REINFORCEMENT VERSUS OPERANT CONDITIONING: THE PERCEPTION OF TEACHERS AND STUDENTS ON BEHAVIOUR MODIFICATION STRATEGIES AMONG THE YOUTH OF SELECTED SECONDARY SCHOOLS IN MAKADARA CONSTITUENCY, NAIROBI PROVINCE

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DECLARATION

This research project is my original work and has not been submitted to any University for examination

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DEDICATION

I dedicate this study to my dear mother Rebecca, beloved husband Barnabas, my daughters Debora, Octavia, Tracy and Prudence for their support and being my source of inspiration.

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I am indebted to my supervisor, Dr. R. Ocharo for his support, encouragement and constant advice his guidance ensured the timely completion of this work. I am also grateful to all those students and teachers of Makadara Constituency who participated in the study despite a lot of work.

I lack words to express my appreciation and gratitude to my beloved husband for his constant support both moral and financial, his encouragement to believe in me. I am also grateful to many dear friends who helped me in many different ways during the study.

I thank my mother, for always giving me words of encouragement to continue studying.

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ABSTRACT

Discipline is paramount in all areas of life. Education ceases to be meaningful if there is no observation of personal collective responsibility and discipline. In dealing with school discipline there is need to employ a wholistic approach because we are dealing with a total human being who happens to live in a complex environment which has great impact in all facets of his or her life. If discipline has to be effectively inculcated in the learner, the teacher has to be aware of all the factors and agents that influence the formation of certain habits, attitudes and establish how the same agents can be used to enhance positive discipline.

Given the above therefore, the study sought to find out whether the ban of the cane had any impact on discipline, what factors are responsible for deviant behavior, the effectiveness of guidance and counseling in relation to behavior change and appropriate measures that can be used to instill discipline in our learning institutions.

The population of the study was the seven public schools in Makadara Constituency with students up to form 4. Because the population of these schools was varied, stratified random sampling and purposive sampling were used to get student respondents and teacher respondents respectively.

When it came to data collection, the response rate was good and the researcher was able to achieve the objectives of the study.

The empirical results obtained from the field showed that there has been a decline in some indiscipline cases due to the introduction of guidance and counseling in schools after the

ban of the cane. It was also indicated that punishment like canning does not solve problems permanently.

CHAPTER ONE: INTRODUCTION

1.1   Background

Discipline plays an essential role in the moral development of a child and in creation of a healthy society. It remains the single most pernicious problem that educators face in their day to day teaching (Gachigua: 2005). In school, discipline is central to developing an environment that is conducive to healthy learning. Docking:(1989) views discipline as a significant aspect in establishing an orderly system that creates the conditions in which learning takes place and that allows the aims and objectives of the school to be achieved. However in most secondary schools in Kenya indiscipline has been growing with incidences of rape, violence, disobedience to school authority, drug addiction and damage of school property taking centre stage (Kinyanjui: 1995 and Getui: 1994)

Between 1999 and 2001 the government of Kenya appointed task forces to analyse the causes of indiscipline in schools and their report indicated disturbances from students occurred partly due to lack of dialogue between students and administrators, poor management skills by the administrators and teachers and also poor parenting. Eshiwan: (2001) attributes the wave of unrest in schools to a spiritual vacuum. He called the phenomenon a social time bomb that would destroy the fabric of nationhood. Even though there were many recommendations made by the task forces, still student unrest is rampant in the Kenyan secondary schools. For instance, in June, 2008 alone, 300 schools throughout the country were hit by student unrest that is an average of ten cases of unrest daily, this led to disrupting of learning and destruction of property (KSSHA : 2008).

Tirop: (2008) notes that indiscipline in schools has reached unmanageable levels and warns that teachers are unable to enforce discipline as their hands are tied by law. He continues to say that teachers dare not punish a student lest they be dragged to court. Therefore teachers cannot use the cane or use other forms of punishment as these amounts to abuse according to law. Due to these, realising the goals of education has become difficult and therefore there is need to come up with a solution that will look into the root causes (Wambari: 2008). This is so because besides successful completion and achievement of the learners at the end of secondary school course, character building is of vital concern. Generally good discipline and moral standards foster the development process and nurturing of future successful Kenyans.

1.2   Statement of the Problem

In most of our learning institutions and homes permissiveness has taken the centre stage in that the young people no longer respect their seniors. They have manifested rudeness, answer back and even defy authority. Ng'ang'a: (2008), notes that parents have given too much freedom to their children; they are accompanying them to entertainment places where they are exposed to all sorts of behaviour. Were: (2003) also observes that poor parenting, peer and mass media influence are some of the major causes of indiscipline in our schools.

Indeed the above observations can be noted with concern that liberal parents, the ban of the cane, some provisions of the children's act and lack of role models of high moral integrity are some of the factors that have contributed to wayward behaviour. After the ban of the cane in 2002 schools were encouraged to strengthen the guidance and counselling departments to help in moulding students' behaviour. Even

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though the guidance and counselling departments are in schools still indiscipline is on the rise. For instance, in the month of July, 2008 the country experienced many student riots whereby a lot of property was destroyed. It was reported in the dailies that more than 500 students of Mitaboni ABC girls (Machakos) were sent home on July 10 after burning a dormitory, on July 13 students of Abothuguchi secondary (Meru) burnt a dormitory, on July 14 Shiners boys (Nakuru),students torched three dormitories and shattered administration block and classroom windows. In Nairobi a student of Upper Hill secondary was killed when students set a blaze one of their dormitories on July 19 and on the same date in Mbuguti secondary (Thika) students burnt nine buildings and destroyed property worthy millions of shillings. In Matsangoni Academy (Kilifi) on July 21 students burnt buildings and destroyed property worth Ksh 5.2 million and on July 23 Kabarnet high school (Baringo) was closed and nine students arrested after fire razed a Ksh 20 million dormitory. In regard to the above information therefore, one will want to know how the ban of the cane in schools and the establishment of counselling units has succeeded in the modification of behaviour among students. It is in this background that the research sought to answer the following questions:

(a) Was the use of the cane an effective way in instilling discipline?

(b) What challenges are the teachers faced with after the ban of the cane?

(c) How effective has guidance and counselling been?

(d) What are the root causes of the indiscipline in our Kenyan high schools as witnessed today?

(e) How is discipline endorsed among students?

(f) What forms of punishments are being used in schools?

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1.3   Objectives of the Study

Broadly stated the research sought to, *asses the perceptions of students and teachers on alternative methods that can be used on behaviour change among students.*

Specifically the research paper sought to:

1. Find out whether the ban of the cane has had any impact on discipline.
2. Find out factors responsible for deviant behaviours among students in Makadara constituency.
3. Find out the effectiveness of counselling in schools in relation to behaviour change.
4. Find out appropriate measures that can be used to instil discipline in the learning institutions.

1.4   Scope and Limitation of the Study

The study sought to examine the operationalization of counselling in schools and its impact in discipline. The scope of the study was limited to the year 2007-2008. The selection of 2007 was simply because the state of indiscipline was witnessed especially in the month of June which led to the closure of 200 schools. The year 2008 is also significant because at the same time i.e. June, student unrest was adversely witnessed in the secondary schools which continued up to July. This led to the closure of more than 300 schools. This period is adequate in analysing how guidance and counselling has affected behaviour both positively and negatively after the ban of the cane. Indeed if there is a problem that can be attributed to the way counselling is done in schools then the same will provide us with the opportunity to evaluate the process of guidance and counselling and consequently determine the

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extent to which it is impacting on discipline and what appropriate measures can be included.

In reference to the objectives, this study specifically focused on the rate of truancy, suspensions and expulsions of students who portray deviant behaviours. In regard to this the study made reference to the records on the number of suspensions and expulsions in the schools before and after the ban of the cane. It also focused on drug and substance abuse, students' respect to teachers and peer pressure in regard to discipline of students. Indeed the school environment has a role to play in the behaviour of students and in regard to this, the study focused on the co-curricular activities, the curriculum and the examinations administered, teacher/student relationship and the amount of pocket money students are given. Guidance and counselling services have been the focal point in regard to discipline, thus the study focused on how the services are offered, who offers them and to what extent have the services influenced student behaviour. The study relied on responses given by students and teachers in charge of discipline. This hopefully was a true reflection of what is actually happening in schools. This study was limited to Makadara constituency and it focused on all the seven public secondary schools in the area.

CHAPTER TWO: LITERATURE REVIEW

2.0   Introduction

According to Fontana: (1986), a reward is something – material or non material – that appears desirable to the person concerned. Therefore, since behaviour is learnt, responsible behaviour can be taught through reinforcement. Generally human beings are motivated by what pleases them. Anything that is considered desirable to an individual can serve as reinforcement to his or her behaviour.

Punishment on the other hand, is an authorised imposition of deprivations- of freedom of privacy or other goods to which the person otherwise has a right or the imposition of special burdens-because the person has been found guilty of some criminal violation, typically (though not invariably) involving harm to the innocent (Stanford Encyclopaedia of Philosophy).According to Smith and Laslett: (1993), punishment is either involving or making the unpleasant happen or removing some reward or privilege. Thus the effect of punishment is to suppress the occurrence of that behaviour on which noxious stimulation is contingent. In the field of psychology punishment is seen as the reduction of behaviour via a stimulus which is applied or removed. This definition requires that punishment
is only determined by reduction in the offending behaviour and if the offending behaviour does not reduce then it is not considered punishment.

According to Were: (2003), both rewards and punishment are used to modify behaviour implicitly or explicitly. Behaviour modification approaches states that the single most important factor in learning behaviour is what happens immediately following that behaviour. Pleasant consequences are most likely to reinforce the

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behaviour and make it more likely to happen again. (Smith and Laslett: 1993). Teachers and parents make use of reward system as a way of motivation to good behaviour. They believe that rewarded (reinforced) responses are strengthened while unrewarded (unreinforced) responses suffer extinction.

2.1 Causes of Deviance

2.1.1 Society and Peer Pressure

A number of youths currently in Kenyan high schools are running wild, burning schools, engaging in immoral activities and engaging in alcohol and substance abuse. It was noted that there was an average of ten cases of unrest daily in the month of June,2008 compared to about two in the same month in 2007 and thus the trend is worrying. According to Durkheim: (1951) deviance is caused by limitless escalation of aspirations and ambitions in contemporary urban society. Merton: (1938) believed too, that certain groups in society, such as children of the poor and of racial and ethnic minorities, were barred from gaining wealth through legitimate channels of education and occupations. They therefore turn to deviance as an alternative illegitimate means. He also argues that anomie could be the normal state of affairs for persons in certain segments of society when cultural goals like financial success are over emphasized and legitimate opportunities to achieve those goals are blocked

O'Brien: (1969) observes that the causes of deviant behaviour are mostly social, not physical and they involve complex feedback relationships between social and personal systems. He continues to say that, deviance has its highest incidence among people who are confronted by discrepant social norms, who occupy inconsistent positions in a variety of disassociated groups or who are lacking in

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social affiliations and socializing experiences. For instance the relationship that students establish in and out of school contribute to their behaviour. When individuals succumb to peer pressure they loose their self image and self respect and when they do not have the supportive systems to fall back to they end up engaging in inappropriate behaviour (Wargreeves and Lacy: 1970). Peer isolation and reflection can also lead to behavioural and psychiatric problems and such problems are likely to find expression through indiscipline and violence (Ruttler: 1975). Hilton: (1973), notes that those who fail to confirm to the norms of the wider group may find themselves labelled immoral, abnormal criminal or sick depending upon the context. One is socialized and acquires a self fulfilling prophecy and acts and behaves as per the characteristics of the labelled behaviour.

