A study on the Extent to which Preventive Measures have been used to avert Indiscipline in Boarding Secondary Schools in Embu District, Kenya.

BY

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DECLARATION

This Research Project is my original work and has not been presented for a degree in any other university.

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

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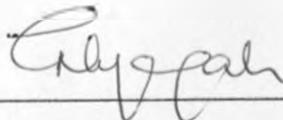
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DEDICATION

This work is dedicated to my parents Njeru and Mugeni, to my son Alvin and my husband George.

ACKNOWLEDGEMENT

ABSTRACT

Failure by administration to follow the set guidelines on students discipline in most schools, has been cited as the root cause of unrests and indiscipline in several schools in Kenya. This study was an attempt at establishing the extent to which various measures to control indiscipline were practised in boarding secondary schools in Embu District. It considered key areas such as Guidance and Counselling; students participation in making decisions in schools and school community relations.

The study sought to answer seven research questions and among them are: to what extent are student consulted while making school rules and other decision regarding them in schools; what role does the community play in relation to solving students indiscipline in secondary schools and the extent of stakeholders involvement in matters of discipline.

The study was deemed to be significant to the following groups: Headteachers of secondary schools, teachers, educational policy makers, parents, teacher training colleges and universities. It assumed that good discipline cannot thrive without the active participation of the entire school community.

The conceptual framework was based on the linkages between guidance and counselling, school–community relationship and democratic leadership in maintaining discipline in schools thus achieving the set aims, goals and aspirations of the school.

The study was designed as a survey research design. The target population was composed of students, teachers and headteachers in boarding secondary schools of Embu District. Three questionnaires were used. The reliability coefficients for research instruments were computed using, the Spearman Brown Prophesy formula and the reliability obtained was 0.79. This computational reliability indicated that the instruments were reliable. The data collected was analyzed with the use of Statistical Package for Social Sciences (SPSS) computer programme. Frequencies, percentages and tables were used.

The following were the main findings of the study.
1. Common disciplinary problems in boarding secondary schools in Embu were stealing, disobedience to teachers and fighting among students.
2. Guidance and Counseling was the most used preventive measure to manage students' discipline.
3. Students participation in decision making was quite minimal hence more needs to be done to enable students practice their democratic skills.

Based on the findings of the study, the following conclusions were made and the key ones are: teachers in boarding secondary schools experienced numerous discipline problems with stealing, fighting and disobedience to teachers as the leading. Some forms of indiscipline like theft may not be eliminated by punishment or suspension as some students even get away without being noticed. Schools should therefore set up committees among the prefects body and act as investigators to uncover such things teachers alone cannot manage.

Though headteachers realized the importance of involving all stakeholders such as parents, B.O.G, teachers and students in policy formulation in schools, the involvement was quite minimal and all stakeholders need to recognize the importance of their involvement and thus would help in success of the school.

The degree of students' participation in decision making was not as desired and needed to be greatly improved. This is to because involving students in decisions making gives them a chance to practice their democratic skills thus creating a sense of responsibility.

The study recommended that, to ensure all stakeholders involvement in policy making and maintaining discipline in schools, they need to be educated and sensitized on their roles and this can be done in schools by inviting guest speakers

to talk to parents, sponsors, students among others or by chiefs in Barazas or even through the mass media.

Close monitoring by the inspectorate should be done to ensure that the set guidelines on managing discipline in schools are implemented accordingly.

From the findings and conclusions of the study there is need for a further research on the perceptions of parents, sponsors and the community at large on the measures of preventing indiscipline.

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LIST OF ABBREVIATIONS

B.O.G   - Board of Governors

D.E.O   - District Education Officer

G & C   - Guidance and Counselling

L.E.A   - Local Education Authorities

M.O.E   - Ministry of Education

S.P.S.S   - Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

Background of the problem

The statistics regarding violence in society are creating concern around the world. Take any Kenyan national newspaper today and you will find that violence is headline news; people shot, others beaten senseless, some even to death. This violence is at house, in the work place, in schools, in rural villages, in urban streets, on the highways – which means that violence is literary everywhere (Kago, 2000).

The general public believes, often reacting to incidents that make the headlines in the tabloid press, that there is a widespread breakdown in school discipline. Teachers respond by blaming the decline in family and societal values that makes their task in schools difficult and sometimes impossible (Blandford, 1998). Discipline and management are central to effective schools. All teachers are responsible, as professionals for managing discipline in schools. Self-esteem and self-confidence are central to the management of discipline (Blandford, 1998).

According to the oxford English Dictionary, discipline refers to the training of the mind to obtain self-control and habits of obedience. At the school level discipline is controlled by rules and regulations, which must be obeyed by the school community. It is the control of one's own emotions and actions for the

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development of desirable attitudes according to the acceptable standards. It is positive since it leads individuals and groups to achieve self-control, self-respect and security. It helps the student to become a self-guiding person (Bowley, 1961).

On the other hand, indiscipline is the attitude or unwillingness to make the efforts required to achieve the objective chosen. Some manifestations of various degrees of indiscipline are; - smoking, stealing, setting school on fire, sneaking from school among others (Ministry of Education (MoE), 2001).

