidance and counseling department.

3.6 Reliability

The researcher conducted a pilot study at Tala High School, being the most populated to determine the reliability of the data collection tools. Therefore, through the pilot study the researcher used the split half method to determine reliability of the instruments of data collection. According to Orodho (2008) the number in the pre test of the questionnaires should be small about 1% of the sample size. The scores were divided into two sets of odd and even numbers and correlated yielding a reliability coefficient of 0.85. This was in conformity with Webb, N.M., Shavelson, R.J. & Haertel, E.H. (2006) who have stated that Reliability coefficients at or above 0.80 are often considered sufficiently reliable to make decisions about individuals based on their observed scores. The researcher trained the research assistants on the application of the research instruments to the respondents as well as what the tools were expected to measure in order to enable them uphold collection of reliable data.

3.7 Validity

The pilot study undertaken enabled the researcher to ensure that the tools used for data collection captured all the variables and objectives of the research to uphold content validity. The researcher was also able to review the tools and change questions which were ambiguous therefore ascertaining that the tools had construct validity. The researcher cross checked the data through triangulation to ensure validity of the responses made in this research. Questions on the questionnaire were asked in a different way to the same respondent but asking the same thing to check for consistency in the responses. The study was conducted in 9 public secondary schools making up 30% of the study population therefore enhancing the generalisability or external validity of the study.

3.8 Data analysis methods

The researcher used descriptive statistics to analyze data through the determination of the mean as a measure of central tendency and calculation of standard deviation as a measure of dispersion. According to Ngechu (2006), descriptive studies are useful for describing characteristics of a group of people or extent of general conditions of a phenomenon. Therefore, quantitative data was analyzed through the determination of measures of central tendency to help determine the distribution of data as well as calculating measures of variance or dispersal in order to determine variations in the distribution of data. Data was also analyzed using content analysis through review of relevant documents as well as analyzing the narrative responses or qualitative data from the respondents on data collection tools. Analyzed data was presented systematically using frequency tables, percentages and narratives.

3.9 Ethical considerations

The researcher and the research assistants informed the respondents about the nature, purpose and importance of the research that was carried out. The respondents were further assured that the information they provided would be treated with utmost confidentiality and privacy. They were reminded that they were not required to write their names on the questionnaires nor were the data collection tools carrying any identifiers. Sensitive data provided was protected through anonymity. Since the research was conducted in public secondary schools, the researcher sought permission to conduct the research from the secondary school heads through the letter of introduction so as to be allowed to collect data from the respondents in the schools. This ensured that there was informed consent and voluntary participation of the respondents who participated in the research.

Table 3.3: Table of operationalisation of variables

Research question.	**Variables**	**Indicators**	**Measurement**	**Measurement scale**	**Research design**	**Data collection methods**	**Tools of analysis**
What is the effect of manual work or activities on students' behaviour in public secondary schools?	**Independent**: Manual work	Mopping of floors. Sweeping of classes, pathways. Weeding of flower beds. Litter collection in the school compound. Slashing grass.	Number of students mopping floors in a term. Number of students sweeping classes or pathways in a term. Number of students weeding flowerbeds in a term. Number of students collecting litter in the school compound in a term. Numbers of students slashing grass in a term.	Ordinal. Interval.	Descriptive survey.	Questionnaire Document review. Interviews.	Descriptive statistics. Content analysis
	Dependent: Students' behaviour.	Student behaviour.	Improved, desirable and acceptable students behaviour. Obedience to school rules and authority	Ordinal.	Descriptive survey.	Questionnaire Document review Interviews.	Descriptive statistics.
How does withdrawal or denial of privileges impact on students' behaviour in public secondary schools?	**Independent**: Denial or withdrawal of privileges	Ban from participating in school trips. Ban from participating in Co curricular activities. Demotion from student leadership.	Number of students denied participating in school trips in a term. Number of students denied participation in co curricular activities in a term. Number of students demoted as prefects in a term.	Interval. Ordinal.	Descriptive survey.	Questionnaire Document review. Interviews.	Descriptive statistics. Content analysis.
To what extent does suspension from school impact on students' behaviour in public secondary schools?	**Independent**: Suspension from school.	Students' absence from school in a term. Days absent from school.	Number of students absent from school in a term due to suspension from school. Number of days a student is absent from school due to suspension from school.	Ordinal. Interval.	Descriptive survey.	Questionnaire Document review. Interviews.	Descriptive statistics. Content analysis.
What is the effect of Guidance and Counseling on students' behaviour in public secondary schools?	**Independent**: Guidance and counseling.	Guidance and counseling sessions. Students referred for guidance and counseling.	Number of guidance and counseling sessions organized in school in a term. Number of students referred for guidance and counseling services in school in a term.	Ordinal. Interval.	Descriptive survey.	Questionnaire Document review. Interviews.	Content analysis. Descriptive statistics

Source: The Researcher

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focused on data analysis, presentation and interpretation. The researcher analyzed and presented the data in a summarized and logical manner as well as indicating the interpretations through deducing meanings out of the data patterns established. The general objective of this study was to study the effects of disciplinary strategies on students' behaviour in public secondary schools in Matungulu District, Machakos County in Kenya. In chapter one, a study problem was identified after undertaking a background study. This was followed by chapter two which reviewed literature related to the study and established knowledge gaps. Chapter three outlined how the research was conducted to collect data and hence presented in chapter four through analysis and interpretations. The data was gathered through questionnaires, interviews and document reviews. The research instruments used were designed in line with the objectives established for the study. Various statistical tools were employed to extract information on the effects of disciplinary strategies on students' behaviour in Matungulu District, Machakos County in Kenya.

4.2: Response rate

The study targeted a total of 1043 respondents consisting of 9 D H/Ts, 9 HODs Guidance and Counseling, 40 Teachers and 985 Students. The researcher and the research assistants interviewed the D H/Ts and the HODs G and C while data from teachers and students was collected through questionnaires. Therefore, out of the targeted number of respondents, those who participated in the study through interviews and filling of questionnaires were 1013 in total. They included 9 D H/Ts, 9 HODs Guidance and Counseling, 40 teachers and 955 students (See Table 4.1). This represented a sample size of 29.7% which was within the intended sample size of 30% (Kothari, 1999). Therefore, this response rate was statistically sufficient for analysis and making of decisions.

Table 4.1: Response rate of the respondents

Category	Respondents	Responded	%	Not responded	%
D H/Ts	9	9	0.9	0	0
HODs G and C	9	9	0.9	0	0
Teachers	40	40	3.8	0	0
Students	985	955	91.6	30	2.9
Total	**1043**	**1013**	**97.1**	**30**	**2.9**

The study had total response rate of 97.1% (Refer Table 4.1). This was an excellent response rate since it conformed to Mugenda and Mugenda (1999) stipulation that a response rate of 50% was adequate for analysis and reporting; a rate of 60% was good and a response rate of 70% and over was excellent. The excellent response rate was attributed to the efforts made by the researcher in making prior arrangements with school authority before the data collection exercise. This helped schedule the date and time for undertaking the exercise. The researcher and the research assistants physically administered the data collection instruments where possible and collected the responses immediately in majority of the schools from respondents of the selected school. Those who did not respond gave reasons like misplacement of the questionnaires given and after constant follow up through phone calls, there was no response forthcoming.

4.3 Demographic characteristics

The study targeted D H/T, HODs for Guidance and counseling, teachers and students. As such their demographic characteristics were investigated in the first part of the questionnaires and as well being indicated during the interviews. The demographic characteristics investigated included their gender, age, experience, level of education, position in school and nature of the public secondary school. The results were as follows.

Table 4.2: Gender distribution of the respondents

Category	D H/Ts	HODs G and C	Teachers	Students	Total	%
Males	3	4	18	454	479	47
Females	6	5	22	501	534	53
Total	**9**	**9**	**40**	**955**	**1013**	**100**

From the results, it was clearly indicated that regarding gender distribution, a clear trend was shown whereby female respondents were more than the male respondents in all the categories shown above. The total percentage of all the males was 47% while that of females was 53% (Refer Table 4.2). However, although the females outnumbered the males, the difference in margin was small. Therefore, this indicated that the findings of this study as regards to effects of disciplinary strategies on students' behaviour in public secondary schools in Matungulu District, Machakos County in Kenya, were representative of members of both gender and were gender sensitive.

Table 4.3: Age distribution of D H/Ts, HODs G and C and Teachers

Interval	D H/Ts	HODs G and C	Teachers	Total	%
51 and above	0	0	2	2	3
41-50 years	6	5	9	20	34
31-40 years	3	4	18	25	43
20-30 years	0	0	11	11	19
Total	9	9	40	58	100

The results in the Table 4.3 indicated that, 43% of the respondents were aged 31-40 years, 34% were between 41-50 years, 19 % were aged 20-30 years and 3% were aged 51 years and above. The ages of the respondents were normally distributed. Therefore the study concluded that from this distribution, the respondents had the requisite experience in providing relevant data for this research.

Table 4.4: Age distribution of the Students

Age intervals	Frequency (f)	Percentage (%)
20 and above	19	2.0
18-19	230	24.1
16-17	501	52.5
14-15	199	20.8
12-13	6	0.6
Total	**955**	**100**

Table 4.4 shows that, majority of the student respondents represented by 52.5% were in their mid teenage bracket of between 16-17 years, 24.1% were aged 18-19 years, 20.8% were between 14-15 years, 2% were aged 21 years and above whereas 0.6% were aged between 12-13 years. The findings indicated a normal distribution in terms of the ages of the students and therefore the views gathered in this study were representative of students of all ages in a secondary school.

Table 4.5: Level of education of D H/Ts, HODs G and C and Teachers

Education level	D H/Ts	HODs G and C	Teachers	Total	%
Certificate	0	0	1	1	2
Diploma	0	0	6	6	16
Bachelors	9	7	30	46	79
Masters	0	2	3	5	9
Total	**9**	**9**	**40**	**58**	**100%**

It was established that majority of the teacher respondents represented by 79% had attained bachelors' degree whereas a minority of 9%, 16% and 1% had attained masters degree, diploma and

certificate training respectively (See Table 4.5). The findings suggest that the respondents were academically qualified to participate in this study.

Table 4.6: Current class or form of the Students

Class	Frequency (f)	Percentage (%)
Form 4	300	31.4%
Form 3	227	23.8%
Form 2	286	30.0%
Form 1	142	14.8%
Total	**955**	**100%**

The findings from Table 4.6 indicated that 31.4% of the student respondents were in form four, 30% were in form two, whereas 23.8% and 14.8% were in form three and form one respectively. Therefore, this shows that, the findings of this study took into account opinions of students of all classes in a public secondary school. This implied that the results of this research reflected a representation of students' views in a public secondary school.