Burgess: (1996) says that deviance is caused by inappropriate socialization, for instance when the learning of deviant ways is not outweighed by the learning of non deviant behaviour. This socialization is viewed as taking place within the context of primary group relations. He further argues that restricted opportunities for achieving legitimate goals, a feeling of stress and access to deviant mode of relief are all important background conditions for evolution of deviant patterns of behaviour.

2.1.2 School Administration

Discipline in the school is basically a function of the administration. This depends on the head teacher's administrative, supervisory, organisational and leadership abilities and style since he/she bears the general responsibility of leading clarifying the school purpose and philosophy and ensuring focus on the educational goals by all. According to Griffins (1983) the school administration has direct bearing on the achievement of the learners, because it plays a key role of coordinating, directing

and facilitating the learning. Poor management is therefore responsible for the failure of many schools, while those with good performance have sound and efficient leadership. Eshiwan (1994) concurs by saying that head teachers of good performing schools are ever present, fully involved in organising the learning process in their schools and participate in the actual teaching process and are always familiar with the on goings in their schools and classrooms.

Robbins: (1979), noted that without proper interaction and proper channels of communication, an organisation is only a confusion of people and machines. The leader, the group and the situation influence each other. On the contrary, a style of leadership that informs people on what to do without seeking their opinions is considered autocratic and the outcome is disorderliness and use of violence. This results in student riots like the ones which have rocked the country.

Suspensions, expulsion and other forms of punishment are arbitrary dished out without adequate opportunity for students to have a say. This leads to students becoming intolerant to the resulting humiliation and oppression brought by the rules. The consequences of these are revolt and strikes whereby students do not care or give regard to the consequences of such action (Keros: 1987).

2.1.3 The Family

It has been observed that where a child's family life is marked by frequent marital conflict, where parents spend very little time at home, the performance of the child in school is likely to be poor and many have poor social relations skills. Such a child feels demoralized and out of place, is prone to truancy hopelessness and regular conflicts with others (Mc Neill: 1982). A child who lacks love, attention and freedom

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at home will seek it from the teacher or join a gang so as to attract attention and recognition. Tyler: (1977) ascertains that the general home background of students has significant influence on student behaviour. The influence of parents is of course determined by such factors like the level of education, socio economic status and nature of general home environment.

Another cause of deviance is divorce, Giller: (1983). Children brought up by single parents show increased problems in education attainment, behaviour and social adjustment. Juvenile delinquency is associated with family discord and disharmony hence this can be associated with an increase in youngsters predisposed to delinquent activities. Ndambuki and Mutie: (1999), states that parents who provide little emotional warmth, little supervision or control of the child's activities, exercise erratic and punitive discipline and who provide a model of lawlessness behaviour in the home are most likely to have delinquent children.

Kamau (2006) argues that family dynamic in the form of absent figure parents, dysfunctional families especially single parent headed homes, parenting styles, parental modelling, child attachment to parents and family ordinal positions has also played a significant role in influencing deviancy. Hirschi: (1969) compared attachment to the father with attachment to school and found out that those students who were unattached to their parents were also disaffiliated with school and even teachers.

Kombo: (1998), says that materialism is a cause of deviant behaviour among high school students. particularly those from high social economic background, tend to look down upon others especially those from the low social economic background.

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He says that some deviant behaviours like sneaking out of school and immorality among teenagers has at times been traced to the desire by students to acquire more.

2.1.4 Mass Media

Giller: (1983), also cites another cause of deviance as mass media. To him the television has more to blame for affecting behaviour negatively. He says that television viewing hours have gone up steadily. Most families have no conversation when the television is on and thus it tends to dominate and determine family life. He further argues that the increasing portrayal of violence on television may have increased the likelihood of violent behaviour among adolescents. KSSHA: (1999), revealed that the print and electronic media ate some of the causes of deviant behaviour. These include newspapers, magazines, televisions and videos. Physical confrontations between politicians, workers and their employers are usually reported in the newspapers or shown on television and these have had negative influence on the youth.

The National Council of Churches of Kenya (1992) also cited media as the promoter of violent behaviour. They claim that students observe violent movies or even their own teachers demonstrating and hence sort to deviant behaviours as a way of airing their views.

2.1.5 Curriculum and Government Policies

In school the educators have been overloaded with the curriculum that emphasizes on cognitive development at the expense of the moral aspects thus overlooking the religious aspect in teaching and moulding the youth (Were: 2003). Kyungu:(1999)

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concurs that stress related to overburdened curriculum, lack of adequate facilities and resources in schools have contributed to indiscipline. According to Tirop: (2008), delays by the government to disburse the funds for free secondary education has contributed to students engaging in violent activities. This is because they are not able to participate in co-curricular activities due to lack of funds.

2.1.6 Inadequate Guidance and Counselling Services

Guidance and counselling is a process of rendering services to students who need assistance in making decisions that would mould their lives (Tawman: 1948). It is a process of assisting students and other persons to develop, accept and integrate themselves and their role in the world of work. (Makinde:1993).

In Kenya Guidance and Counselling sections were established in the Ministry of Education in 1970. The Ministry Of Education recognises the need for strengthening guidance and counselling as an essential service that must be offered to every pupil and student in all educational institutions (Government Of Kenya: 2001). A number of studies have been conducted to investigate the extent to which guidance and counselling programmes have been implemented. It was discovered that most teachers are incompetent and did not know exactly how to guide and counsel the students (Duda: 1996).

Lack of effective guidance and counselling services in schools has been one of the major causes of student unrests. Little or no attention has been given to equip the teachers with relevant knowledge and skills essential for planning, implementing and monitoring guidance and counselling services in schools (Maithya: 1996). Teachers spend a lot of time dealing with cases like fighting, theft, cheating but do not deal

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with serious personality disorders that contribute to deviant behaviour (Duda: 1996). Lack of proper guidance and counselling is reflected in unacceptable and unethical conduct of the youth. Such conducts include drugs, alcohol addiction, prostitution and stealing from others. Thus major causes of student unrest.

2.2   Recommendations

In order to solve the problem of deviant behaviour various solutions have been cited. For instance, Kombo: (1998), says that schooling must lead to relevant social rewards, considered to be fair and satisfying. Making the school experience pleasurable and rewarding can control deviances. To him efficient school administration and good class control, where there is firm and fair treatment of all learners, deviant behaviours are minimal. Co-operation with parents and the community will help in minimizing deviance in schools and teachers must play a vital role in the moral development of students. They should be role models.

With the removal of the cane in 2001 teachers are unable to instil discipline because of fear of being taken to court. According to Bickerstaff: (1972), punishment must be considered as being part of instilling discipline among students. Leslett and smith: (1984), contends that if positive efforts are not working then it may be necessary to resort to punishment. However he continues to say that it should be done with caution

Durojaiye: (1972), explains that appropriate immediate consequences can make behaviour more frequent. To him extra privileges can be used as incentives. He continues to say that among incentives for prevention of the need for punishment, praise is often the easiest and the most frequently used. The well established law of

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effect formulated by Thorndike explains the mechanism of effect of praise. According to this law, people learn faster and retain longer anything which is pleasant. They avoid or soon forget anything that is annoying. He however cautions against the use of incentives for discipline purposes. The danger according to him is that either a few children often get the awards leaving others discouraged or others strive by fair or foul means to receive the awards. This, he claims creates more discipline problems.

Bickerstaffe: (1972), considers reprimand as a useful strategy in encouraging good behaviour. He says that all children are reprimanded at some time and they usually respond to it; particularly if they respect the person issuing the reprimand. However he cautions that on the likelihood that a reprimand may be regarded as indicating personal dislike. He advices that immediately after the reprimand, the teacher should ask the student a question and praise a good try. If the student does not respond to this treatment he should be ignored and the treatment attempted again later.

Klein: (1987), proposes 'time out separation' as a way of promoting good behaviour. This involves briefly removing the student from the ongoing activity and asking him/her to sit quietly in an isolated place. Another alternative is giving students tedious written tasks to do. Dunhill: (1964) advices that punishment must be constructive and should persuade a person off the harmful consequences of his misbehaviour to himself and others.

According to Kay: (1971), certain privileges can be withdrawn when one misbehaves. For instance a student who has been guilty of some bad behaviour can be debarred from accompanying others to an interesting function out of school. Laslett and Smith: (1984), says that care needs to be taken to ensure that the activity

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to be curtailed is actually sufficiently prized by the student, for its withdrawal to act as punishment. However they agree that this punishment should be used cautiously since resentment can easily arise and previously pleasant parts of the lesson become the bone of contention.

Detention is another alternative for punishment. Kay; (1971), suggests that keeping students in class at break or after school can be used to deter bad behaviour. However he cautions that this is apt to create difficulty since the teacher has to stay behind as well. On the other hand, Dunhill: (1964) considers detention as a negative punishment. This is especially where a student is kept in after school. Usually the student sits in silence for half an hour with the intention that they should meditate on their sins. Dunhill claims that such punishment is merely irksome to students, but it can be made constructive if assignments are given.

Response cost can also be used to develop a keen competitive group spirit. According to Kay:1971, a teacher creates about four teams in the class. Points can then be awarded for praiseworthy achievements and points are lost for careless work and all kinds of offences. To Kay, a student who misbehaves is made to feel that he has offended his team mates as well as the teacher. Laslett and Smith (1984), says that the teacher has to monitor inappropriate as well as appropriate behaviour. This will enable the teacher to have a few clearly defined offences for which points can be lost. However it is good to give or reward points to positive behaviour than to remove points as a way of punishing negative behaviour.

Other studies recommend the use of extinction to check undesirable behaviour in a student. Stones (1966), Bull and Solily (1996) contend that the root of undesirable

behaviour in the classroom is the need for attention and the behaviour is reinforced if the teacher makes a fuss or punishes the misbehaviour. They suggest that whether the teacher decides to take action or not, it is important that the student realise that the teacher is fully aware of the situation that if he ignores the activity he does so deliberately. Conclusive findings reveal that if such behaviour is ignored, it will gradually be given up.

According to the Guidance and Counselling manual (2002), it is pointed out that secondary school principals should allow open air discussions in school, formal meetings or suggestions base to let off steam due to stress or strain from the students. Thus the school should have effective channels of communication where students can air their grievances openly to the administration and teachers. It can have suggestion boxes, barazas and meetings whereby the students are free to express themselves. According to Short: (1988), activities to promote student self esteem and belongingness are more effective in reducing behaviour problems than punishment.

Kounin: (1970) defines effective teachers as those whose classrooms are orderly with minimum student misbehaviour. Those who are able to inculcate in students a sense of belonging and self discipline. They observe and comment on students' behaviour and they reinforce appropriate behaviour through the provision of verbal, symbolic and taught rewards. Mc Daniel: (1986) ascertains that values are caught, not taught in that teachers who are continues, prompt, enthusiastic, in control, patient and organised provide examples for their students through their own behaviour.

Discipline can be instilled through affection and understanding. The teacher understands the students back ground, culture, beliefs and upbringing. Some students may be orphans or from broken families. This calls for the teacher to move an extra mile and show love to the student. The teacher has to identify the cause of the problem through proper guidance and counselling. Scolds or threats might create fear in a student. Discipline created through affection and understanding is more effective. Generally, schools are expected to be places where students examine their prejudice and learn to live in unity and harmony.

Punishments such as suspension from school are viewed as ultimate and should only be used as a last resort. Bickerstaffe: (1972), states that suspension is rather like surgery which though cures the disease, kills the patient. Thus recommends that a less severe and acceptable step would be to inform the parent or guardian of ones behaviour and when possible call them to school to discuss the problem. Likewise Slee: (1986),says that suspension does not help the suspended student, nor does it help the other students, because the school administration simply gets rid of troublesome students rather than changing the school environment in such a way as to prevent or reduce discipline problems. There is need for urgent shift from the styles that make students passive recipients of knowledge to those that make them participants in the process of learning and running the school (Kinyanjui: 2000).

2.3 Therapeutic approach

There are a number of therapies that can be used to form a comprehensive discipline strategy among the young people.

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2.3.1 Reality Therapy

This involves teachers making clear connections between student behaviour and consequences in order to facilitate students making positive choices. William Glasser: 1925

2.3.2 Positive Approach

This is grounded in teacher's respect for students. Instils in students a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in school suspension for non-compliant students. Based on Glasser's Reality Therapy. (Cotton: 2001).

2.3.3 Assertive Discipline

This focuses on the right of the teacher to define and enforce standards for students behaviour with clear expectations, rules a penalty system with increasingly serious sanctions. Developed by Lee Canter (McIntyre :2005).

2.3.4 Adlerian Approaches

This is an umbrella term for a variety of methods which emphasize understanding the individual's reasons for maladoptive behaviour and helping misbehaving students to alter their behaviour while at the same time finding ways to get their needs met .These approaches have shown some positive effects on self concept, attitudes and locus of control, but effects on behaviour are inconclusive. (Cotton: 2001).

Although punishments and rewards lead to change of behaviour, proper guidance and counselling can work miracles in the area of discipline. True discipline means

the ability to discern what is right and to have some facility to do it , not because of external force but from an inner urge.

2.4   Theoretical Framework

2.4.1 Differential Association Theory

A reflection of Sutherland's differential association theory attempts to explain how deviant behaviour and high rates of deviance are expressed in any social organization. This theory acknowledges that deviant behaviour is learned in much the same way conforming behaviour is learned. In regard to the theory crime is seen as related to peoples associations over time ,criminal acts occur when situations are appropriate for their execution, as defined by the individuals who commit them. Through association with others individuals learn values, norms, motivations, rationalizations, techniques and definitions that may be either favourable or unfavourable to the violation of the law.

This theory portrays criminal behaviour as learned and not inherited. Students who are deviant have not inherited the behaviour but they learn it from their peers and the environment. This deviant acts occurs when a situation appropriate for the same is present. The differential association theory also argues that criminal behaviour is learned in interaction with other persons in a process of communication. This communication can be verbal or use of gestures. Students tend to learn more from what they hear and see their seniors do. They see workers and teachers going to the streets demanding what they think is their right likewise they tend to do the same.

Other agencies of the community also play a greater role in the genesis of deviant behaviours. When the students see aggressive behaviours in the movies they tend

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to act the same, likewise what they read from the news papers it impacts to a greater extent their behaviours, because they copy what others do. In regard to this theory, when criminal behaviour is learned the learning includes techniques of committing the crime which can be complicated or simple. Students learn various methods they can use to express themselves and this can be through demonstrations and destruction of property.

The home background plays a great role in the behaviour of a child. The socialization of a child at early development stage influences the behaviour of that child later in life. For instance a child who is brought up in a family where marital conflicts are regular he/she grows up believing that violence is the only way to solve problems. In regard to this theory deviant behaviour developed in early childhood may persist throughout life likewise delinquent behaviour. Thus the up bringing of the child matters a lot in regard to the behaviour of that child when he/she grows up.

Learning of deviant behaviour is not restricted to the process of imitation but it can also be learned through association. Students pick some behaviour by associating with other students. When they associate with those who are deviant they also become deviant. This theory argues that criminal behaviour is an expression of some needs and values. When students want to express their needs they do it through rebellion even though some of them can be sought without rebellion.

The postulation of this theory is that crime is rooted in the social organisation and it is an expression of that social organisation. A school environment can encourage deviant behaviour due to poor channels of communication, peer pressure and strict

rules. Likewise if the school has good channels of communication which creates a conducive environment for learning then there will be no form of deviance.

2.4.2 Hirschi's Social Control Theory

This study is related to the control theories which ascertain that delinquent behaviours are due to an individual's bond to society being weak or broken. In Hirschi's social control theory (1969) it is postulated that delinquency result from how the society is structured. All people can be delinquent if given chance. Without adequate socialization delinquency would be common. For instance students sometimes feel that they should not struggle to work hard and prepare for examinations but rather they should look for shortcuts like cheating in examinations. In regard to this, the students should be encouraged to restrain from such acts because of the consequences involved.

If the process of socialization is effective, children are attached to others, committed to long range goals, involved in conventional activities and behave in the morality of law, then a social bond will develop and thus conformity. Ineffective socialization normally leads to deviance. Students should be encouraged to be committed to their long-range goals, be involved in constructive activities like co curricular activities, academic pursuits and belief in the morality of the law. In promoting conformity students should also be attached to their school and family. In regard to this theory, commitment, attachments and involvement in activities are the barriers to deviancy.