Table 4.7: Teaching experience of D H/Ts, HODs G and C and Teachers

Experience	D H/Ts	HODs G and C	Teachers	Total	%
21 and above	2	0	4	6	10
16-20	4	2	7	13	22
11-15	3	7	5	15	26
6-10	0	0	9	9	16
1-5	0	0	15	15	26
Total	**9**	**9**	**40**	**58**	**100%**

Regarding to the experience of the teachers in their teaching profession, it was revealed that, 26% of the teachers had a teaching experience of 11-15years and 1-5 years respectively, 22% had an experience of 16-20 years, 16% had taught for 6-10 years and 10% had been in the profession for 21 years and above (Refer Table 4.7). This suggested that the teachers have handled students for a significant number of years and therefore they understood the behaviour issues affecting students as well as the disciplinary strategies applied in their respective schools to mitigate student misbehaviour. Consequently due to the indicated years of experience, the respondents were assumed to be well acquainted in this area of study in addition to providing appropriate information sought by the study.

Table 4.8: Type of public secondary school

Type of school	Frequency	Percentage (%)
Boys boarding	154	15.2%
Girls boarding	439	43.4%
Mixed day schools	216	21.3%
Mixed day and Girls boarding	204	20.1%
Total	**1013**	**100%**

As regards to the type of school of the respondents who participated in the study, 43.4% came from mixed day secondary schools, 21.3% from girls boarding schools, 20% from boys boarding schools and 15.2% from mixed day and girls boarding schools (See table 4.8). Therefore, this indicated that the study captured opinions from members of different types of public secondary schools hence can be used to generalize the results to other public secondary schools.

Table 4.9: Position of responsibility held by teacher respondents

Type of school	Frequency	Percentage (%)
Senior Teacher	1	2.5
HODs	14	35.0
Subject heads	3	7.5
Subject teachers	22	55.0
Total	**40**	**100**

Regarding the positions held by teachers in school, it was revealed that 55% of the respondents were subject teachers, 35% of them were Heads of Departments (HODs), 7.5% were subject heads and 2.5% were senior teachers. The results indicated that all the teachers had position of responsibility in their respective schools and therefore had a role to play in maintaining appropriate student behaviour in their respective schools.

4.4 Manual activities and its influence on students' behaviour

The respondents were required to state the number of students assigned various manual activities in their respective secondary schools due to misbehaviour. The manual activities under study included: mopping of floors, sweeping, weeding, litter collection and slashing. The findings from the D H/Ts, HODs G and C, Teachers and Students were indicated as follows.

Responses from the D H/Ts and HODs G and C interviewed indicated that, an average of 11 and 14 students respectively were assigned manual activities in a term due to misbehaviour. This implied that the numbers of wrongdoers punished through manual work was small.

Table 4.10: Teachers responses on number of students assigned manual work in a term

Interval	Mopping	%	Sweeping	%	weeding	%	Litter collection	%	Slashing	%
51 and above	1	2.5	1	2.5	0	0	2	5.0	0	0
41-50	1	2.5	2	5.0	1	2.5	3	7.5	0	0
31-40	1	2.5	1	2.5	0	0	3	7.5	0	0
20-30	4	10	8	20	2	5	6	15	2	5
11-20	7	17.5	8	20	5	12.5	5	12.5	6	15
10 and below	26	65	20	50	32	80	21	52.5	32	80
Total	**40**	**100**	**40**	**100**	**40**	**100**	**40**	**100**	**40**	**100**
Mean	**11.8**		**15**		**8.3**		**17.0**		**7.5**	
SD	**11.7**		**12.9**		**7.9**		**15.5**		**5.4**	

The results indicated that averages of between 8 to 17 students were given various manual activities due to misbehaviour (See Table 4.10). This suggested that the number of students punished through manual activities was small as reported by teacher respondents.

Table 4.11: Student responses on number of students assigned manual work in a term

Interval	Mopping	%	Sweeping	%	weeding	%	Litter collection	%	Slashing	%
51 and above	49	5	55	6	33	3	89	9	113	12
41-50	39	4	50	5	27	3	45	5	37	4
31-40	46	5	71	7	40	4	67	7	47	5
20-30	85	9	100	10	83	9	94	10	88	9
11-20	182	19	272	28	203	21	257	27	179	19
10 and below	554	58	407	43	569	60	403	42	491	51
Total	**955**	**100**	**955**	**100**	**955**	**100**	**955**	**100**	**955**	**100**
Mean	**14.3**		**17.1**		**13.0**		**18.3**		**17.7**	
SD	**14.3**		**17.5**		**12.7**		**16.2**		**17.3**	

Regarding to the question pertaining to the number of students assigned manual activities in a term due to misbehaviour, Table 4.11 revealed that, on average between 13 and 18 students were

punished using manual activities in a term due to misbehaviour. This concurred with findings of other respondents that the number of students punished through manual work was small.

Analysis from Table 4.31 demonstrated likert scores of from 1.4 to 2.5 with an overall average score of 2.0. These revealed inclinations towards the level of disagree with low cases. Therefore, the study concluded that, few students were punished in a term through manual activities due to misbehaviour in public secondary schools.

The respondents were also asked to indicate whether manual activities help to achieve improved student behaviour in schools. As such, their responses were as follows.

Table 4.12: Whether manual work help improve student behaviour

Response	D H/Ts	HODs G and C	Teachers	Students	Total	%
Yes	9	9	27	567	612	60.4
No	0	0	13	388	401	39.6
Total	**9**	**9**	**40**	**955**	**1013**	**100**

Findings from Table 4.12 indicated that an overall majority of the respondents represented by 60.4% agreed that manual activities help curb student misbehaviour while 39.6% disagreed. The researcher analyzed the results on the decision making score sheet and it disclosed likert scores ranging from 4.6 to 7.0. The overall average score was 6.0 depicting an inclination towards the level of agreement. Therefore, the study concluded that manual activities help maintain appropriate student behaviour in schools.

The respondents were further asked to give their reasons for and against the application of manual activities to curb misbehaviour. It was revealed that, the respondents who supported the view that, manual activities were effective in maintaining appropriate student behaviour gave the following reasons to sustain their opinion. They indicated that the students fear manual activities hence they would be in their best behaviour to avoid being assigned manual activities. In addition, it was discovered that the students did not want to waste time engaging in manual activities instead of utilizing it in learning. Therefore, the students would prefer to spend their time in lessons activities than misbehave and waste time in undertaking time consuming and tiresome manual activities. Furthermore, the students felt embarrassed of being watched by their peers while undertaking dirty and undignified manual punishments.

On the other hand, respondents who held a contrary opinion that manual activities do not help in improving student behaviour gave following reasons in favour of their views. They indicated that, some students got hardened or were used to manual activities hence it did not make any difference in helping them improve their behaviour. In fact some of the student respondents said that, "There was no difference between manual punishments and normal school routine." It was also disclosed that, some students intentionally wanted to have a break away from class. Therefore, they would misbehave to be assigned manual activities and spend time away from lessons. A section of the students indicated that manual activities were torturous, tiresome and against their rights as children. Other respondents revealed that, the manual activities given as punishment could make one get hurt or injured in the cause of undertaking it; the student could develop blisters or get health complications for example, asthmatic cases, dust allergies or even catch an infectious disease. Furthermore, the respondents indicated that allocation of manual work to misbehaving students led to feelings of hatred towards the teacher and even to a larger extent towards the school. Finally, the respondents indicated that due to the time wasted by students in performing manual work than in learning, the student was also affected academically by lowering their performance.

4.5: Denial of privileges and its influence on students' behaviour

The second objective of this research was to explore the impact of withdrawal or denial of privileges on students' behaviour in public secondary schools. As regards to this objective the respondents were asked to indicate the number of students who have been denied privileges in a term. The following privileges were investigated to determine their application in school and their effects. They included: denial from participating in school trips, withdrawal from co-curricular activities and demotion from the school prefects body or student leadership. The findings were summarized as follows.

Responses gathered from the interviews of the D H/Ts and HODs G and C indicated that, an average of 6 and 13 students respectively were denied privileges in a term because of misbehaviour. This suggested that few students were punished denial of privileged due to misbehaviour. It also suggested that there few cases of student misbehaviour in the said schools to warrant the use of denial of privileges to remedy the misbehaviour.

Responses from the teachers and students questionnaires regarding the number of students denied privileges in a term due to misbehaviour were summarized as follows.

Table 4.13: Teacher responses on number of students denied privileges in a term

Interval	School trips	%	Co curricular	%	School Prefect	%
51 and above	0	0	0	0	0	0
41-50	0	0	0	0	0	0
31-40	0	0	0	0	0	0
21-30	1	2.5	0	0	1	2.5
11-20	4	10.0	3	7.5	0	0
10 and below	35	87.5	37	92.5	39	97.5
Total	**40**	**100**	**40**	**100**	**40**	**100%**
Mean	**6.5**		**5.8**		**5.5**	
SD	**4.2**		**2.6**		**3.1**	

Table 4.13 revealed that, 6 or 7 students were punished through denial of privileges due to student misbehaviour in a term as reported by the teacher respondents. This indicated that the students punished through this strategy were few.

Table 4.14: Students responses on number of students denied privileges in a term

Interval	School trips	%	Co curricular activities	%	School Prefect	%
51 and above	53	5.5	38	4.0	23	2.4
41-50	12	1.3	14	1.5	7	0.7
31-40	17	1.8	35	3.7	13	1.4
21-30	47	4.9	80	8.4	29	3.0
11-20	125	13.1	136	14.2	100	10.5
10 and below	701	73.4	652	68.3	783	82.0
Total	**955**	**100**	**40**	**100**	**40**	**100%**
Mean	**11.1**		**11.8**		**5.5**	
SD	**13.1**		**12.6**		**3.1**	

Results from Table 4.14 suggested that between 6 and 12 students were punished through denial of privileges due to misbehaviour in a term as reported by student respondents. This also implied a small number of students punished through denial of privileges.

Analysis from the decision making score sheet indicated likert scale results ranging from 1.1 to 1.9 with an overall likert scale average of 1.4 (See Table 4.31). This implied a strong disagreement with

low values interpreted to mean a small number of students were punished through this strategy. Therefore the study found that there were very few cases of students who were punished through denial of privileges. This suggested that, there were few cases of student misbehaviour. It also indicated that the strategy was not commonly used.

The researcher also wanted to find out whether denial or withdrawal of privileges helps curb misbehaviour. Therefore, respondents were asked to state whether denial or withdrawal of privileges helps to improve the students' behaviour. Their responses were as follows

Table 4.15: Whether denial of privileges help improve student behaviour

Response	D H/Ts	HODs G and C	Teachers	Students	Total	%
Yes	8	9	34	441	492	48.6
No	1	0	6	514	521	51.4
Total	**9**	**9**	**40**	**955**	**1013**	**100**

Table 4.15 revealed that 51.4% of the respondents did not agree that denial of privileges help curb student misbehaviour while 48.6% agreed that it helps improve student behaviour. Majority of the teachers supported the disciplinary strategy while majority of the students did not support it. This suggested differences in opinion regarding the use this strategy to curb student misbehaviour.