2.5 Conceptual Framework

Figure 1

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┌──────────────┐                    ┌──────────────┐
│ Educational  │              ┌────▶│ Reinforcement│──────────────────────┐
│ objectives   │              │     │ reward       │                      │
└──────┬───────┘              │     └──────────────┘                      │
       │                      │                      ┌──────────────┐     │
       │                      │                      │ -Discourages │     │
       ▼                      │     ┌──────────────┐ │ undesired    │     │
┌──────────────┐              │     │              │ │ behaviour    │     │
│ Teacher      │──────────────┼────▶│ Punishment   │─┼▶ -Encourages │     │
└──────────────┘              │     │              │ │ desired      │     │
                              │     └──────────────┘ │ behaviour    │     │
                              │                      └──────────────┘     │
                              │     ┌──────────────┐                      │
                              │     │ Psychological│                      │
                              └────▶│ discipline   │                      │
                                    └──────┬───────┘                      │
                                           │                              │
                                           ▼                              │
┌──────────────┐              ┌───────────────────────┐                  │
│              │              │ -Desired behaviour    │                  │
│ A disciplined│◀─────────────│ -Subscription to      │◀─────────────────┘
│ individual   │              │ values of society     │
│              │              │ -Dynamic              │
└──────────────┘              │ individual            │
                              │ -Self reliant         │
                              │ -Submissiveness       │
                              └───────────────────────┘
```
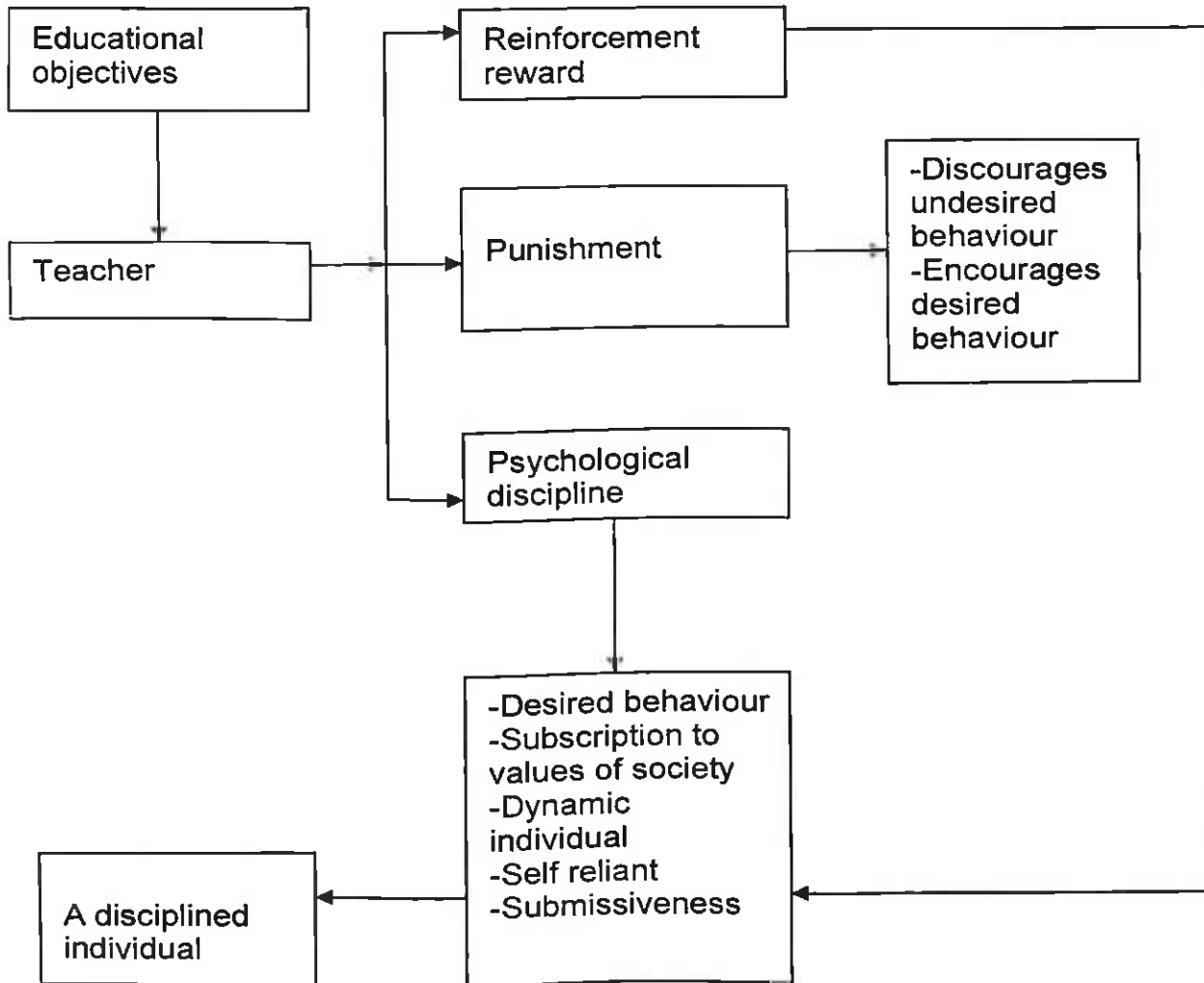
All policies on discipline and attaining of the educational objectives are set by the Ministry of Education but they find fulfilment at the school level whereby the teacher is the interface between the school and the ministry. Thus the teacher is the central focus of all the activities relating to discipline and punishment in the school. The teacher is therefore better placed to determine the best means to attain good discipline. Unless discipline prevails, producing responsible and self reliant citizens becomes difficult.

The teacher is the key person in the school who interacts closely with the students for the better part of school time. As such the teacher uses various methods like punishment to discourage undesired behaviour at the same time he/she can use reinforcement to encourage desired behaviour. Through guidance and counselling services the teacher is also able to deal with personality disorders that lead to deviancy. The teacher is therefore the key determinant figure in instilling discipline. Ideal climate leads to students desiring to do what is right and expected. This leads to having self disciplined individuals and less concentration on punishment.

CHAPTER THREE: METHODOLGY

3.0 Preview

This chapter gave a description of procedures to be used in carrying out the study. It covered the research design, target population, sampling procedure, research instruments, data collection and data analysis procedures.

3.1 Research Design

According to Mugenda (1999), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This study adopted a across sectional survey design. This research design unlike longitudinal research design where sampled respondents are interviewed over time for instance weekly, monthly, quarterly or annually, means that, it was exploratory in nature where several respondents were interviewed at one point in time study (Cooper: 1995).

Kerlinger and Lee (2000) points out that survey design is effective in collecting systematically factual numerical information from a large population at a particular point in time with the intention of describing the nature of the existing situation. This study was a survey exploring the strategies used in modifying behaviour among students in Makadara constituency, Nairobi province.

3.2 The Target Population

The target population of the study consisted of all public schools in Makadara constituency with students from form one up to form four. The constituency has seven schools with all of them having students up to form four. The target population consisted all the seven public schools in which students were interviewed and one teacher in charge of discipline.

3.3   The Sample and Sampling Procedure

In the choice of a sample, all the seven public schools were included. According to Gay: 1992, 10% of the population forms a representative sample. The population in these schools was varied and therefore the sampling technique which was adequate and relevant to my research study was stratified random sampling whereby each school was sampled separately. The population of all the schools was 4,130. Using the guideline by Gay, 413 students who were interviewed were selected using the 10% criterion. For the sake of representativeness each form or class was taken as a stratum and was sampled separately. This was so because it represented adequately the population under study through the various subgroups. In this technique, cases of omissions were minimized. The students were given questionnaires while in school and during their free time. One teacher in charge of discipline was interviewed from each school because they had the relevant information and thus purposive sampling was used to obtain them. Basing on the above assumption by Gay, the table below shows how the sample was picked from each school.

Table A.   How the sample was picked

School	Current Population	Percentage to pick (10%)
Aquinas Boys	850	85
Buruburu Girls	650	65
Highway Boys	540	54
Our Lady of Mercy Girls	520	52
Huruma Girls	530	53
Nile Road Girls	480	48
Ofafa Jericho Boys	560	56
Total	**4,130**	**413**

3.4   Research Instruments

In order to achieve the objectives of the study, data was collected using questionnaires and rating scales. These methods of collecting data were used for both the respondents, that is the teachers and students, while in school. The questionnaires were appropriate because the respondents were literate enough to complete the questions on their own and thus the researcher was able to capture the important information. The items of the questionnaires were made simple in order to be effective as instruments of data collection. The questionnaire was appropriate in terms of saving time for both the researcher and the respondents. The questionnaire had both closed and open ended questions. The closed questionnaire was used because it dealt with facts and it was less time consuming. Open ended questions allowed respondents to provide in depth assessment of student discipline. The rating scales were used to measure the perception and attitudes of the respondents. They helped to minimize the subjectivity and making it possible to use quantitative analysis.

3.5   Data Analysis

Data collected was both qualitative and quantitative in nature. This in essence meant that the type of questionnaires which were used in this study were formulated and designed in such a way that information captured was carefully processed and manipulated as required to meet the stated specific research objectives. The data collected was summarized by using descriptive statistics.

To perform the above task, fully filled and completed questionnaires formed the basis of data analysis. Data collected from the field was edited for completeness and accuracy to ensure that minimum data quality standards had been achieved. Data

analysis was used as descriptive statistics including frequency tables, measure of central tendencies and cross tabulation to describe analyse and present the study findings. Statistical Package of Social Scientists (SPSS) was utilized to generate key statistical information. Each response from each question was entered into SPSS software to build a database that was subjected to data analysis procedures with a view to answer the research questions thereby meeting the stated research objectives.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.0   Introduction

The purpose of this chapter was to analyze and present the study's findings as per the data collected using the students' and teachers' questionnaires. The study was targeting 413 students and 7 teachers in charge of discipline. Out of the 413 questionnaires issued to students 390 were duly filled and returned to the researcher. All the 7 questionnaires issued to teachers were also filled and returned. This translated to a return rate of 94.4% and 100% respectively.

4.1   Demographic Profile

It was important for the researcher to come up with the background information of the respondents. This enabled the researcher to know the age brackets of the respondents, their gender, category of the school, class of student respondents, number of students in each school, the qualifications of teachers and their teaching experience.

The table below shows the distribution of the background information of the students.

Table 1:   Students' background information

	Age in years		Gender		School category				Class			
	13-15	Above 16	M	F	BB	GB	BD	GD	F1	F2	F3	F4
Frequency	150	137	179	211	119	82	45	143	136	99	58	96
Percentage	38.5	60.7	45.9	54.1	30.5	21.0	11.5	36.7	34.9	25.4	14.9	24.6

Key: M- Male, F- Female, BB – Boys Boarding, GB – Girls Boarding, GD – Girls Day, BD- Boys Day

From table 1 above, it is shown that students respondents were at the bracket of 13 – 15 and above 16 years old. These are the ideal age brackets for high school

students. This also shows that high school students are at the pick of adolescence, which is normally a stage in life when the young people want to venture and discover things around them. It is also a crucial stage in life in that if these young people are not well guided they are likely to be rebellious and even engage in deviant behaviors.

Out of the 390 respondents 45.9% were males while 54.1% were female. This is simply because the schools in Makadara Constituency where the study was carried out, 4 were girls schools and 3 were boys schools, thus the population of girls was higher than that of boys. Some of the schools were both day and boarding. The research findings showed that 51.5% of the respondents were from boarding schools while 48.2% of the respondents were from day schools.

The study was carried out in all the forms and the respondents were picked using stratified sampling in order to minimize generalizations. In regard to this 34.9% of the respondents were form ones, 25.4% were form twos, 14.9% were form threes and 24.6% were form fours. Teachers likewise were asked to give their background information in order to enable the researcher get a basis of their opinions.

The table below gives the distribution of the background information of the teachers.

Table 2: Teachers background information

	Age in years		Gender		Qualifications		Teaching experience		No. of students		
	40-49	Above 50	M	F	Diploma	Bachelors	10-15	Above 16	401-500	501-600	Above 600
Frequency	6	1	6	1	1	6	2	5	1	4	2
Percentage	85.7	14.3	85.7	14.3	14.3	85.7	28.6	71.4	14.3	57.1	28.6

From the table above, data collected indicated that the teachers were in the brackets of 40-49 years old and above 50 years old. This shows that they are mature enough

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to handle adolescents. The study targeted 7 teachers in charge of discipline and out of the 7, only one was a female translating to 14.3% and the remaining 6 (85.7%) were males. For one to be in charge of discipline there is need for more dedication and staying in school for long hours. In addition one needs to make firm decisions in regards to some indiscipline cases. These may be some of the reasons why female teachers either shy away from taking the responsibility of being in charge of discipline or they are not given the opportunity by the administration. The research findings showed that all the teachers were professionally qualified in that 14.3% had a Diploma in Education and 85.7% had Bachelors of Education. This shows that as much as this teachers were in charge of discipline they had a background training in education where they were trained on how to handle student matters. Apart from the qualifications the teachers had, they also had a rich experience of dealing with students, 28.6% of them had been in the teaching profession for between 10 and 15 years while 71.4% have been in the profession for over 16 years. From this rich experience they were able to understand the behaviour dynamics of their students and be able to come up with strategies on how to deal with any form of deviant behaviours.

4.2   Impact of the Ban of the Cane.

After the background information, the respondents were asked to give information on what they think constitutes indiscipline, alternative modes of punishment as compared to corporal punishment, the magnitude of some types of indiscipline in their schools and the frequency of students who are suspended, expelled or given other forms of punishment. This information was to enable the researcher address objective 1 of the study of *"finding out whether the ban of the cane has had any impact on discipline".*

Respondents were asked to give their views on what constitutes indiscipline. Data which was collected was qualitative in nature and the following are some of the cases which were listed; theft, strikes, disobedience to authority, noise making in class, skipping lessons, cheating in exams, coming late to school, sneaking out of school, fighting amongst students, drug abuse , sexual immorality and bullying and harassment of other students. Some of these cases were attributed to poverty and peer pressure among students. Also the family background of an individual is important because it has a strong bearing or sets a pattern of discipline in the life of an individual. Therefore it was found out that most students lack supportive systems which can enable them appreciate who they are and thus some of them end up engaging in inappropriate behaviours.

In relation to the cases of indiscipline listed by the students, both students and teachers were asked to give their views on the occurrence of some types of indiscipline among students.

Table 3: Cases of Indiscipline after the Ban of the Cane. (N=390)

Case of indiscipline	Very high	High	Average	Low	Very low	Total
Stealing amongst one another	194	89	65	23	15	386
Sneaking out of school	34	26	71	96	159	386
Smoking within the school	30	24	29	50	244	377
Use of drugs within the school e.g bhang	39	21	43	73	203	379
Unnecessary noise in class	223	45	59	26	31	384
Destruction of property	48	46	78	61	148	381
Bullying of other students	35	25	39	82	196	377
Incitement from other students	101	37	57	62	125	382
Disobedience to teachers	54	65	115	67	83	384
Failure to finish homework	117	80	90	36	62	385
Cheating in exams	76	47	127	72	64	386
Sexual misbehaviours like homosexuality	45	36	51	68	176	376
Total	996	541	824	716	1506	
Cell rep.	21.7%	11.8%	18.0%	15.6%	32.9%	

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The table above shows that the cases of indiscipline have gone down after the ban of the cane. These cases are at 32.9%.This has been attributed to other various methods that the teachers are using. Teachers offer guidance and counselling to students as a way of dealing with personality disorders that lead to deviance. The schools have also made the school environment to be conducive by improving the channels of communication. Most schools hold 'barazas' whereby students are allowed to air their views freely without victimization. This is an implication that the cane was not the only way of instilling discipline in students or modifying behaviour.

Behaviour is learnt therefore responsible behaviour among students can be taught through reinforcement. Teachers should be familiar with stimuli or events within the school that can be used as reinforcement like, talking to students, smiling to them and saying good when they behave well. There was need for the researcher to compare the occurrence of these cases as per the gender of students. The table below shows the views of male students in regard to occurrence of discipline cases in their schools.

Table 4: Male Responses on Cases of Indiscipline

Case of indiscipline	Very high	High	Average	Low	Very low	Total
Stealing amongst one another	104	39	23	8	6	180
Sneaking out of school	19	11	38	39	75	177
Smoking within the school	18	14	17	22	110	179
Use of drugs within the school e.g bhang	22	13	25	36	73	169
Unnecessary noise in class	121	19	26	7	14	177
Destruction of property	34	19	34	20	64	171
Bullying of other students	21	10	21	31	92	175
Incitement from other students	45	20	31	26	60	179
Disobedience to teachers	26	39	59	36	39	175
Failure to finish homework	64	28	41	15	26	174
Cheating in exams	41	19	54	41	24	179
Sexual misbehaviors like homosexuality	14	17	28	40	91	178
Total	529	248	397	307	674	
Cell rep.	25.0%	11.7%	18.8%	14.5%	31.9%	

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From table 4 above, the views of the male students implicate that the cases of indiscipline have gone down after the ban of the cane. The cases of indiscipline are at 31.9%. This clearly shows that positive reinforcement has a positive impact on ones behaviour. When force is used, the young people react negatively.

There was need to compare these views with those of the female students.

The table below gives the views of female students.

Table 5: Female responses on cases of indiscipline

Cases of indiscipline	Very high	High	Average	Low	Very low	Total
Stealing amongst one another	90	50	42	15	9	206
Sneaking out of school	15	15	33	57	83	209
Smoking within the school	12	10	12	28	134	198
Use of drugs within the school e.g bhang	22	13	25	36	73	169
Unnecessary noise in class	121	19	26	7	14	177
Destruction of property	14	27	45	41	84	211
Bullying of other students	14	15	15	51	104	202
Incitement from other students	56	17	26	36	75	203
Disobedience to teachers	28	26	56	31	44	209
Failure to finish homework	53	52	49	21	36	211
Cheating in exams	35	28	73	31	40	207
Sexual misbehaviours like homosexuality	31	19	23	28	75	198
Total	491	291	425	382	771	
Cell rep.	20.5%	12.1%	17.7%	15.9%	32.1%	

From table 5 above, like the male students, the female students indicated that cases of indiscipline have declined after the ban of the cane. The students have become responsible.

When we compare the responses of both male and female students we find that cases of indiscipline have generally gone down. This can be attributed to the introduction of guidance and counselling services in schools after the ban of the cane. The students have been made aware of some of the consequences involved when they engage in activities like drug taking and sexual misbehaviour. It was also noted that the environment in which a child is brought up contributes a lot to behaviours portrayed by some students like stealing, disrespect to teachers, promiscuous sex interests and even engaging in drug abuse. Majority of students

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were found to be coming   from disadvantaged or poor family backgrounds whereby they lack the basics and this was seen to be one of the contributors of deviance. Traditionally the cane was used to instil fear in students but after the removal, the students now are free and they are able to give their views without victimization.

Teachers were also asked to give their views on the cases of indiscipline among students after the ban of the cane. There was only one female respondent for the teachers and therefore the researcher did not compare the views in regard to gender. The table below gives the responses of teachers in regard to the magnitude of indiscipline cases in schools.

Table 6: Cases of indiscipline after the ban of the cane (N=7)

Case of indiscipline	Very high	High	Average	Low	Very low	Total
Stealing amongst one another	0	2	4	1	0	7
Sneaking out of school	0	3	3	1	0	7
Smoking within the school	1	0	1	3	2	7
Use of drugs within the school e.g bhang	1	0	2	3	1	7
Unnecessary noise in class	0	7	0	0	0	7
Destruction of property	1	1	1	0	4	7
Bullying of other students	0	0	1	3	3	7
Incitement from other students	0	2	1	1	3	7
Disobedience to teachers	0	1	6	0	0	7
Failure to finish homework	0	7	0	0	0	7
Cheating in exams	0	3	4	0	0	7
Sexual misbehaviors like homosexuality	0	0	4	3	0	7
Total	3	26	27	15	13	
Cell rep.	3.6%	31.0%	32.1%	17.9%	15.5%	

From the table above, responses from teachers indicated that cases of indiscipline are average. This indicates that as per the perception of teachers the cane like other method was effective in behaviour modification. But still if the students are guided properly in order to be committed to long range goals and the learning environment is conducive then indiscipline cases will be minimal without the use of the cane.

Generally if teachers become good role models and use positive reinforcers like talking to students on the consequences of some of the negative behaviours then cases of deviance will go down among students.

Varkey: 1997 says that discipline can be enhanced not by external forces like caning but from an inner urge in an individual to behave well. This is possible if teachers are able to give proper guidance to their students. On this issue of indiscipline among students, teachers were asked to list from their records the number of students punished per term through suspension, expulsion or by giving warnings. From their responses it was indicated that very few students are suspended and expelled per term. Majority of those who misbehave are warned and punished within the school.

 This can be attributed to the fear of teachers being dragged to court by parents who feel that the teachers are going against the Children's Act.

Alternatively, teachers are trying to use other alternatives to deal with deviant behaviours as compared to suspension and expulsion. These alternative methods are like calling parents to school to discuss the issues of their children and guiding and counselling them within the school. In relation to the frequency of punishments given, the students were asked to compare the effectiveness of other modes of punishment with corporal punishment. This is tabulated below:-

Table 7: Corporal Punishment versus other Modes of Punishment. (N=390)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
The cane was more effective	26	31	55	45	223	384
Other forms of punishment Are more effective	76	47	127	72	64	386
There is no difference in discipline	39	25	46	73	196	376
The cane should be used together With other forms of punishment	200	73	43	39	21	379
Total	341	176	271	229	504	
Cell rep.	22.4%	11.5%	17.8%	15.0%	33.0%	

The table above shows, the views of students on the effectiveness of other forms of punishment in relation to behaviour change. From the views which were given 33.0% disagreed that the cane should be used with other modes of punishment. of the respondents were of the view that the cane should be used with other forms of punishment. From the views given 17.8% of the respondents were not sure of which form of punishment is effective or not effective. This indicates that still there is no form of punishment which can be used to modify deviant behaviour; therefore there is need for teachers to be firm and give fair treatment to all students in order to minimize deviant behaviours.

There was need for the researcher to compare the views of male students and female students in regard to the use of other forms of punishment in relation to behaviour change. The table below gives the views of male students.

Table 8: Male responses on other Forms of Punishment

	Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
The cane was more effective	7	14	26	19	111	177
Other forms of punishment are more effective	41	19	54	41	24	179
There is no difference in discipline	23	12	29	32	82	178
The cane should be used together with other forms of punishment	73	36	25	22	13	169
Total	114	81	134	114	230	
Cell rep.	20.5%	11.5%	19.1%	16.2%	32.7%	

The table above gives the views of male students whereby 32.7% disagreed that the cane should be used with other forms of punishment while20.5% were of the view that the cane should be used with other modes. This response indicates that students do not prefer punishments because it affects their self image and therefore 19.1% of the respondents were not sure of the forms of punishments which can be used

Below are the views of female students on the effectiveness of other forms of punishment.

Table 9: Female responses on Forms of Punishment

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
The cane was more effective	19	17	29	26	112	203
Other forms of punishment are more effective	35	28	73	31	40	207
There is no difference in discipline	16	13	17	41	114	198
The cane should be used together With other forms of punishment	130	37	18	17	8	210
Total	330	95	137	115	274	
Cell rep	24.4%	11.6%	16.7%	14.1%	33.5%	

From the table above, the female students like their male counterparts, shows that 33.5% of the female students are of the view that the cane should not be used with other forms of punishment and 24.4% are of the view that the cane should be used with other forms of punishment and 16.7% were not sure of which form of punishment is effective.

There has been a lot of debate on whether the cane should be reintroduced or not, and from the opinions of students there is need to urgently find out on what can be done to curb deviant behaviours apart from using punishment. This is because some punishments when given they affect the self image of the student. Varkey; (1997) says that teachers should always show understanding for the problematic students and try as much as possible not to destroy the self respect of the student through punishment. The teacher should attend to the situation and point out calmly and firmly what is to be corrected.

4.3: Causes of Indiscipline

The respondents were asked to give their views on the most likely perceived causes of student indiscipline, their opinion on the administration of punishment and also to list some of the indiscipline problems in their schools. This was to address objectives 2 of the study of *"finding out the factors responsible for deviant behaviors among students in Makadara Constituency'.*The table below gives the responses on the causes of indiscipline from students.

Table 10: Causes of Indiscipline (N=390)

Causes	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Poor school management	32	158	21	130	30	381
Transfer of effective teachers	51	97	46	107	81	382
Drug and substance abuse	115	90	57	71	57	381
Shortage of learning and teaching Materials	39	45	62	51	182	379
Harsh rules and regulations	176	63	61	42	36	378
Laxity of teachers	76	127	49	96	31	379
Insensitive teachers	115	96	65	50	54	380
Inadequate or poor quality food	101	96	65	50	54	380
Perpetual poor performance in KCSE	39	45	51	82	163	378
Ineffective channels of Communication	117	77	90	36	62	382
Harsh prefects	222	50	60	31	21	384
Congestion in dorms	39	24	47	73	196	379
Total	1122	909	666	831	1038	
Cell rep	24.6%	19.9%	14.6%	18.2%	22.7%	

The table above gives the views of students on the causes of indiscipline. From the table 24.6% of the students agreed to the perceived causes of indiscipline. For instance riots in schools have been attributed to poor school management, drugs and substance abuse, harsh rules and poor channels of communication among other factors. Deviant behaviour is rooted in the social organisation and thus an expression of the social organisation. If schools have good channels of communication which enables a conducive learning environment then there will be no form of deviance.