However analysis on Table 4.31 demonstrated mean likert scores of 3.8, 6.1, 7.0 and 6.3 for the students, teachers, HODs G and C and D H/Ts respectively. The overall mean of these scores was 5.8 which indicated a predisposition towards the level of agreement (Refer Table 4.3). Therefore the study concluded that, in general denial of privileges as a disciplinary helps to maintain improved student behaviour in schools.

The study further investigated to find out the reasons for the respondents' support or lack of support for the use denial of privileges as a disciplinary strategy. The results indicated that, the respondents who were in favour of the use of denial of privileges in maintaining improved student behaviour supported their view by indicating that most students would comply by putting forward their best behaviour in schools for they did not want to lose their privilege. Therefore, the strategy would enable students to improve their behaviour for fear of the privilege being taken away. The respondents also revealed that, the students who were already denied the privilege would behave appropriately to impress the teacher with the intention of being given a second chance to enjoy the privilege. Again, they indicated that, the students would not like to bear the embarrassment and

shame before their peers for having their privileges withdrawn. Finally, they said that denial of privileges helps deter those students who were planning to misbehave once they witness what has befallen their colleagues.

Respondents who did not agree with the effectiveness of denial of privileges against student misbehaviour supported their opinions by pointing out that, this disciplinary strategy would make the students develop hatred and negative attitudes towards the teacher and the school. Consequently, denial of privileges led to a low self esteem of the student as they ended being withdraw and got engulfed with feelings of being unwanted. They further indicated that this could also affect their academic performance. The respondents vehemently indicated that withdrawal of privileges denied a student the chance to exploit their talents. Some of the respondents revealed that denial of privileges not only amounted to denying students their rights but it encouraged students to sneak so as to enjoy the privilege as well as hardening the student to exhibit regenerative behaviours. They further indicated that, it could lead to incitement of other students to go on strike and even result to low academic performance.

4.6 Suspension from school and its influence on students' behaviour.

The third objective for this study was to establish the influence of suspension from school on students' discipline in public secondary schools in Matungulu District, Machakos County. As a result respondents were asked to indicate the number of students suspended from school in a term due to misbehaviour and their responses were summarized as follows.

Table 4.16: Number of students suspended from school in a term.

Interval	D H/Ts	%	HODs G and C	%	Teachers	%	Students	%
51 and above	0	0	0	0	0	0	37	3.9
41-50	0	0	0	0	0	0	19	2.1
31-40	0	0	0	0	0	0	31	3.2
21-30	0	0	0	0	3	7.5	70	7.3
11-20	2	22	2	22	7	17.5	243	25.4
10 and below	7	78	7	78	30	75	555	58.1
Total	**9**	**100**	**9**	**100**	**40**	**100**	**955**	**100**
Mean	**7.2**		**7.2**		**8.3**		**12.7**	
SD	**4.2**		**4.2**		**6.1**		**12.4**	

By and large statistical analysis of the results demonstrated that from 7 to13 students were suspended from school in a term due to misbehaviour (See Table 4.16). This suggested that an average of 9 students were suspended from school in a term due to misbehaviour. These results yielded likert scores of from 1.2 to 1.9 which was averaged to 1.4 (Refer to table 4.31). This was equated to strongly disagree demonstrating that indeed very few students encountered suspension from school. Therefore, the study found that there were few cases of suspension from school due to student misbehaviour. This was an indication that the disciplinary strategy was effective in maintaining acceptable and appropriate student behaviour in public secondary schools.

The respondents were also asked to indicate the number of days a student was put on suspension from school in a term due to misbehaviour. The responses gathered from the participants concerning this aspect were as follows.

Table 4.17: Number of days a student was suspended from school in a term

Days	D H/Ts	HODs G and C	Teachers	Students	Total	%
14	5	8	25	625	663	65.5
7	4	1	11	257	273	26.9
2-4	0	0	4	73	77	7.6
Total	**9**	**9**	**40**	**955**	**1013**	**100**

The results indicated that 65.5% of the respondents said, students were suspended for 14 days, 26.9% said suspension from school lasted for 7 days while 7.6% said, students were suspended from school between 2 to 4 days (See Table 4.17).

Statistical investigations indicated that, the respondents views were between 5.6 and 6.7 on the likert scores with an overall average of 5.9. This suggested an inclination towards the level of agreement interpreted to mean more suspension days (Refer to Table 4.31). The finding therefore, concluded that suspension from school was implemented for a period of 14 days.

The respondents were further asked to state whether suspension from school was effective in maintaining improved student behaviour. Their responses as analyzed in the study were indicated as follows.

Table 4.18: Whether suspension from school helps improve students' behaviour

Response	D H/Ts	HODs G and C	Teachers	Students	Total	%
Yes	8	9	34	543	594	58.6
No	1	0	6	412	419	41.4
Total	**9**	**9**	**40**	**955**	**1013**	**100**

Results from Table 4.18 revealed that 58.6% of the respondents were of the view that suspension from school helps improve students' behaviour while 41.6% held a contrary opinion. Overall analysis from the score sheet indicated that the responses were between the likert scales of 4.4 to 7.0 with an overall average 6.0 (See Table 4.31). This suggested a predisposition towards agree. Therefore, the finding affirms that, suspension from school helps curb student misbehaviour therefore improving their behaviour in secondary schools.

The respondents who supported suspension from school affirmed their responses by stating that suspension from school not only keeps the students' behaviour on toes for fear of facing parents' wrath and reprimands but also brings together the parent and the teachers to work as a team in order to look into the students' misbehaviour. Subsequently, the students fear suspension; they do not want to waste time for study considering that students were suspended 14 days. Also, suspension helps remove the culprit from school hence creating an enabling learning environment without troubleshooters. Again, suspended students feel ashamed and embarrassed. Furthermore, suspension from school acts as a deterrent for those planning to engage in similar misbehaviour.

On the other hand, the respondents who answered 'No' on this question defended their response by asserting that suspension from school only dwells in postponing a problem, it wastes time and money for not only the student but also their parents or guardians. A student loses out enormously in academics hence leading to lower performance for the student. Suspension from school could lead to the students harboring feelings of hatred against the teacher and the school thereby leading to incitement to engage in strikes. It was also revealed that some students were used to suspensions while others misbehaved intentionally to be accorded the 'privilege' to go home. This was in agreement with Dupper, Theriot and Craun (2009), who stated that, some students perceive suspension from school as an officially sanctioned school holiday. Furthermore, the respondents indicated that once the culprits resumed from their suspension, they received minimal punishment with no great impact. Other respondents lamented that the disciplinary strategy was being abused

since students were sent home for minor offences. Above all, suspended students got exposed to other forms of misbehaviour while others opted to completely drop out of school.

4.7: Guidance and counseling and its influence on students' behaviour

The fourth objective in this study was to determine the influence of guidance and counseling on students' behaviour in public secondary schools. The study sought to find out the number of guidance and counseling sessions organized in public secondary schools in a term. This was going to enable the researcher establish a link between the number guidance and counseling sessions organized with their effect on changes in student behaviour. The responses from all the respondents were summarized as follows.

Table 4.19: Number of G and C sessions organized in a school in a term

Sessions	D H/Ts	HODs G and C	Teachers	Students	Total	%
Weekly	3	3	20	250	276	27.2
Monthly	1	2	3	136	142	14.0
Twice a term	0	2	9	142	153	15.1
Termly	5	2	5	403	415	41.0
Occasionally	0	0	3	24	27	2.7
Total	**9**	**9**	**40**	**955**	**1013**	**100**

It was revealed that 41% of the respondents said that, guidance and counseling sessions were organized once a term, 27.2% said once a week, 15.1% said twice a term, 14% said once a month and 2.7% said occasionally (See Table 4.19). Analysis of these on Table 4.31 indicated that majority of the responses fell between the scores of 4.1 to 5.2 with an overall average of 4.6 approximated to 5. Thus, it indicated a score of the likert level at somewhat agree. This suggested that, the guidance and counseling sessions which were organized were not adequate enough to the satisfaction of the respondents.

The study sought to find out from the respondents, the number of students who were put on guidance and counseling in term due to misbehaviour. The responses given for this question were indicated as follows:

Table 4.20: Number students on guidance and counseling in a term

Interval	D H/Ts	HODs G and C	Teachers	Students	Total	%
51 and above	0	1	3	53	57	5.5
41-50	0	0	0	18	18	1.9
31-40	0	0	3	13	16	1.4
21-30	0	0	1	101	102	10.6
11-20	4	4	14	177	199	18.5
10 and below	5	4	19	593	621	62.1
Total	**9**	**9**	**40**	**955**	**1013**	**100%**
Mean	**9.4**	**13.9**	**15.0**	**12.9**	**12.9**	
SD	**5.0**	**12.0**	**14.1**	**13.4**	**13.4**	

It was found that, as regards to the number of students on guidance and counseling due to misbehaviour, 62.1% said 10 students and below, 18.5% said between 11-20 students, 10.6% said between 21-30 students, 1.4% said between 31-40 students, 1.9% said between 41-50students and 5.5% said 51 students and above. An overall average mean revealed that 13 students were guided and counseled in a term due to misbehaviour (See Table 4.20). This suggested that the number of students disciplined using this strategy was small implying improve student behaviour as well as effectiveness of the strategy. Using the likert scale on the score sheet, it was revealed that the responses ranged from 1.4 to 2.2 with an average of 1.9 (See Table 4.31). These demonstrated inclinations towards the level of disagree with low values. Therefore, it was found that there were few students in public secondary schools who were referred for guidance and counseling due to misbehaviour.

The study further sought to find out from the respondents whether guidance and counseling was effective in maintaining appropriate and improved student behaviour. Findings were follows.

Table 4.21: Whether G and C help improve student behaviour

Response	D H/Ts	HODs G and C	Teachers	Students	Total	%
Yes	9	8	38	770	825	81.4
No	0	1	2	185	188	18.6
Total	**9**	**9**	**40**	**955**	**1013**	**100**

Table 4.21 demonstrated that an overwhelming majority of the respondents represented by 81.4% supported the view that guidance and counseling helps improve student behaviour while a minority

18.6% of the respondents held a contrary opinion. Overall analysis on Table 4.31 indicated that the respondents' views were estimated to be from 5.8 to 7.0 on the likert scale. An overall mean was calculated to be 6.5 on the likert scale. This implied that the respondents had an overwhelming predisposition towards the use of guidance and counseling to curb misbehaviour. Therefore, they strongly agreed that guidance and counseling helps improve students' behaviour.

The respondents who supported guidance and counseling as being an effective strategy in maintaining improved student behaviour defended their response by stating that guidance and counseling helps the student understand what was wrong or unacceptable and what was right or acceptable. Guidance and counseling helps get into the root cause of a students' misbehaviour and starts the process of behaviour reconstruction to a positive one. It was also said that, this strategy not only helps build good morals among students but also builds the self esteem of students and as well as planting positive attitudes among students. Guidance and counseling helps in behaviour correction in addition improving students' in academics.