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There are many problems in schools because of the poorly perceived role of prefects among the students body. Students view prefects as puppets of the administration, traitors and sell-outs. This can be salvaged by forming student councils with representatives elected directly by the students. In this way prefects would owe their loyalty to fellow students and not administration. Also the students will be able to have a say on who is going to lead them.

There was need to compare the responses by male students and female students. Below is a table indicating male student responses.

Table 11: Male responses on Causes of Indiscipline

Causes	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Poor school management	15	89	9	52	13	178
Transfer of effective teachers	21	39	20	57	39	176
Drug and substance abuse	57	49	24	28	19	177
Shortage of learning and teaching Materials	19	18	34	24	83	178
Harsh rules and regulations	91	25	27	18	17	178
Laxity of teachers	32	51	26	49	17	175
Insensitive teachers	47	45	36	23	28	179
Inadequate or poor quality food	42	17	29	41	48	177
Perpetual poor performance in KCSE	22	19	28	40	69	178
Ineffective channels of Communication	67	35	33	14	28	177
Harsh prefects	98	29	23	17	7	174
Congestion in dorms	23	11	29	32	82	177
Total	534	427	318	395	450	
Cell rep.	25.1%	20.1%	15.0%	18.6%	21.2%	

The table above indicates that 25.1% perceived that the listed factors are the major contributors to indiscipline. This shows that there is need to involve the students in matters pertaining to the running of the school so as to minimize discontent among students on issues affecting them.

The table below gives the views of the female students.

Table 12: Female respondents on causes of indiscipline

Causes	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Poor school management	17	69	12	78	17	203
Transfer of effective teachers	30	58	26	50	42	206
Drug and substance abuse	58	41	33	43	38	204
Shortage of learning and teaching Materials	20	27	28	21	99	201
Harsh rules and regulations	85	38	34	24	19	200
Laxity of teachers	44	76	23	47	14	204
Insensitive teachers	68	51	29	27	26	201
Inadequate or poor quality food	58	20	28	21	77	205
Perpetual poor performance in KCSE	17	24	26	42	94	200
Ineffective channels of Communication	50	42	57	22	34	205
Harsh prefects	124	21	37	14	12	210
Congestion in dorms	16	13	18	41	114	200
Total	587	480	351	430	586	
Cell rep.	24.1%	19.7%	14.4%	17 6%	24.0%	

From the table above, female students also concur with their male counterparts that the listed factors contribute a lot to indiscipline among students. There is a correlation between male students and female students on the causes of indiscipline and thus there is need for the school administrations to re examine the ways in which run the schools.

From these findings there is need also for the school administrations to involve students as active participants in running the schools for instance having open forums where students can freely air their grievances and be involved in the choosing of their leaders (prefects). This will help minimize discontent from students on how schools are run.

Teachers also gave their views on some of the perceived causes of indiscipline as it is tabulated below.

Table 13: Causes of Indiscipline (N=7)

Cause	Very much	Much	Not much	Fairly	Not at all	totals
Peer pressure	7	0	0	0	0	7
Overburdened curriculum	0	3	1	3	0	7
Mass media influence	2	5	0	0	0	7
Drug and substance abuse	1	5	0	1	0	7
Rigidity of administration	0	0	3	4	0	7
Poor socialization	2	2	0	3	0	7
Lack of guidance and counselling	0	2	0	3	2	7
Poor role models	0	6	0	1	0	7
School management	0	1	2	4	0	7
Total	12	24	6	19	2	
Cell rep.	19.0%	38.1%	9.5%	30.2%	3.2	

From the table above, it is indicated that peer pressure, curriculum, mass media, drugs and substance abuse, poor socialization, lack of counselling, lack of role models and school management contribute to student indiscipline. Therefore there is need for students to be guided properly in order to know that any relationship established in and out of school contributes a lot to their behaviours. Thus they should be able to pick on appropriate behaviours. There is also need for the students to be guided properly to know that behaviour is learned from peers and the environment and not inherited, thus they should always pick what is good and shun what is bad.

For the students who portray deviant behaviours respondents were asked to give their views on how punishment should be administered. The following table gives the views of students on the administration of punishment.

Table 14: Administration of Punishment. (N=390)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Ignoring those who misbehave	18	30	20	59	188	355
Giving manual work	21	32	93	66	140	362
Giving warning	81	83	63	77	50	354
Giving warning and then punishment	144	157	12	19	35	367
Punish every indiscipline	43	55	49	122	91	360
Suspension	97	123	40	24	84	367
Expulsion	70	94	30	42	108	368
Totals	474	434	307	409	696	
Cell rep	18.7%	17.1%	12.1%	16.1%	28.6%	

From the table above, 28.6% of the student respondents were of the opinion that student who portray deviant behaviour should not be punished. From these findings it is shown that there is need for teachers to show attention and reinforce any positive behaviour portrayed by students but not to give harsh punishments. If punishments have to be administered they should be given as the last resort. To compare the views of the male and female students on administration of punishment, the table below gives the views of male students.

Table 15: Male responses on Administration of Punishment

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Ignoring those who misbehave	8	14	12	49	71	154
Giving manual work	8	15	51	39	59	172
Giving warning	27	47	35	32	18	159
Giving warning and then punishment	78	73	4	6	15	176
Punish every indiscipline	17	32	23	57	41	171
Suspension	44	58	22	14	32	170
Expulsion	35	47	15	21	54	172
Totals	217	286	162	218	290	
Cell rep	18.5%	24.4%	13.8%	18.6%	24.7%	

The table above, 24.7% of the male students were not of the idea that the students who misbehave should be punished as compared to 24.4% who felt that they should be punished. The table below shows the views of female respondents.

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Table 16: Female responses on Administration of Punishment

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Ignoring those who misbehave	10	16	8	50	117	201
Giving manual work	13	17	42	37	81	190
Giving warning	54	36	28	45	32	195
Giving warning and then punishment	66	84	8	13	20	191
Punish every indiscipline	26	23	26	65	50	189
Suspension	53	65	18	10	51	197
Expulsion	35	47	15	21	54	172
Totals	257	288	145	241	405	
Cell rep	19.3%	21.6%	10.7%	18.1%	30.3%	

From the table above, 21.6% of the female students were of the opinion that anybody who portrayed deviant behaviour should be warned and then punished. But 30.3% were against the idea that those who portray deviance should be ignored. Also suspension and expulsion were not popular as ways of dealing with deviance both for female and male students. From these finding it can be deduced that majority of students do not advocate for punishment. Punishments like suspensions and expulsion should only be used as the last resort. Slee (1986), says that suspension does not help the student but it is only a way the school administration is getting rid of the troublesome students, instead the school environment should be made conducive in such a way that it reduces indiscipline problems.

4.4: Guidance and Counselling Services

In reference to objective 3 of the study of, *findings out the effectiveness of counselling in schools in relation to behaviour change.* the respondents were asked whether they have a guidance and counselling teacher in their schools and his/ her role, and also their views in regards to guidance and counselling services in schools. The table below gives the response of students in regard to guidance and counselling in their schools.

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Table 17: Availability of Guidance and Counselling (N=390)

	Yes	No	Total
Male	161	12	173
Female	186	18	204
Total	347	30	
Cell rep.	92.0%	7.9%	

From the table above, 92.0% of the respondents said that they have a guidance and counselling teacher in their school. After the ban of the cane schools were required to study offering guidance and counselling services in schools. With this response therefore there is a clear indication that schools adopted the government policy of having a guidance and counselling teacher in school. The guidance and counselling services were to assist students in behaviour change and also enable them discern what is right from the wrong. The teachers were also asked whether guidance and counselling services are offered in their schools and there response was 100% as tabulated below.

Table 18: Guidance and Counselling Services N=7

	Yes	No	Total
Male	6	0	6
Female	1	0	1
Total	7	0	
Cell rep.	100.0%	0	

The respondents indicated that the role of the guidance and counselling teacher is to help in moulding students' behaviour, guiding and counselling students with deviant behaviours and assisting students who are in tough situations. The impact of guidance and counselling can be seen from the decline of some cases of indiscipline as earlier indicated in table 5.

Teachers on the other hand though were of the opinion that even though guidance and counselling in schools is meant to reduce indiscipline cases there is a lot of influence from the media and the peers. In their views, parents are not playing their role from home so it is becoming difficult for the teacher counsellor to cope with the overwhelming issues of students. Students were asked to give their views on the impact of guidance and counselling on discipline and their views are tabulated below.

Table 19: Impact of Guidance and Counselling on students Behaviour (N=390)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Totals
Moulds students behaviour	185	83	29	21	49	377
Reduced indiscipline	106	116	56	38	59	375
Not able to solve serious indiscipline cases	63	26	46	105	133	373
Need for more professional counsellors	142	121	60	21	30	374
Counsellors should not be teachers	34	10	19	47	263	373
Need to empower peer educators	182	62	44	40	46	379
Totals	712	418	254	272	580	
Cell rep	38.0%	22.3%	13.6%	14.5%	31.0%	

From table 23 above, 38.0% of the respondents were of the view that guidance and counselling in schools has impacted positively on the discipline of students. Even though there is that positive impact the respondents were of the opinion that peer educators need also to be empowered so that they can assist the teachers concerned. There was need for the researcher to compare the views of the male students and the female students. The responses of the male students are tabulated below.

Table 20: Male responses on the Impact of Guidance and Counselling

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Totals
Moulds students behaviour	81	52	16	13	17	179
Reduced indiscipline	52	50	33	21	21	177
Not able to solve serious indiscipline cases	39	17	25	42	48	171
Need for more professional counsellors	65	41	32	9	23	170
Counsellors should not be teachers	20	6	11	21	120	178
Need to empower peer educators	83	34	24	18	19	178
Totals	340	200	141	124	248	
Cell rep	32.3%	19.0%	13.4%	11.8%	23.6%	

From the table above, 32.3% of the male students were of the opinion that guidance and counselling in schools has helped in modifying students' behaviour. Even though some of the students felt that the counsellors should not be teachers. This is because the teacher counsellor sometimes administers punishments to students in some other circumstances and he or she is the same one to offer guidance and counselling. Below are the responses of the female students.

Table 21: Female Responses on the Impact of Guidance and Counselling

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Totals
Moulds students behaviour	104	31	13	8	32	198
Reduced indiscipline	54	66	23	17	38	198
Not able to solve serious indiscipline cases	24	9	21	63	85	202
Need for more professional counsellors	77	80	28	12	7	204
Counsellors should not be teachers	14	4	8	26	143	195
Need to empower peer educators	99	28	20	21	27	201
Totals	372	218	113	147	332	
Cell rep	31.1%	18.2%	9.4%	12.3%	27.7%	

From the table above, 31.1% of the female respondents generally indicated that guidance and counselling has helped in improving the discipline of students. They were of the view that it has helped in moulding the students' behaviour. A small

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portion (9.4%) was not sure whether guidance and counselling has had any impact or not.

From these responses we see that guidance and counselling services in schools are doing a lot in behaviour modification of students. Thus there is need to strengthen them and equip teachers with relevant knowledge and skills. Peer educators also need to be trained in basic counselling skills. This will enable them to identify students in need for help and reach out for them or alert the teacher counsellor of possibilities of a problem.

4.5:   Recommendations

After assessing the impact of guidance and counselling on discipline it was important also for the researcher to get opinions from respondents on some of the measures which can be put in place to encourage positive behaviour among students. In view of this, this section addressed objective 4 of, *finding out appropriate measures that can be used to instil discipline in the learning institutions*. The table below shows the responses of students on measures to be used in instilling discipline.

Table 22: Measures of Reducing Indiscipline (N=390)

Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Banning of provincial and district mocks	63	29	35	47	204	378
Banning all forms of tuition	130	50	52	31	115	378
Reducing curriculum consent	81	65	84	27	120	377
Improving communication channels	215	109	14	12	27	377
Change of categorizing schools	105	64	62	24	120	375
Training more teacher counsellors	193	51	72	25	35	376
Totals	787	368	319	166	621	
Cell rep.	34.8%	16.3%	14.1%	7.3%	27.5%	

From the table above, there responses indicate that there are some areas which need a lot of attention if the discipline of students has to be improved. These areas

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are like improving the channels of communication within the school , training more teacher counsellors and banning all forms of tuition . School administrators need to have effective channels of communication where students are allowed to air their grievances openly. This will help in minimizing discontent among students.

There was need also to compare the views of the male students and the female students on the measures of reducing indiscipline. The table below gives the views of male students.

Table 23: Male responses on Measures of Reducing Indiscipline

Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Banning of provincial and district mocks	30	13	14	21	98	176
Banning all forms of tuition	46	29	28	17	50	170
Reducing curriculum consent	45	29	26	16	61	177
Improving communication channels	99	44	8	7	13	171
Change of categorizing schools	50	38	28	16	46	178
Training more teacher counsellors	92	34	21	10	21	178
Totals	362	187	125	87	289	
Cell rep.	34.5%	17.8%	11.9%	8.3%	27.5%	

From the table above, 34.5% were in agreement with the measures to be used in reducing indiscipline. The respondents felt that with improved channels of communication there will be minimal cases of indiscipline. On the other hand the respondents were not of the idea of banning the provincial and district mocks as a way of reducing indiscipline. The table below gives the responses of the female students.

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Table 24: Female responses on Measures of Reducing Indiscipline

Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Banning of provincial and district mocks	35	16	21	26	106	202
Banning all forms of tuition	84	21	24	14	65	208
Reducing curriculum consent	36	26	58	11	59	200
Improving communication channels	116	65	6	5	14	206
Change of categorizing schools	65	26	34	8	74	197
Training more teacher counsellors	101	17	51	15	14	198
Totals	437	171	194	79	332	
Cell rep.	36.1%	14.1%	16.0%	6.5%	27.4%	

From the table above, 36.1% of the female respondents agreed on the measures of reducing indiscipline. The respondents were of the view that improved channels of communication means improved discipline and more teacher counsellors need to be trained. This shows that the students are appreciating the role played by teacher counsellor in moulding students' behaviour. Generally the views of both male and female students indicate that there is need for students to be given a break after being in school for three months. They are against the idea of being given tuition during the weekends and holidays. Teachers also gave their opinions on measure to be taken to reduce indiscipline. Their opinions are tabulated below.

Table 25: Measures to Reduce Student Indiscipline (N=7)

Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Totals
Banning of provincial and district mocks	0	0	3	4	0	7
Banning all forms of tuition	0	4	1	2	0	7
Reducing curriculum consent	2	5	0	0	0	7
Improving communication channels	2	5	0	0	0	7
Change of categorizing schools	1	6	0	0	0	7
Training more teacher counsellors	7	0	0	0	0	7
Totals	12	50	4	6	0	
Cell rep	28.6%	47.6%	9.5%	14.3%	0%	

From the table above, 28.6% of the respondents are in agreement with the measures that can be used to improve discipline among students. The respondents were of the view that there is need to train more teacher counsellors. This is because

as earlier indicated guidance and counselling in schools is doing a lot in modifying students' behaviour.

From the table, it is indicated that the respondents were in agreement with the measures that can be used to reduce indiscipline. In general the teachers were of the opinion that for indiscipline to be reduced the channels of communication needs to be improved, reduce the curriculum content and also train more teacher counsellors.

The respondents were asked to give their opinions on some of the interventions that can be used on students who portray disruptive behaviours persistently. The responses are tabulated below:-

Table 26: Interventions for Persistent Disruptive Behaviour. (N=390)

Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Reward for students who show improvement in discipline	224	96	20	26	12	378
Showing concern (listening to students)	163	84	13	7	11	378
Ignoring individual misbehaviour	36	42	61	63	176	378
Task assistance for likely consideration for disruption	144	157	12	19	35	367
Giving severe punishment for disruptive students	45	36	51	92	152	376
Detention for disruptive students especially after school	76	124	49	96	31	373
Transferring disruptive students to approved schools.	39	41	51	82	160	375
Totals	727	580	257	385	577	
Cell rep.	27.7%	22.1%	9.8%	14.7%	22.0%	

From the table above, the respondents were of the view that those students who persistently portray deviant behaviour when they improve they need to be rewarded and also teachers should show concern and listen to them . But the respondents disagreed with the idea that they should be ignored or be transferred to approved

schools . Students come from diverse backgrounds for instance some are orphaned or even from broken families, therefore there is need for the teacher to go an extra mile and show love. There is also need for the teacher to identify the cause of the problem and give proper guidance. Transferring an indiscipline student is not helping him or but only transferring a problem.

There was also need to compare the views of male students and female students. The table below gives the views of male students.

Table 27: Male responses on Interventions on Persistent Disruptive Behaviour.

Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Reward for students who show improvement in discipline	101	51	8	10	7	177
Showing concern (listening to students)	123	33	8	5	6	175
Ignoring individual misbehaviour	15	18	33	28	84	178
Task assistance for likely consideration for disruption	70	68	7	5	20	170
Giving severe punishment for disruptive students	21	17	27	43	69	177
Detention for disruptive students especially after school	35	66	21	43	13	178
Transferring disruptive students to approved schools.	15	23	28	30	74	170
Totals	380	276	132	164	273	
Cell rep.	31.0%	22.5%	10.8%	13.4%	22.3%	

From the table above, 31.0% of the respondents agree with the interventions on persistent disruptive behaviour. The respondents were of the idea that students should be listened to. This is because some behaviour portrayed by students are due to some underlying issues which if they are addressed well the student can be helped. The views of female students are tabulated below.

Table 28: Female responses on Interventions on Persistent Disruptive Behaviour

Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	totals
Reward for students who show improvement in discipline	123	45	12	16	5	201
Showing concern (listening to students)	140	51	5	2	5	203
Ignoring individual misbehaviour	21	24	28	35	92	200
Task assistance for likely consideration for disruption	74	89	5	14	15	197
Giving severe punishment for disruptive students	24	19	24	49	83	199
Detention for disruptive students especially after school	41	58	28	53	18	195
Transferring disruptive students to approved schools.	24	18	23	52	86	205
Totals	447	304	125	221	304	
Cell rep.	37.3%	25.4%	10.4%	18.4%	25.4%	

From the table above, it is indicated that the female students are for the opinion that those students who persistently portray disruptive behaviours, when there is any form of change or improvement in behaviour, they should be rewarded to enforce that positive behaviour. Alternatively the teachers should be concerned and find out why those students behave the way they behave and know the root cause of their behaviours, in this way they are able to give them the necessary support they need and guide them towards positive behaviour. When a student is not able to accomplish a given task for instance homework there is need for the teacher concerned to find out what is the problem and if necessary accord the assistance needed. This is because some students are not able to concentrate due to social problems from home or from some other external forces.

The other interventions like ignoring individual behaviours, giving severe punishment, detention of disruptive students and transferring them to approved schools were not popular as ways of modifying behaviour. These interventions like detention are seen as a punishment to the teacher while transferring the students is like transferring a problem but not solving it.

4.6 Challenges Facing Teachers

The teachers indicated that they have faced many challenges in implementing the policy of banning of the cane they have been accused by parents as failing to maintain discipline, student defying them out rightly because they know nothing can be done to them. The teachers need the government support when trying to instil discipline, train more teachers in guidance and counselling and the current teachers to be given regular in service courses on how to deal with students who are deviant.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This chapter undertook to summarize, conclude and give recommendations on matters related to student's behaviour and alternative modes of modifying their behaviour.

5.1   SUMMARY

Discipline plays a major role in the moral development of an individual and in creation of a healthy society. Factors within the environment influence an individual's behaviour and subsequently discipline. These include law of reinforcement, nature of rewards and punishments used and the upbringing of an individual.

The purpose of this study therefore was to examine how the ban of the cane has led to student unrest in schools and the effectiveness of the guidance and counselling units which were established in school in modifying students' behaviour among high school students in Makadara constituency in Nairobi. Also it sought to determine the appropriate measures which can be used in instilling discipline among students.

The findings of this study brought out some of the problems that teachers face due to indiscipline and the unclear policy on the other alternative methods to be used in instilling discipline. The introduction of guidance and counselling services in schools however has helped in minimizing cases of indiscipline among students. These services have helped the learners who need assistance and guidance resulting from stress due to pressure of work at school. But still from the finding there is need to train more teachers in guidance and counselling and empower the peer educators.

As per the findings of the study, if the guidance and counselling units are strengthened there will be less indiscipline.

Discipline is important in all schools because it trains individuals to develop responsible behaviour leading to self disciplined persons unmoved by the current. In order to instil discipline there is need to use appropriate methods. For instance, when a teacher uses rewards to encourage positive behaviour he/she needs to define what the students need to do in order to be rewarded. When using punishment it should be administered in a calm and free from recrimination. It should focus on a specific behaviour and follow a clear and unequivocal warning to terminate the undesirable behaviour. It should also be appropriate in severity. The teacher should quietly address the individual accompanied with advice about what should be done.

Also parents need to be fully involved in the discipline of their children. The burden should not be left to teachers alone. Varkey (1997), contends that most of the children in our schools who looks happy relaxed and who usually behave well and succeed academically are the ones who have been brought up at home without much strictness or use of the cane.

5.2   CONCLUSION

In conclusion therefore, the findings of the study show that there is need for clear guidelines from the government on the modes of instilling discipline. While the teachers have been given the mandate to instil discipline in their students, they need a lot of support from all the stakeholders' i.e Ministry of Education and parents.

There is need for the adoption of guidance and counselling as the main disciplinary and corrective measure in maintaining high behavioural standards. For guidance and counselling to be effective, high level of privacy, trust and confidentiality need to be maintained. Also for guidance and counselling to be effective there is need for trained and qualified people who will be able to understand the needs of the young people.

From the findings, it is clear that the channels of communications between the school's administrations should be streamlined so that students are able to channel their views and grievances without victimization. Students should also be given chance to choose their leaders i.e. Prefects.

5.3 RECOMMENDATIONS

In order to have self disciplined individuals who subscribe to the values of the society there is need for all the stakeholders to come together and contribute to the moulding of behaviours of the young people. In relation to this study and the research findings, the following recommendations were made.