The minority respondents who pointed out that guidance and counseling does not help in achieving improved student behaviour supported their opinions with the following reasons: guidance and counseling department was inactive and did not organize regular sessions to sensitize students. The students fear the G and C teachers due to lack of secrecy in addition to some teachers using it to accuse or embarrass students. They also pointed out that Guidance and Counseling was boring as it was repetitive, times wasting hence students did not take it positively. The respondents further indicated that some students were addicted beyond the help of Guidance and Counseling.

The researcher used a Likert scale of SA = Strongly Agree, A= Agree, D= Disagree and SD = strongly disagree on the questionnaire, to determine the respondents attitude whether misbehaving students should be given manual activities, denied of privileges, suspended from school and guided and counseled. Their views were summarized as follows:

Table 4.22: Whether misbehaving students should be given manual work

Response	Teachers	Students	Total	(%)
Strongly agree	5	193	198	20
Agree	26	294	320	32
Disagree	5	167	172	17
Strongly disagree	4	301	305	31
Total	**40**	**955**	**995**	**100**

It was found that, as regard to whether misbehaving students should be dealt with by being assigned manual activities, Table 4.22 demonstrated 32% agree, 31% strongly disagreed, 20% strongly agreed and 17%. Overall analysis of the responses of the teachers and students on whether misbehaving students should be given manual work revealed a likert score of 4.5 (Refer Table 4.31). This implied that, the respondents were in a somewhat agreement that misbehaving students should be assigned manual activities. It suggests that as much as the respondents supported that manual activities help curb student misbehaviour in an earlier finding, they recommend its application with reservations. This would be attributed to the punitive aspect of manual activities as well as their responses that they fear manual activities.

Table 4.23: Whether misbehaving students should be denied privileges

Response	Teachers	Students	Total	%
Strongly agree	16	109	125	13
Agree	21	201	222	22
Disagree	1	254	255	26
Strongly disagree	2	391	393	39
Total	**40**	**955**	**995**	**100**

The results indicated that 39% strongly disagreed, 26% disagreed, 22% agreed and 13% strongly agreed. Majority of teachers support the use of this disciplinary strategy while majority of the students did not support it (See Table 4.23). Analysis on the score sheet yielded a likert value of 4.6 (Refer Table 4.31) indicating that, the respondents somewhat agreed that misbehaving students should be denied privileges when they misbehave.

Table 4.24: Whether misbehaving students should be suspended from school

Response	Teachers	Students	Total	%
Strongly agree	6	151	157	16
Agree	30	232	262	26
Disagree	2	243	245	25
Strongly disagree	2	329	331	33
Total	**40**	**955**	**995**	**100**

As regards to whether misbehaving students should be suspended from school, results of Table 4.24 indicated that 33% strongly disagreed, 26% agreed, 25% disagreed while 16% agreed. The trend was replicated whereby majority of the teachers recommend the use of this strategy while majority of the students had a contrary opinion. The results from the score sheet yielded a score of 4.6 on the

likert scale (See Table 4.31). This indicated a level of somewhat agree that students who misbehave should be suspended from school.

Table 4.25: Whether misbehaving students should be guided and counseled

Response	Teachers	Students	Total	%
Strongly agree	27	721	748	75
Agree	13	164	177	18
Disagree	0	28	28	3
Strongly disagree	0	42	42	4
Total	**40**	**955**	**995**	**100**

Table 4.25 shows that an overwhelming majority of the respondents represented by 75% strongly agreed, 18% agreed, 4% strongly disagreed and 3% disagreed. There were no responses for those who disagreed or strongly disagreed. A likert score of 6.6 (See Table 4.31) was attained after analyzing the responses of the teachers and students. This indicated that both the teachers and the students strongly agreed that misbehaving students should be guided and counseled.

Emerging data patterns indicated that the respondents gave equal responses approximated to 5 on the likert scale towards the use manual activities, denial of privileges and suspension but gave a higher value of 7 on guidance and counseling. This indicated that the respondents had a higher predisposition towards guidance and counseling than the other disciplinary strategies

In addition, the study used likert scale of SA = Strongly Agree, A = Agree, D = Disagree and SA = strongly disagree, to determine the respondents feelings whether the disciplinary strategies helped curb misbehaviour. Therefore, the respondents were required to respond to whether manual activities, denial of privileges, suspension from school and guidance and counseling help in achieving improved student behaviour. The findings were indicated as follows:

Table 4.26: Whether manual activities help curb student misbehaviour

Response	Teachers	Students	Total	%
Strongly agree	7	213	220	22
Agree	29	288	317	32
Disagree	3	166	169	17
Strongly disagree	1	288	289	29
Total	**40**	**955**	**995**	**100**

Regarding to whether manual activities help curb student misbehaviour, the teacher responses were as follows: 32% agreed, 29% strongly disagreed, 22% strongly agreed and 17% disagreed (See Table 4.26). Therefore, majority of the respondents pointed that manual actives help curb student misbehaviour. The analysis on the average responses of the teachers and students indicated a score of 4.9 on the likert scale (See Table 4.31). This indicated a level of somewhat agree towards their view that manual activities help curb student misbehaviour.

Table 4.27: Whether denial of privileges help curb student misbehaviour

Response	Teachers	Students	Total	%
Strongly agree	14	117	131	13
Agree	23	201	224	23
Disagree	2	244	246	25
Strongly disagree	1	393	394	40
Total	**40**	**955**	**995**	**100**

Results from Table 4.27 demonstrated that, as regards to whether denial of privileges helps curb student behaviour, 40% strongly agreed, 25% disagreed, 23% agreed while 13% strongly agreed. Referring to the earlier patterns, more teachers than students support the view that denial of privileges helps improve student behaviour. Findings analyzed using the likert scale gave a score of 4.5 (See Table 4.31) indicating that the respondents somewhat agreed that denial of privileges helps curb student misbehaviour.

Table 4.28: Whether suspension from school help curb student misbehaviour

Response	Teachers	Students	Total	%
Strongly agree	8	167	175	18
Agree	27	228	255	26
Disagree	3	233	236	24
Strongly disagree	2	327	329	33
Total	**40**	**955**	**995**	**100**

As regards to whether suspension from school helps to curb student misbehaviour, the teachers' responses were as follows: 33% strongly disagreed, 26% agreed, 24% disagreed and 18% strongly agreed (See Table 4.28). The results indicated that majority of the teachers supported the use of suspension from school to curb student misbehaviour than the students. Analysis on the score sheet gave a likert score of 4.6 (Refer to Table 4.13) indicating that the respondents somewhat agreed that

suspension from school helps curb student misbehaviour. Again, more teachers supported the use of this strategy than the students.

Table 4.29: Whether G and C help curb student misbehaviour

Response	Teachers	Students	Total	%
Strongly agree	27	681	708	71
Agree	12	165	177	18
Disagree	1	44	45	5
Strongly disagree	0	65	65	7
Total	**40**	**955**	**995**	**100**

As regards to the teachers responses on whether guidance and counseling helps curb student misbehaviour, 71% strongly agreed, 18% agreed and 7% strongly disagreed and 5% disagreed (See Table 4.29). The results indicated that the both respondents leaned more towards supporting guidance and counseling as a strategy that would help curb student misbehaviour. An analysis of the teacher and student views on the likert scale gave a score of 6.5 (See Table 4.31) indicating that, indeed the respondents strongly agreed that guidance and counseling helps curb student misbehaviour in public secondary schools.

A data pattern established in this analysis indicated that the respondents had a higher predisposition on the use of guidance and counseling compared to the use of manual activities, denial of privileges and suspension from school. The results were in congruence with initial findings reached at regarding whether these disciplinary strategies should be prevailed upon misbehaving students.

The study sought to find out whether cases of misbehaviour were improving in public secondary school. Therefore, the respondents were further asked to indicate whether cases of student misbehaviour are decreasing. Their responses were as follows.

Table 4.30: Whether student behaviour was improving in schools

Response	D H/Ts	HODs G and C	Teachers	Students	Total	%
Yes	7	9	22	671	701	70
No	2	0	18	284	304	30
Total	**9**	**9**	**40**	**955**	**1013**	**100**

Regarding to whether cases of misbehaviour were improving in secondary schools, majority of the respondents represented by 70% indicated that, student behaviour was improving while 30% said that student behaviour was not improving in schools (Refer Table 4.30). The results yielded an

overall mean of 5.6 on the likert scale (See Table 4.31). This indicated that the respondents agreed that cases of student misbehaviour were improving in schools. It implied that the disciplinary strategies applied were effective and that students were displaying acceptable behaviour in their schools.

The respondents who indicated that cases of student misbehaviour was decreasing in schools attributed this scenario to the efforts made through guidance and counseling of the students, peer counseling, teachers working as a team, involvement of parents in students' misbehaviour, schools having strong discipline committee, the students fear punishment like manual work or suspension, the teachers are strict, performance is improving and that there are reduced cases of students being punished, suspended or organizing for strikes.

The respondents whose response was 'No' regarding to whether cases of misbehaviour were decreasing in their schools supported their view by pointing out that this was because of lack of frequent Guidance and counseling sessions, poor relationship between students and teachers, teachers administering partisan punishments, permissive society, lack of parental participation or parents abdicating their roles in instilling positive behaviour to their children, peer pressure, drug abuse, new student admissions with misbehaviour history from their former schools and abolishment of the cane.

In addition, the study sought to find out the challenges schools faced in maintaining appropriate student behavior. The responses given by the D H/Ts, HOD G and C and the Teachers on factors that hinder the achievement of appropriate student behaviour in public secondary schools included the following: peer pressure, non supportive parents, prohibitive education policies on discipline, conservative child rights, negative influence of the mass media, drug abuse, high student population or over enrollment, banning of the cane, permissive society, admission of students with misbehaviour cases from other schools, lack of good role models in society, lack of trained counselors, lack of support from the administration, inadequate G and C sessions and teachers' fear of the consequences of punishing students.

On responding to the same question regarding challenges facing the maintenance of improved student behaviour, the students concurred with the reasons given by their teachers but, in addition, they strongly indicated that misbehaviour emanated due to the failure of the administration to listen and respond to issues affecting the students well being in schools including lack of essential services

or provisions. They also indicated that, the administration implemented of decisions without consulting the views of the students. Again, they revealed that the punishments given did not commensurate to the misbehaviour committed. This was because they were lenient. The manual activities assigned were not supervised hence teachers were not able to ascertain whether they have been done or not. The other challenges stated by the students that hinder maintenance of appropriate student behaviour included: negative boy girl relationships, favouritism by teachers when administering punishments as well as poor teacher-student relationship. In one of the schools, the students categorically lamented on the issue of prefects caning fellow students while in another school the students pointed out that the teachers were only from one gender and so it was difficult for students of the opposite gender to confide in the teachers on sensitive issues to be handled through guidance and counseling. Furthermore, the students indicated that the teachers were harsh and cruel hence not approachable and that the cane was still used against misbehaving students despite its ban.