1. Parents are the first teachers of their children; therefore they should be fully involved in instilling good discipline in them. The discipline of children should not be left to teachers alone.

2. Parents and the school administration should always work together to ensure that children grow up as well behaved citizens.

3   There is need for clear guidelines from the Ministry of Education (MOE) on the alternative modes of punishment that should be used to modify deviant behaviours

4.   All teachers should be trained in guidance and counselling techniques through regular in service courses. There is also need to equip teachers with techniques that do not rely on a punishment for behaviour change but on positive reinforcement.

5.   A strong awareness campaign should be mounted to sensitize students and the general community on the crucial role played by guidance and counselling in behaviour change. This campaign should be conducted by professionals, role models and personalities that students can identify with.

5.4   SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of the study, there are other areas that need to be studied in order to   improve discipline of students.

1. There is need for a comparative study or replication of this study in other parts of the country. This will generate generalizations that could assist in making decisions and policies that could sustain the education system.

2. The role of parents in the discipline of their children should also be investigated. This would help in reducing the gap between the teachers and parents.

3. An investigation should also be done on how permissiveness in our society has impacted on deviant behaviors depicted by our young people.

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Appendix i

Dear Respondent,

RE: REINFORCEMENT VS OPERANT CONDITIONING:
A STUDY ON BEHAVIOUR MODIFICATION STRATEGIES AMONG THE YOUTH OF SELECTED SECONDARY SCHOOLS IN MAKADARA CONSTITUENCY, NAIROBI PROVINCE

I am a postgraduate student in the University of Nairobi, pursuing a Masters of Arts in counselling. I am conducting a study on behaviour modification strategies among the youth in your school. I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The questionnaires are designed for this purpose only therefore the responses shall be absolutely confidential and anonymously given.

Thank you in advance.

Yours faithfully,

Eunice Abuya Nyasetia.

STUDENTS QUESTIONNAIRE

This Questionnaire has been designed in such a way that the researcher is able to get the opinions of students on the state of indiscipline in our high schools. As such the researcher would like to get your opinion by answering the following questions. Remember there is no right or wrong answer so you do not have to discuss or consult with a friend. You also do not need to write your name since the information you give will be treated with strict confidence.

SECTION A: BACKGROUND INFORMATION

1. Please indicate your correct age   ( )

2. What is your gender?
   - Male   ( )
   - Female   ( )

3. Indicate the category of your school. (tick appropriately)
   - Boys boarding   ( )   Girls boarding   ( )
   - Boys day   ( )   Girls day   ( )

   1. What class are you in?
      - Form one   ( )
      - Form two   ( )
      - Form three   ( )
      - Form four   ( )

SECTION B: Impact of the ban of the cane

5. Give a brief description of what you think constitutes indiscipline.

   _____

   _____

6. How do you compare corporal punishment with other modes of punishements that your school uses after the ban of the cane? Tick appropriately using the following key: SA- Strongly agree, A- Agree, NS Not sure, D- Disagree, SD- Strongly Disagree.

	SA	A	NS	D	SD
The cane was more effective	( )	( )	( )	( )	( )
Other forms of punishment are more effective	( )	( )	( )	( )	( )
There is no difference in discipline	( )	( )	( )	( )	( )
The cane should be used together	( )	( )	( )	( )	( )
With other forms of punishment	( )	( )	( )	( )	( )

7. With the ban of the cane, what are your views in regard to the occurrence of the following types of indiscipline among students. Rate them by using 1-5 whereby
1. Very high 2. High 3. Average 4. Low 5. Very Low

Acts of stealing amongst one another   ( )
Students sneaking out of school   ( )
Smoking within the school compound   ( )
Use of drugs in school like bhang, miraa etc   ( )
Unnecessary noise making in class   ( )
Destruction of property when there is any form of dissatisfaction   ( )
Bullying of other students   ( )
Incitement from others incase of discontent   ( )
Disobedience to teachers   ( )
Failure to finish homework   ( )
Cheating in exams   ( )
Engaging in sexual behaviours like homosexuality, lesbianism etc   ( )

Section c: Causes of indiscipline

8.   Below is a list of most likely perceived causes of student indiscipline.
        Think about each item and as honestly as possible indicate your opinion
        by putting SA- Strongly agree, A for Agree, N for Neutral, D for Disagree, SD
        for Strongly Disagree.

                        Item
Poor school management   ( )
Transfer of effective teachers   ( )
Drugs and substance abuse among students   ( )
Smoking within the school compound   ( )
Acute shortage of teaching and learning materials   ( )
Harsh rules and regulations   ( )
Laxity of teachers in regard to students affairs   ( )
Insensitivity of teachers to the needs of students   ( )
Inadequate or poor quality food   ( )
Perpetual poor performance in KCSE exams   ( )
Ineffective channels of communication   from the administration ( )
Harsh prefects   ( )
Congestion in dormitories   ( )

9.   What is your opinion on the administration of punishment? (put the
        appropriate number that best describes your feelings)
        1. **Strongly disagree**
        2. **Disagree**
        3. **Neutral**
        4. **Agree**
        5. **Strongly agree**

a. In disciplined students should be ignored ( )
b. Those who misbehave should be given a lot of manual work ( )
c. In case of indiscipline students should only be warned ( )
d. Students should be warned and punished if mistakes are repeated ( )
e. Students should be punished for every indiscipline ( )
f. Student who don't stop misbehaving to be suspended ( )
g. For serious offences like drugs students should be expelled ( )

Section D: Guidance and Counselling Services

10. Is there a guidance and counselling teacher in your school?

Yes ( )   No   ( )

If yes please briefly explain his/her role_____

_____

11. What are your views in regard to guidance and counselling services in schools? (Put the appropriate number, against the items below, that best describes your views). Use: 1.Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

Assist in moulding students' behaviour positively ( )
They have helped in reducing indiscipline cases ( )
They are not able to solve serious indiscipline cases like drugs ( )
They is need for more professional counsellors ( )
Those offering counselling should not be teachers ( )
There is need to empower peer educators to assist counsellors ( )

Section E: Recommendations

12. Student unrest in secondary schools can be eliminated by using the following methods. Please put the numbers that best describes your feelings about the methods.

Key. 1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

a) Banning of provincial and District Mock Examinations ( )
b) Banning of holiday, weekend and after school tuition for all secondary schools ( )
c) Change the mode of categorising schools (e.g district, provincial, national) ( )
d) Reduction of the curriculum content ( )
e) Improving on the channels of communication between the administration and students ( )
f) Training more teacher counsellors to assist moulding student behaviour. ( )

13. Which of the following intervention for persistence disruptive behaviour can be applied to modify behaviour positively. Rate them using 1-5 guided by the following key:

1. Strongly Agree   2.   Agree   3.   Neutral   4.   Disagree

5. Strongly disagree.
a) Reward for students who show improvement in discipline ( )
b) Showing concern (Listening to students) ( )
c) Ignoring individual misbehaviour ( )
d) Task assistance for likely consideration for disruption ( )
e) Giving severe punishment for disruptive students ( )
e) Detention for disruptive students especially after school ( )
f) Transferring disruptive students to approved schools ( )

QUESTIONNAIRE FOR TEACHERS' IN CHARGE OF DISCIPLINE

This questionnaire has been designed to find out your opinion on causes of indiscipline among high school students, effectiveness of guidance and counselling and the possible methods that can be used to modify deviant behaviours. You are therefore requested to give sincere answers which can be used as a basis for recommendations to educational planners and other stakeholders' in order to uphold good discipline among the youth.

INSTRUCTIONS

a)   Please do not write your name anywhere in this questionnaire.

b)   The answers you give in this questionnaire will be treated with utmost confidentiality.

SECTION A: BACKGROUND INFORMATION

TICK APPROPRIATELY

1.   Gender

      Male ( )   Female   ( )

2.   Age

      a)   Under 30   ( )
      b)   30 – 39   ( )
      c)   40 – 49   ( )
      d)   Above 50   ( )

3.   Highest qualification

      a)   Diploma   ( )
      b)   Bachelors ( )
      c)   Masters   ( )
      d)   Any other (specify) _____

4.   Teaching experience

      a)   Less than 10yrs ( )
      b)   10 – 15yrs   ( )
      c)   16 – 20yrs   ( )
      d)   Above 20yrs   ( )

5.   Number of students in your school _____

SECTION B: Impact of the ban of the cane

6. With the ban of the cane, what are your views in regard to the occurrence of the following types of indiscipline among students. Rate them by using 1-5 whereby:
1. Very high 2. High 3. Average 4. Low 5. Very low

Acts of stealing amongst one another   ( )
Students sneaking out of school   ( )
Smoking within the school compound   ( )
Use of drugs in school like bhang, miraa etc   ( )
Unnecessary noise making in class   ( )
Destruction of property when there is any form of dissatisfaction   ( )
Bullying of other students   ( )
Incitement from others incase of discontent   ( )
Disobedience to teachers   ( )
Failure to finish homework   ( )
Cheating in exams   ( )
Engaging in sexual behaviours like homosexuality, lesbianism etc   ( )

7. According to your records how many students are being:-

   a)   Suspended per term due to indiscipline after t he ban of the cane

   _____

   b)   Expelled per term due to indiscipline after t he ban of the cane

   _____

   c)   Warned regularly due to indiscipline after t he ban of the cane

   _____

   d)   Punished weekly because of indiscipline after t he ban of the cane

   _____

8. How do you compare corporal punishment with other modes of punishment that your school has adopted since the ban of the cane?

   a)   The cane was more effective   ( )
   b)   Other forms of punishment like suspension and expulsion
        are more effective   ( )
   c)   There is no difference in discipline   ( )
   d)   The cane should be used with other forms of punishment   ( )

SECTION C: Causes of Indiscipline

9. The following are some of the reasons which lead to indiscipline among students.
   Rank them in order of preference by students. Use numbers 1-5
   whereby 1.Not at all 2. Fairly 3.Not sure 4. Much 5. Very much

a	.Peer pressure among students	( )
b.	Overburdened curriculum content	( )
c.	Mass media influence	( )
d.	Drugs and substance abuse among students	( )
e.	Rigidity of school administration on rules	( )
f.	Poor socialization of some students	( )
g.	Lack of guidance and counselling services in schools	( )
h.	Poor role model (from parents and teachers)	( )
i.	School mismanagement by headteachers	( )

10. What are some of the discipline problems in your school? (List them in order
    of occurrence).

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

Section D: Guidance and counselling services

11. Is there a guidance and counselling unit in your school?
    Yes   ( )
    No   ( )

    If yes briefly explain the role of the teacher counsellor
    _____
    _____

12. In your opinion do you think that Guidance and Counselling services in
    schools are able to reduce indiscipline cases (Explain briefly)

Section E: Recommendations

13. Student unrest in secondary schools can be eliminated by using the following methods. Please put the numbers that best describes your feelings about the methods.

  Key. 1. Strongly disagree
       2. Disagree
       3. Neutral
       4. Agree
       5. Strongly agree

  a) Banning of provincial and District Mock Examinations   ( )
  b) Banning of holiday, weekend and after school tuition for all secondary schools   ( )
  c) Reduction of the curriculum content   ( )
  d) Improving on the channels of communication between the administration and students   ( )
  e) Change the mode of categorising schools (e.g district, provincial, national)   ( )
  f) Training of more teacher counsellors to assist in moulding students' behaviour. ( )

14. Which of the following intervention for persistence disruptive behaviour do you think can modify behaviour positively. Rate them by using 1-5 guided by the key below:

  1. Strongly Agree   2. agree   3. Neutral   4. Disagree   5. Strongly Disagree.

  a) Reward for students who show improvement in discipline   ( )
  b) Showing concern (Listening to students)   ( )
  c) Ignoring individual misbehaviour   ( )
  d) Task assistance for likely consideration for disruption   ( )
  e) Giving severe punishment   ( )
  e) Detention for disruptive students   ( )
  f) Transferring disruptive students to approved schools   ( )

15 a What challenges have you faced in implementing the policy of banning of the care in your school?

  _____

  _____

15 b. What do you suggest should be done to overcome the challenges?

  _____

  _____