As regards to what can be done to improve and maintain appropriate and acceptable student behaviour in schools, the respondents indicated that the following measures can help improve students' behaviour. The D H/Ts, HOD G and C, Teachers and the Students gave the following suggestions to help improve students' behaviour. They include: strengthening Guidance and Counseling by organizing for more sessions with the students, training more teachers in guidance and counseling, promoting team work among teachers as well as involving parents in their sons and daughters discipline, use of peer counselors, invitational of motivational speakers, reward of positive behaviour, cultivating a close and healthy relationship between students and parents, holding open forums and regular class assembles with students, re-introduce caning, review of child rights, involvement of students in decision making as well as listening and responding to issues affecting them, creation of a an effective discipline committee, administering prompt corrective measures as soon as a misbehaviour arises, appropriate staffing to cater for acceptable teacher student ratio, Christian or spiritual counseling to enable students get more involved in Christian teachings, good role models, ensuring that the punishment given was proportional to the misbehaviour committed, regular inspections to check drug intake as well as involving students various activities to keep the busy.

4.8 Summary.

In order to analyze the findings and make decisions regarding the respondents' reactions and views, the researcher developed a score sheet Table with a likert scale of 1-7 (Vagias, 2006), whereby a likert score of 1 indicated a decision which strongly disagreed graduating progressively to the highest score of 7 which indicated a decision that strongly agreed. The decision making score sheet has a well elaborated key to guide the interpretation and decision making (See Table 4.31).

Table 4.31: Decision making score sheet

On Table 4.31, responses from the Deputy Head Teachers and Heads of Department for Guidance and Counseling were obtained through interviews whereas responses from teachers and students were obtained through questionnaires.

Objective one		**To establish the impact of manual work or activities on students' behaviour in public secondary schools**										
Respondents	**Q**	**Item**	**LIKERT SCALE**							**Total**	**Likert Mean**	**Likert SD**
			1	**2**	**3**	**4**	**5**	**6**	**7**			
D H/Ts	2a	Number o students punished through manuals activities due to misbehaviour in a term	4	5	0	0	0	0	0	9	1.6	1.4
HODs	2a		5	3	0	0	0	0	1	9	2.0	3.1
Teacher	7	Number assigned to mop	26	7	4	0	1	1	1	40	1.8	2.4
		Number assigned to sweep	20	8	8	0	1	2	1	40	2.1	2.8
		Number assigned to weed	32	5	2	0	0	1	0	40	1.4	1.4
		Number who collected litter.	21	5	6	0	3	3	2	40	2.4	3.5
		Number assigned to slash	32	6	2	0	0	0	0	40	1.3	0.7
Students	5	Number assigned to mop	554	182	85	0	46	39	49	955	2.1	3.0
		Number assigned to sweep	407	272	100	0	71	50	55	955	2.4	3.4
		Number assigned to weed	569	203	83	0	40	27	33	955	2.1	2.7
		Number who collected litter	403	257	94	0	67	45	89	955	2.5	3.7
		Number slashing	491	179	88	0	47	37	113	955	2.5	3.7
		Overall average									**2.0**	
D H/Ts	2b	Are manual activities effective in achieving improved student behaviour in your school?	0	0	0	0	0	0	9	9	7.0	7.0
HODs	2b		0	0	0	0	0	0	9	9	7.0	7.0
Teachers	8		13	0	0	0	0	0	27	40	5.1	6.4
Students	6		388	0	0	0	0	0	567	955	4.6	6.1
		Overall average									**5.9**	
Objective two		**To explore the impact of withdrawal or denial of privileges on students' behaviour in public secondary schools**										
Respondent	**Q**	**Item**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Total**	**Likert mean**	**Likert SD**
D H/Ts	3a	Number denied privileges	8	1	0	0	0	0	0	9	1.1	0.6
HODs	3a	Number denied privileges	7	0	1	0	0	0	1	9	1.9	3.1
Teachers	10	Number denied outings	35	4	1	0	0	0	0	40	1.2	0.3
		Number denied co curricular	37	3	0	0	0	0	0	40	1.1	0.8
		Number denied Prefect ship	39	0	1	0	0	0	0	40	1.1	0.8
Students	8	Number denied outings	701	125	47	0	17	12	53	955	1.7	2.5

		Number denied co curricular	652	136	80	0	35	14	38	955	1.8	2.5
		Number denied Prefect ship	783	100	29	0	13	7	23	955	1.4	1.7
		Overall average									**1.4**	
D H/Ts	3b	Does denial of privileges help in achieving improved student behaviour in your school?	1	0	0	0	0	0	8	9	6.3	6.9
HODs	3b		0	0	0	0	0	0	9	9	7.0	7
Teachers	11		6	0	0	0	0	0	34	40	6.1	6.8
Students	9		514	0	0	0	0	0	441	955	3.8	5.6
		Overall average									**5.8**	
Objective three		**To establish the impact of suspension from school on students' behaviour in public secondary schools**										
Respondent	**Q**	**Item**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Total**	**Likert mean**	**Likert SD**
D H/Ts	4a	How many students are put on suspension from school in a term due to misbehaviour?	7	2	0	0	0	0	0	9	1.2	0.5
HODs	4a		7	2	0	0	0	0	0	9	1.2	0.5
Teachers	13		30	7	3	0	0	0	0	40	1.3	1
Students	11		555	243	70	0	31	19	37	955	1.9	2.6
		Overall average									**1.4**	
D H/Ts	4b	How many days is a student put under suspension from school due to misbehaviour?	0	0	0	4	0	0	5	9	5.7	6.1
HODs	4b		0	0	0	1	0	0	8	9	6.7	6.8
Teachers	14		4	0	0	11	0	0	25	40	5.6	6.2
Students	12		73	0	0	257	0	0	625	955	5.7	6.3
		Overall average									**5.9**	
D H/Ts	4c	Is suspension from school effective in achieving improved student behaviour in your school?	1	0	0	0	0	0	8	9	6.3	6.9
HODs	4c		0	0	0	0	0	0	9	9	7.0	7
Teachers	15		6	0	0	0	0	0	34	40	6.1	6.8
Students	13		412	0	0	0	0	0	543	955	4.4	6.0
		Overall average									**6.0**	
Objective four		**To determine the influence of G and C on students' behaviour in public secondary schools**										
Respondent	**Q**	**Item**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Total**	**Likert mean**	**Likert SD**
D H/Ts	5a	How often does your school organize for guidance and counseling sessions in a term?	0	5	0	0	0	1	3	9	4.1	5.3
HODs	5a		0	2	0	2	0	2	3	9	5.0	5.7
Teachers	17		3	5	0	9	0	3	20	40	5.2	6.0
Students	15		24	403	0	142	0	136	250	955	4.2	5.2
		Overall average									**4.6**	
D H/Ts	5b	How many students are put on counseling sessions in your school in a term due to cases of misbehaviour?	5	4	0	0	0	0	0	9	1.4	1.2
HODs	5b		4	4	0	0	0	1	0	9	2.0	2.8
Teachers	18		19	14	1	0	3	0	3	40	2.2	3.2
Students	16		593	177	101	0	13	18	53	955	1.9	2.7
		Overall average									**1.9**	
D H/Ts	5c	Does guidance and counseling help in maintaining improved student behaviour in your school?	0	0	0	0	0	0	9	9	7.0	7.0
HODs	5c		1	0	0	0	0	0	8	9	6.3	6.9
Teachers	19		2	0	0	0	0	0	38	40	6.7	6.9
Students	17		185	0	0	0	0	0	770	955	5.8	6.7
		Overall average									**6.5**	
		Questions on attitude on a likert scale on the questionnaire										
Respondent	**Q**	**Item**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Total**	**Likert mean**	**Likert SD**
Teachers	21	Misbehaving students should be given manual activities.	4	5	0	0	0	26	5	40	5.1	5.8
Students	19		301	167	0	0	0	294	193	955	3.9	5.3
		Overall average									**4.5**	
Teachers	21	Misbehaving students should be denied privileges.	2	1	0	0	0	21	16	40	6.1	6.4
Students	19		391	254	0	0	0	201	109	955	3.0	4.4

		Overall average									**4.6**	
Teachers	21	Misbehaving students should be suspended from school.	2	2	0	0	0	30	6	40	5.7	6.1
Students	19		329	243	0	0	0	232	151	955	3.4	4.8
		Overall average									**4.6**	
Teachers	21	Misbehaving students should be Guided and Counseled.	0	0	0	0	0	13	27	40	6.7	6.7
Students	19		42	28	0	0	0	164	721	955	6.4	6.7
		Overall average									**6.6**	
Teachers	22	Manual work helps curb student misbehaviour.	1	3	0	0	0	29	7	40	5.8	6.1
Students	20		288	166	0	0	0	288	213	955	4.0	5.4
		Overall average									**4.9**	
Teachers	22	Denial of privileges helps curb student misbehaviour.	1	2	0	0	0	23	14	40	6.0	6.3
Students	20		393	244	0	0	0	201	117	955	3.0	4.5
		Overall average									**4.5**	
Teachers	22	Suspension from school helps curb student misbehaviour.	2	3	0	0	0	27	8	40	5.7	6.1
Students	20		327	233	0	0	0	228	167	955	3.5	4.9
		Overall average									**4.6**	
Teachers	22	G and C help curb student misbehaviour.	0	1	0	0	0	12	27	40	6.6	6.7
Students	20		65	44	0	0	0	165	681	955	6.2	6.7
		Overall average									**6.5**	
		Whether student behaviour was improving in schools from the interviews and questionnaires										
Respondent	**Q**	**Item**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Total**	**Likert mean**	**Likert SD**
D H/Ts	6a	Is student behaviour improving in schools?	2	0	0	0	0	0	7	9	5.7	6.6
HODs	6a		0	0	0	0	0	0	9	9	7.0	7.0
Teachers	23		18	0	0	0	0	0	22	40	4.3	6.0
Students	21		284	0	0	0	0	0	671	955	5.2	6.5
		Overall average									**5.6**	

Adapted from Vagias (2006)

KEY:

1. Strongly disagree, 10 and below, 2-4 days, Occasionally, No.
2. Disagree, 11-20, Termly.
3. Somewhat disagree, 21-30.
4. Neutral, 7days, twice a term.
5. Somewhat agree, 31-40.
6. Agree, 41-50, Monthly.
7. Strongly agree, 50 and above. 14 days, Weekly, Yes.

Findings from Table 4.23 indicated that, there were a small number of students who were punished through manual activities, denial of privileges, and suspension from school due to misbehaviour as reported by the respondents interviewed and those who responded through questionnaires. Subsequently, it was also revealed that few students were referred for guidance and counseling due to misbehaviour. The overall average likert scores for the number of students disciplined through manual activities, denial of privileges suspension from school and guidance and counseling was 2.0, 1.4, 1.4 and 1.9 respectively. This was an indication that student behaviour in public secondary schools was improving. To support this view, the respondents were asked whether student behaviour was improving in schools. The overall likert score attained from their responses was 5.6

revealing that majority of the respondents agreed that student behaviour in public secondary schools was indeed improving.

It was demonstrated that, the disciplinary strategies discussed in the study help curb student misbehaviour therefore improving a students' behaviour. According to the analysis, the effectiveness of the use of manual activities, denial of privileges and suspension from school on misbehaving students revealed higher scores from the responses of the D H/Ts, HODs G and C and teachers compared to the low score obtained from student response analysis. However, the overall average likert scores obtained for use of manual activities, denial of privileges and suspension from school against misbehaving students were 5.9, 5.8 and 6.0 respectively implying that, the respondents agreed that the strategies helped manage student misbehaviour in public secondary schools. The trend in responses was similar regarding to the use of guidance and counseling on misbehaving students but comparatively, this strategy revealed the highest average likert score of 6.5 regarding its effectiveness against the former strategies namely: manual activities, denial of privileges and suspension from school. This indicated that the respondents strongly agreed that Guidance and counseling was helpful in curbing student misbehaviour. It was found that the number of guidance and counseling sessions held were not few but was above average as per the findings. This emanated from the results which indicated an average likert score of 4.6 reflecting a somewhat agree decision regarding the number of sessions organized.

On determining the respondents' attitude towards the application of these disciplinary strategies on misbehaving students, their responses towards manual activities, denial of privileges and suspension from school were at a likert response of somewhat agree except for Guidance and counseling which was at a likert response of strongly agree. This implied that the respondents had a higher confidence and predisposition towards the use Guidance and counseling on misbehaving students than the utilization of manual activities, denial of privileges and suspension from school. Similarly, responses obtained from the respondents on their attitudes whether the disciplinary strategies discussed in the study help improve student behaviour indicated a comparable trend.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This was the final chapter of this Research Project Report. It tackled the summary of findings, discussions and conclusions of the study as per the objectives. This chapter came long after the researcher undertook a background study, identified a research problem and stated the research objectives in chapter one. Then, the researcher undertook literature review to identify knowledge gaps in chapter two. This was followed by setting out the methodology that was used to collect data in chapter three, whereby the data collected was presented and analyzed in chapter four. Chapter five highlighted the decisions reached as well as discussing them in relation to other studies at the literature review.

5.2 Summary of the findings

The study reached at the followings findings as regards to the objectives under study. They were discussed in relation to the objectives of the research.

5.2.1: Findings regarding the use of manual work to curb misbehaviour

The research established that, a small number of students were punished through manual activities in a term due to misbehaviour. It was revealed that, averages of 8 to 18 students were punished through various manual activities in a term due to misbehaviour. The findings were compared on the likert scale and they yielded a score of from 1.4 to 2.5 with an overall average score of 2.0. This score demonstrated inclinations towards the level of disagree (11-20) with low numbers.

The study also found that, manual activities administered on misbehaving students helped them improve their behaviour. 60.4% of the respondents agreed that manual activities help curb student misbehaviour. This was supported by analyzed scores on the likert scale which disclosed an overall average score of 6.0 depicting an inclination towards the level of agree. Therefore, the study concluded that indeed manual activities help curb student misbehaviour.

However, the respondents attitude towards the use of manual activities against misbehaving students was at the level of somewhat agree on the likert scale with a value of 4.5. Similarly the attitude towards whether manual activities help curb misbehavior was also at the level of somewhat agreed on the likert scale with a value of 4.9.

It was found that, the use of manual activities against student misbehaviour was effective because the students feared manual activities which they found to be very tiresome. They also pointed out that manual activities were dirty and undignified hence the students would not want to feel ashamed and embarrassed before their peers while performing the manual punishments. It was revealed that, the students did not want to trade their valuable learning time by engaging in manual activities due to misbehaviour. This was because the respondents indicated that manual activities were time wasting. However, the study found out that, it was important for the teachers to consider the gravity of manual work administered with the perceived misbehaviour of the student so as to commensurate with a minor and major offence. The teachers should endeavor to supervise the manual activities to show seriousness to the students and hence result to the intended effect. While administering manual activities, there should be a distinction between normal routine manual activities and those given as punishment due to misbehaviour so that the effects could be differentiated by the students. Furthermore, the teachers should be keen to identify students who enjoy manual activities in order to give them alternative appropriate disciplinary strategy than manual work.

5.2.2: Findings regarding the use of denial of privileges to curb student misbehaviour.

The study established that there were few cases of students who were denied privileges due to misbehaviour in a term as reported by the respondents. The research demonstrated that 6 to 13 students with an overall average of 9 students were punished through denial of various privileges in a term due to misbehaviour. These findings were affirmed through likert score sheet analysis which gave results ranging from 1.1 to 1.9 with an overall average of 1.4. This indicated an inclination towards the level of strongly disagree implying that indeed a small number of misbehaving students were punished through denial of privileges.

It was also ascertained that, slightly more than half of the respondents represented by 51.4% did not agree that denial of privileges help curb misbehaviour while 48.6% agreed that it helps improve student behaviour. However the decision making score sheet revealed an overall likert score of 5.8 indicating predispositions towards the level of agree. This implied that the disciplinary strategy was beneficial in curbing student misbehaviour. The study discovered a difference in opinion whereby majority of the teachers were in favour of the disciplinary strategy while majority of the students were against the use denial of privileges against misbehaved students.

The respondents attitude towards the use of denial of privileges against misbehaving students was at the level of somewhat agree on the likert scale with a value of 4.6. Similarly, the respondents

attitude whether denial of privileges helps curb student misbehaviour was at the level of somewhat agree on the likert scale with a value of 4.5.

While supporting the use of denial of privileges, the respondents said that, the students fear privileges being taken away; therefore most students would not want to lose the privilege. They indicated that, students who were denied privileges behaved appropriately to impress the teacher with the intention of being given a second chance to enjoy the privilege. Again, they said that, the students would not like to bear the embarrassment and shame before their peers for having the privilege withdrawn for example being demoted as a school prefect. Finally, they said that denial of privileges helped deter the students who were planning to misbehave once they witnessed what had befallen their colleagues. On the other side, respondents attributed the following reasons against the use of denial of privileges. First, they said that denying a student a privilege was a violation against their rights. They also indicated that, denial of privileges was also geared towards denying the students a chance to exploit their talents. According to the students, denial of privileges as a strategy encouraged students to sneak out in order to enjoy the privilege. It was also revealed that denial of privileges led to the students developing feelings of hatred towards the teacher and the school. Finally, it was found that, denial of privileges made the students to undergo psychological torture which led to low self esteem and consequently low academic performance.

5.2.3: Findings regarding the use of suspension from school against misbehaving students

The study found that there were not many cases of students who were on suspension from school due to misbehaviour in a term. This was indicated from the analysis which showed that, from 7 to13 students with an average mean of 9 students were suspended from school in a term due to misbehaviour. These results were compared on the decision making score sheet yielding likert scores of from 1.2 to 1.9 with an average of 1.4. This was equated to the level of strongly disagree implying a small number of students punished in this manner.

It was also revealed that, students were suspended from school for a period of 14 days. 65.5% of the respondents said, students were suspended for 14 days, 26.9% said suspension from school lasted for 7 days while 7.6% said, students were suspended from school between 2 to 4 days This finding was sustained with the scrutiny of the respondents' views which were found to be between 5.6 and 6.7 on the likert scores with an overall average of 5.9 indicating an inclination towards the level of agree.

The study established that, the respondents agreed that suspension from school against misbehaving students helps curb student misbehaviour therefore improving their behaviour. 58.6% of the respondents said that suspension from school helps improve students' behaviour. This was evident from the overall analysis on the score sheet which indicated responses of between the scales of 4.4 to 7.0 with a general average score of 6.0 indicating a degree towards the level of agree.

The respondents attitude towards the use of suspension from school against misbehaving students was at the level of somewhat agree on the likert scale with a value of 4.6. Similarly, the respondents attitude whether suspensions from school help curb student misbehaviour was at the level of somewhat agree on the likert scale with a value of 4.5.

The respondents supported suspension from school by stating that, students fear the wrath and reprimands from their parents. Therefore, the student would think twice before committing a felony since they would not want to face a parent's rage as well facing the disciplinary committee. The students would also not misbehave because they did not want to waste time and lose out in academics while on suspension from school. This was in confirmation with the responses which affirmed that students were suspended from school for a period of 14 days; which was a long time. Furthermore, the students did not want to feel embarrassed in front of their peers as they underwent the consequences of suspension from school. It was also revealed that suspension from school acted as a deterrent to those who were looking forward to commit related misdemeanors.

5.2.4: Findings on the use of guidance and counseling to deal with student misbehaviour.

As regards to the use of guidance and counseling to deal with misbehaviour, the study revealed that a minority of the students in public secondary schools were referred for guidance and counseling due to misbehaviour. This was clearly shown from the analysis which indicated that between 9 and 15 students was referred for guidance and counseling due to misbehaviour. This translated to an average of 13 students on guidance and counseling in a term due to misbehaviour. On the likert scaling, the responses were ranged from 1.4 to 2.2 with an average of 1.9. These demonstrated inclinations towards the level of disagree implying low number of students.

Guidance and counseling sessions organized were not very many, but they were above average as per this study. 41% of the respondents said that, guidance and counseling sessions were organized once a term, 27.2% said once a week, 15.1% said twice a term, 14% said once a month and 2.7% said occasionally. Analysis of the results on the score sheet indicated that majority of the responses

fell between the scores of 4.1 to 5.2 with an overall average of 4.6. This indicated a score of the likert level at somewhat agree.

It was discovered that, the respondents strongly agreed that the use of guidance and counseling against misbehaving students helps improve students' behaviour. 81.4% of the respondents supported the view that guidance and counseling helps improve student behaviour. This was further affirmed through the score sheet analysis which indicated that the respondents' views were estimated to be from 5.8 to 7.0 on the likert scale with an overall mean of 6.5. This indicated overwhelming predispositions towards the level of strongly agree.

The respondents attitude towards the use of guidance and counseling against misbehaving students was at the level of strongly agree on the likert scale with a value of 6.6. Similarly, the respondents attitude whether guidance and counseling helps curb student misbehaviour was at the level of strongly agree on the likert scale with a value of 6.5.

It was reported that, guidance and counseling helps to get into the root cause of a student's misbehaviour and hence deals with it preventing manifestation of the undesired behaviour. It was also revealed that guidance and counseling helps build confidence and self esteem of the student consequently improving performance. Through guidance and counseling the students were informed about what was right and wrong as well as consequences of bad behaviour hence making them to be in a position of making the right choices. It was further indicated that guidance and counseling helps develop positive attitudes among the students as well as assisting in sowing good morals among the students. Generally, the respondents agreed that guidance and counseling helps students to change their behaviour especially from undesired to desired behaviours.

5.3 Discussion of key findings

The research focused on studying the effects of disciplinary strategies on students discipline in public secondary schools in Matungulu District, Machakos County in Kenya. The first objective was to assess the impact of manual work or activities on students' behaviour in public secondary schools. The second objective was to explore the impact of withdrawal or denial of privileges on students' behaviour in public secondary schools. The third objective was to establish the impact of suspension from school on students' behaviour in public secondary schools and fourthly, to determine the influence of guidance and counseling on students' behaviour in public secondary schools.

As regards to objective one, the research revealed that, not many students were punished using manual activities due to misbehaviour. The study found out that the respondents agreed that manual work or activities were effective in achieving improved student behaviour. This finding disagreed with a study by Maphosa and Shumba (2010) who asserted that, manual work as a disciplinary strategy was not deterrent enough in curbing students' misbehaviour. The finding also disagreed with a study by Maphosa and Kuttickattu (2011) on the use of manual activities which indicated that due to the retributive nature of this type of punishment, it did not consider the benefits derived from punishment. However, the justification given by the respondents agreed with that of Maphosa and Shumba (2010) and Kindiki (2009) that, the use of manual activities was time wasting. Therefore whereas Maphosa and Shumba (2010) and Kindiki (2009) attribute time wasting to be the reason why manual activities were not effective in curbing student misbehaviour, this study revealed that the students behaved well because they did not want to waste valuable learning time on manual activities. This study also found out that the students fear manual activities since they were tiresome. Therefore, the students would rather behave properly to avoid being assigned manual work which would get them fatigued and hence affect their lesson concentration thereafter. Furthermore, according to this study, manual activities would make the students feel ashamed and embarrassed in front of their peers. This finding was also in agreement with Tungata (2006) who asserted that, those students who were punished through manual work felt embarrassed in front of other students when doing dirty manual work on the school grounds. This assertion also agreed with Kindiki (2009), who stated that, as the punished student carried out the manual work in full view of other students; he/she would feel demeaned and psychologically abused therefore the use of manual work to punish offenders led to tension and enmity between the school administration and the students. Therefore, it was this fear of embarrassment that made the students to be in their best behaviour to avoid manual punishments.

In regard to objective two, the study found that the number of students who were denied privileges due misbehaviour were few. The research also revealed that, more than half of the respondents indicated that, denial of privileges did not help improve student behaviour. However, the decision making score sheet indicated a likert score of 5.8 which implied that the use of denial or withdrawal of privileges was effective in maintaining appropriate student behaviour. This agreed with Halpenny et al. (2009) who asserted that, removal of privileges as a discipline strategy was effective in deterring the child from misbehaving. The respondents gave the following reasons to support their view: students fear losing a privilege therefore they would comply by putting forward their best

behaviour in schools so that they don't lose the privilege. They also revealed that, students who were already denied the privilege behaved appropriately to impress their teachers with the intention of being considered for the privilege again. They also indicated that, the students would not like to be embarrassed and ashamed before their peers for having their privileges withdrawn, for instance being demoted as a school prefect. Finally, denial of privileges helps deter those students who were planning to misbehave once they witnessed what has befallen their colleagues. On the other hand respondents indicated that withdrawal of privileges denied a student a chance to exploit his or her talent. The study further revealed that denial of privileges led to denying students their rights and this was in agreement with findings from a study by Tungata (2006) who stated that, the main concern on privilege withdrawal was the fear of interfering with individual rights. This was further echoed by Maphosa and Kuttickattu (2011), who said that, teachers found themselves in a dilemma of having to find effective ways of dealing with student misbehaviour in schools while at the same time protecting children's rights. It was also discovered that withdrawing a privilege like ban from school trips or ban from participating in co curricular activities will encourage the student to sneak in order to enjoy the privilege. This finding was in agreement with Wolraich (1998) who asserted that, for denial of privileges to be effective in its application the teachers should develop strategies for managing escape behaviour. It was also unearthed that denial of privileges can make the student get hardened and lead to incitement to strikes.

In regard to objective three, it was revealed that, the students who were suspended from school were a minority, an indication that the strategy was effective. The study disagreed with Maphosa and Kuttickattu (2011) who asserted that, the rate of suspension from school was high in some South African schools. The study affirmed that, misbehaving students were suspended for a period of 14 days. It was also found that, suspension from school against misbehaving students helps improve students' behaviour. This finding disagreed with that of Nakpodia (2010), who said that, the use of suspension from school as a disciplinary strategy to deal with cases of student misbehaviour was not effective in Nigeria. It was revealed that, suspension from school not only keeps the students' behaviour on toes for fear of parents' wrath and reprimands but also involves the parent as well as the teachers to team up in improving the students' behaviour. This was in agreement with findings by Ludeshi, Nasong'o and Obaki (2011) that, misbehaving students were suspended from school to bring their parents to discuss their unpleasant behaviour. This was also in line with the cooperative discipline theory (Canter & Canter, 2001; Mtsweni, 2008). It further emerged that, the students fear suspension, they did not want to waste time for study. As indicated in this study, majority

respondents indicated that, students were suspended for a period of 14 days. Indeed these were many days wasted for academic work. It was also found that, suspension helps remove the culprit hence creating an enabling learning environment without troubleshooters. This finding was in agreement Iselin (2010) and Bock, et al. (1998) who asserted that, suspension from school was effective in removing a problematic student from school, providing relief to school personnel. It was again revealed that suspension from school caused feelings of shame and embarrassment for those suspended. Suspension from school acted as a deterrent for those planning to engage in similar misbehaviour.

In regard to objective four, the study discovered that schools organized for a fair number of sessions for guidance and counseling. The study also found that the schools had few cases of students who required the attention of guidance and counseling due to misbehaviour. The research also affirmed to a higher degree that, guidance and counseling helps to maintain appropriate student behaviour in public secondary schools. This finding was in agreement with a research done by Simatwa and Ajowi (2010) who asserted that, the role of guidance and counseling was highly supported in the schools administration and management of appropriate student behaviour. The respondents gave the following reasons to support their claim. They pointed out that guidance and counseling helps students understand what was wrong and right. It was also revealed that, guidance and counseling helps gets into the root cause of the misbehaviour and hence starts to reconstruct the behaviour of a student to a positive one. This was in agreement with findings by Kindiki (2009) and Kaburu (2006) who said that, guidance and counseling was an effective method of dealing with student misbehaviour because it addressed the problem and its root cause. It was further discovered that guidance and counseling helps build good morals, self esteem of students and as well as inculcating positive attitudes among students. This study also discovered that guidance and counseling not only helps in behaviour correction but also helps students improve in academics an assertion supported by Mutua (2004) who states that guidance and counseling was found to be helpful in helping students cope with both academic and personal issues.

5.4 Conclusion

The study concluded that, the use of manual work or activities against misbehaving students in public secondary schools helps to change misbehaviour and achieve appropriate and improved student behaviour. This emanated from the fact that a small number of students were punished using this strategy due to student misbehaviour. It was found that students fear manual activities applied in

schools when they misbehave. Therefore, the teachers can meticulously apply manual activities appropriately in their respective schools to punish students whose behaviour was not acceptable in order to make them change and conform to the expectations of the school environment.

The study also brought to a close that, as regards to the use of denial or withdrawal of privileges to curb students' misbehaviour, the findings were twofold. A section of the respondents were in favour of the use of strategy to improve student behaviour while others were against its effectiveness in curbing student misbehaviour. It was also demonstrated that a minority number of the students were punished using this strategy. Those who supported this strategy revealed that, students feared losing privileges. A student whose privilege was denied behaved himself or herself so that he or she could be given a second chance to enjoy the privilege. The study disclosed the students would not bear the shame and the embarrassment of being denied a privilege hence they displayed appropriate behaviour. The respondents who did not support this strategy indicated that, it infringed on their rights as well as denying them a chance to exploit their talents.

The study revealed that, the use of suspension from school against misbehaving students was an effective disciplinary strategy in achieving positive, appropriate and improved student behaviour. This was concluded from the small number of students who were suspended from school. It emerged that exposure of a student's misdeed to the parent or guardian helps involve more stakeholders in putting their heads together and cooperating in ensuring that the students' misbehaviour was suppressed. The long period of suspension was deterrent enough against misbehaviour. The fact that misbehaving students were suspended from school for a period of 14 days was considered deterrent enough against student misbehaviour. This was because, it emerged that, students feared losing out academically by wasting academic time through suspensions.

The study further revealed that guidance and counseling was the most preferred disciplinary strategy to deal with cases of student misbehaviour in public secondary schools. Guidance and counseling could be used as a proactive strategy in taking appropriate steps to prevent misbehaviour before it happens. It was also appropriate in tackling student misdemeanors when they occur. Efforts should be made towards ensuring that all teachers receive training in guidance and counseling to increase the number of counselors in secondary schools. Guidance and counseling not only deals with issues of students' misbehaviour but can be used to prevent misbehaviour from occurring as well as advising the students on academic matters. The schools should organize for more and regular guidance and counseling sessions with the students. The topics and speakers for guidance and

counseling should be varied to avoid repetitiveness and monotony. The teachers in charge of guidance and counseling must ensure client confidentiality to build confidence among the students who wish to seek their services. Schools can also organize for peer counseling as well spiritual or Christian counseling.

5.5 Recommendations

1. Secondary schools should develop a guide to manual work punishments. The guide should indicate the nature of the student misbehaviour with a corresponding manual activity to be assigned. It should also show the magnitude of the manual work to be assigned. This would help standardize manual punishments to avoid over-punishment or under-punishment especially when dealing with minor and major offences.

2. Teachers and students should identify privileges to be denied in their respective schools with corresponding student misbehaviour in order to achieve intended outcomes. This can be done through holding open forums or getting suggestions.

3. Schools should involve stakeholders like parents and guardians in instilling acceptable behaviour among the students. This will bring cooperation in dealing with student behaviour challenges.

4. Adequate guidance and counseling sessions should be regularly organized for the students in their respective schools. All teachers should receive training in guidance and counseling to be well equipped with the necessary skills to handle student issues. Schools to incorporate spiritual and peer counseling programs in their schools. Topics and speakers in this area should be varied to avoid repetitiveness and monotony. Teachers to uphold client confidentiality to build trust and openness on students seeking the services.

5.6 Suggestions for further study

1. A study should be done to establish the influence of child rights on student behaviour schools.

2. Further research should be conducted to find out the perceptions teachers and students regarding the use of denial of privileges as a disciplinary strategy.

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APPENDICES

Appendix i: Letter of Introduction.

University of Nairobi,

School of Continuing and Distance Education,

P.o. Box 92,

KIKUYU, KENYA.

DATE: _____.

The Principal,

_____ School,

_____

_____

Dear Sir / Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.

I am a student of the University of Nairobi pursuing a Master of Arts degree in Project Planning and Management. I am carrying out a research on the **Effects of disciplinary strategies on students' behaviour in public secondary schools.** Your school has been selected to participate in this study. I humbly request for permission to carry out the research in your school.

All the information gathered will be handled with utmost confidentiality and will only be used for the purpose of this research.

I appreciate your support. Thank you in advance.

Yours sincerely,

Edward Omae.

Appendix ii: Questionnaire for Teachers.

This questionnaire is designed to seek information on the effects of disciplinary strategies on students' behaviour in public secondary schools. Kindly answer the questions as honestly and precisely as possible. The information given will be treated with utmost confidentiality. It is only required for research purposes. Do not write your name on this questionnaire.

PART A: Background information. Please **Tick / write down** the appropriate response.

1. Gender.

   Male [ ]

   Female [ ]

2. Age in years.

   20 – 30 years [ ]

   31 – 40 years [ ]

   41 – 50 years [ ]

   51 years and Over [ ]

3. Highest academic qualification?

   Diploma [ ]

   Bachelors' degree [ ]

   Masters degree [ ]

   Any other (specify) _____

4. How long have you been in this profession?

   1 – 5 years [ ]

   6 – 10 years [ ]

   11 – 15 years [ ]

   16 – 20 years [ ]

   21 years and Over [ ]

5. Current position in your school? (e.g. Headteacher, HOD Sciences) _____

6. Type of your school (e.g. Mixed Day, Girls boarding)_____

PART B: Effects of disciplinary strategies on students' behaviour in public secondary schools.

7. How many students are assigned the following manual activities in a term in your school due to misbehaviour? Please **tick** your response for each of the manual activity in the Table below.

Manual activity	Number of students assigned manual activity in a term					
	10 and Below	11-20	21-30	31-40	41-50	51 and above
Mopping of floors.						
Sweeping of pathways.						
Weeding flower beds.						
Litter collection in school						
Slashing of grass						

8. Are manual activities effective in achieving improved student behaviour in your school?

   Yes [ ]

   No [ ]

9. Kindly give reasons for the answer you provided in question 8 above.

   a.

   b.

   c.

   d.

   e.

10. How many students in your school are denied the following privileges due to misbehaviour in a term? Kindly **tick** your response in the Table below for each of the privilege denied or withdrawn.

Privilege	Number of students who privileges were denied or withdrawn in a term.					
	10 and Below	11-20	21-30	31-40	41-50	51 and above
Ban from participating in school trips.						
Ban from participating in co curricular activities.						
Demotion as a prefect in school.						

11. Does denial of privileges help in maintaining appropriate student behaviour in your school?

   Yes [ ]

   No [ ]

12. Kindly give reasons for the answer you provided in question 11 above.

    a.

    b.

    c.

    d.

13. How many students are put on suspension from school in a term due to misbehaviour?

    Kindly **tick** the appropriate response using the range in the Table below.

No. of students suspended from school in a term	10 and below	11-20	21-30	31-40	41-50	Over 51
Tick your response.						

14. How many days is a student put under suspension from school? _____

15. Is suspension from school effective in achieving improved student behaviour in your school?

    Yes [ ]

    No [ ]

16. Please give reasons for the answer you have provided in question 15 above.

    a.

    b.

    c.

    d.

    e.

17. How often does your school organize for guidance and counseling sessions in a term?

    (E.g. once, twice, weekly) _____

18. How many students are put on guidance and counseling sessions in your school in a term due to misbehaviour? Kindly **tick** your response using the ranges in the Table below.

No. of students guided and counseled in a term	Below 10	11-20	21-30	31-40	41-50	Over 51
Tick your response.						

19. Does guidance and counseling help in developing and maintaining acceptable behaviour among students?

    Yes [ ]

    No [ ]

20. Please give reasons for the answer you have provided in question 19.

    a.

    b.

    c.

    d.

21. Please read the following statement below and **tick** the appropriate response for each of the disciplinary strategy using the scale in the Table below.

    Misbehaving students should be dealt with using the following disciplinary strategies.

Disciplinary strategy	Tick appropriate response using this scale.			
	Strongly agree.	Agree.	Disagree.	Strongly disagree.
Manual activities				
Denial or withdrawal of privileges.				
Suspension from school.				
Guidance and counseling				

22. Please read the statement below and **tick** the appropriate response for each of the disciplinary strategy using the scale in the Table below.

    The following disciplinary strategies help in maintaining appropriate and acceptable student behaviour in the school.

Disciplinary strategy used to curb student misbehaviour.	Tick appropriate response using this scale.			
	Strongly agree.	Agree.	Disagree.	Strongly disagree.
Manual activities				
Denial or withdrawal of privileges.				
Suspension from school.				
Guidance and counseling				

23. Is student behaviour improving in your school?

    Yes [ ]

    No [ ]

24. Please give reasons for the answer you provided in question 23.

a.

b.

c.

d.

e.

25. What challenges do you face in maintaining improved student behaviour in your school?

a.

b.

c.

d.

e.

f.

26. What do you think can be done to achieve improved student behaviour in your school?

a.

b.

c.

d.

e.

f.

g.

Appendix iii: Questionnaire for Students

This questionnaire is designed to seek information on the effects of disciplinary strategies on students' behaviour in public secondary schools. Kindly answer the questions as honestly and precisely as possible. The information given will be treated with utmost confidentiality. It is only required for research purposes. Do not write your name on this questionnaire.

PART A: Background information

Instructions: Tick/write down the appropriate response

1. Gender?

   Male [ ]

   Female [ ]

2. Age in years.

   12 – 14 [ ]

   15 – 16 [ ]

   17 – 18 [ ]

   19 – 20 [ ]

   21 and Over [ ]

3. Current Form/Class.

   One [ ]

   Two [ ]

   Three [ ]

   Four [ ]

4. Nature of your school (e.g Mixed Day, Girls boarding) _____

PART B: Effects of disciplinary strategies on students discipline in public secondary schools.

5. How many students are assigned the following manual activities in a term in your school due to misbehaviour? Please **tick** your response in the Table below for each of the manual activity.

Manual work (activity)	Number of students assigned manual activity in a term					
	10 and below	11-20	21-30	31-40	41-50	51 and above
Mopping of floors						
Sweeping of pathways						
Weeding flower beds						
Litter collection in the school						
Slashing of grass						

6. Are manual activities effective in achieving improved student behaviour in your school?

   Yes [ ]

   No [ ]

7. Kindly give reasons for the answer you provided in question 7 above.

   a.

   b.

   c.

   d.

8. How many students in your school have been denied the following privileges due to misbehaviour in a term? Kindly **tick** your response in the Table below for each of the privilege denied/ withdrawn.

Privilege denied or withdrawn	Number of students who the following privilege has been denied or withdrawn in a term.					
	10 and below	11-20	21-30	31-40	41-50	51 and above
Ban from participating in school trips.						
Ban from participating in co curricular activities.						
Demotion as a prefect in school.						

9. Does denial of privileges help in achieving improved student behaviour in your school?

   Yes [ ]

   No [ ]

10. Kindly give reasons for the answer you provided in question 9 above.

    a.

    b.

c.

d.

e.

11. How many students are put on suspension from school in a term due to misbehaviour? **Tick** your response using the ranges in the Table below.

No. of suspended students from school in a term	10 and below	11-20	21-30	31-40	41-50	51 and over
Tick your response.						

12. How many days is a student put under suspension from school due to misbehaviour? _____

13. Is suspension from school effective in achieving improved student behaviour in your school?

Yes [ ]

No [ ]

14. Please give reasons for the answer you have provided in question 13 above.

a.

b.

c.

d.

15. How often does your school organize for guidance and counseling sessions in a term? (E.g. once, twice, weekly) _____

16. How many students are put on counseling sessions in your school in a term due to cases of misbehaviour? **Tick** your response using the ranges in the Table below.

No. of students guided and counseled in a term	10 and below	11-20	21-30	31-40	41-50	51 and Over
Tick your response.						

17. Does guidance and counseling help in developing and maintaining appropriate, acceptable and improved student behaviour in your school?

Yes [ ]

No [ ]

18. Please give reasons for the answer you have provided in question 17 above.

a.

b.

c.

d.

19. Please read the statement below and **tick** the appropriate response for each of the disciplinary strategy using the scale in the Table below.

Misbehaving students should be dealt with using the following disciplinary strategies.

Disciplinary strategy	Tick on the appropriate response using this scale.			
	Strongly agree.	Agree.	Disagree.	Strongly disagree.
Manual activities				
Denial or withdrawal of privileges.				
Suspension from school.				
Guidance and counseling				

20. Please read the statement below and **tick** the appropriate response for each of the disciplinary strategy using the scale in the Table below.

The following disciplinary strategies help to maintaining appropriate and acceptable student behaviour in the school.

Disciplinary strategy used to curb student misbehaviour.	Tick the appropriate response for each of the disciplinary strategy using this scale.			
	Strongly agree.	Agree.	Disagree.	Strongly disagree.
Manual activities				
Denial or withdrawal of privileges.				
Suspension from school.				
Guidance and counseling				

21. Is student behaviour improving in your school?

Yes [ ]

No [ ]

22. Kindly give reasons for the answer you provided in question 21 above.

a.

b.

c.

d.

23. What are the challenges that hinder the achievement of improved, acceptable and appropriate student behaviour in your school?

    a.

    b.

    c.

    d.

    e.

24. What do you think can be done to achieve improved student behaviour in your school?

    a.

    b.

    c.

    d.

    e.

Appendix iv: Interview guide

1. **Background information.** Gender**,** Age, academic qualification, position and experience.

2. **Manual activities.**

a) How many students are punished through manual work in your school in a term?

b) Do manual activities help in achieving improved student behaviour? Give reasons.

3. **Denial or withdrawal of privileges.**

a) How many students have been denied privileges in a term due to misbehaviour?

b) Does privilege denial help in maintaining acceptable student behaviour? Give reasons.

4. **Suspension from school.**

a) How many students are suspended from school in a term due to misbehaviour?

b) For how long are students suspended from school due to misbehaviour?

c) Is suspension from school effective in maintaining appropriate and acceptable student behaviour in your school? Give reasons.

5. **Guidance and counseling.**

a) How often does your school organize for guidance and counseling sessions?

b) How many students are put on counseling due to misbehaviour in a term?

c) Is guidance and counseling effective in developing acceptable student behaviour? Explain.

6. **General questions.**

a) Is student behaviour improving in your school? Elaborate.

b) What challenges does the school face in maintaining appropriate student behaviour?

c) What do you think can be done to improve and maintain appropriate and acceptable student behaviour in your school?