The manifestation of antisocial behaviour among students, criminal activities in school, neighbourhood intruders on school campuses and gang warfare are unfortunate realities that have changed many schools from being peaceful sanctuaries to dangerous communities within our cities, suburbs and rural areas (Cangelosi, 1997). In West Africa and in particular Nigeria, a university Don was reported to associate indiscipline, violence and immorality in school to the take over of schools by the government. He pointed out that lack of effective control brought indiscipline and laxity on the part of the teachers, adding that teachers were less committed to their duty, which brought about indiscipline among students (Ngozi, 2002).

Cases of student unrest and indiscipline are very common in Kenya today. Among the ones reported include students from Kerugoya Boys High School in Central Province that went on strike in June 1997 and unleashed terror on the

villagers. Two people died, houses and property were razed down and villagers were wounded and maimed. The students also slashed cows with pangas and other crude weapons. The reason for this indiscipline was to flush out a local who was buying goods stolen from them. A student was also killed in the skirmishes (Kago, 1997).

In another incident, sixty-seven students died at Kyanguli Secondary School in Machakos District as a result of fire. Two students admitted buying 15 litres of petrol with which they allegedly doused the ill-fated dormitory before lighting it up on 25th March 2001. The President set up a Commission of Inquiry to probe the cause of the Kyanguli tragedy in view of avoiding such occurrences in the future (Nation Reporter, 2001).

Besides the above incidents, students in 40 schools (secondary) in Central Province had been sent home over strikes within the second term in the year 2003. The then Provincial Commissioner, Peter Raburu attributed the unrest to indiscipline and drug abuse and accused parents of failing to counsel their children (Nation Reporter, 2003).

Additionally, a boys' dormitory at Kathonzweni Mixed Secondary School in Makueni District was set a blaze on 2nd November 2003 and parents were expected to pay five thousand, two hundred and five shillings to rebuild the school (Nzuma, 2003). In the previous month rioting students from Kinyui Boys Secondary School in Machakos District were sent home against a

backdrop of burnt out shells of their classrooms, laboratories and administration block.

The frequency of cases of unrest and indiscipline seems to suggest that not many teachers take the initiative to install the preventive measures before the incidents occur in a school. Majority of the teachers only take precautions after the damage has occurred, hence corrective discipline. On 22nd August 2003, an assistant minister from the Ministry of Education, Mrs. Beth Mugo was reported to have urged all the key stakeholders in education to work out ways of dealing with problems before they degenerated into violence and destruction. The measures that should be used to curb indiscipline include: students participating in formation of rules concerning them in the schools; maintaining a healthy relationship between the teachers and the students; guiding and counseling students and maintaining good neighbourhood with the villagers (MoE, 2001).

Statement of the problem

One way of eradicating a common cause of discipline problems and of avoiding constant acrimony and confrontation is by taking a "whole school approach" to the rules (Besag, 1991). This view was also supported by the Task Force on Student Discipline and Unrest in Kenya Secondary Schools chaired by the then Director of Education Naomy Wangai (MoE, 2001) which observed, for school administration to avoid resentment and unrest, there is an utmost need to involve students in the formation of rules and regulations.

The Ministry of Education recognizes the ultimate need to nurture the child. As a result, it established a Guidance and Counseling unit in 1970 (Wang'u, 2002). It was the policy of the ministry that all learning institutions establish and sustain effective and functional guidance and counseling programmes. The same measure was proposed by the Task Force on Student Discipline and Unrest in Secondary Schools (MoE, 2001) who recommended that both parents and teachers should do intensive guidance and counseling which would reduce discipline problems in schools.

Lack of a well fostered relationship between the students and members of the community that live next to the school can bring animosity between students and neighbours thus indiscipline. The ministry recognizes the need for the involvement of other stakeholders in schools policy formulation. These members include parents, sponsors, politicians and school Boards of Governors (MoE, 2001).

Embu District is not an exception when it comes to unrests in boarding secondary schools. In second term, each year, there is always a wave of strikes and unrests in several schools, though most of them go unreported in the media. Some of the schools affected in the recent past include St. Paul's – Kevote that went on strike and burnt the principal's house and destroyed other school property in October, 2001. The reason was that they were not released for half term holiday. The same school had gone on strike and burnt the deputy

principal's house in 1998 (Kago, 2001). In Kyeni Girls school, a dormitory

was razed down by a mysterious fire in March 2001 and although none of the

580 students was hurt, property of unknown value was destroyed (Kago, 2001).

In the year 2004, several waves of strikes were experienced in most schools in

Embu but most of these cases went unreported in the media. Such schools were

Kianjuki , Kavutiri , Ena and Kiangima Secondary Schools.

This study aimed at establishing the extent to which preventive measures were

put into practice to avert Unrest and Indiscipline in Secondary Schools in

Embu District.

Purpose of the study

The purpose of this study was to investigate the extent to which preventive

measures to avert unrests in schools were actually being put into practice in

Embu District.

Objectives of the study

The study sought to fulfil the following objectives:

1. To identify the kinds of discipline problems experienced among
   students in secondary schools in Embu District.

2. To determine the extent to which students are directly or indirectly
   involved in decision making in secondary schools in Embu district.

3. To determine the extent to which guidance and counseling is carried out
   in secondary schools in Embu District.

4. To establish the challenges faced by teachers in charge of Guidance and Counseling Units.

5. To establish whether other stakeholders such as parents and sponsors or Board of governors are involved in schools policy formulation in secondary schools in Embu district.

6. To establish the role played by community in relation to discipline in secondary schools.

7. To establish the teachers view on the recommendation of the Task Force on Unrest and Discipline in Secondary Schools (MoE, 2001).

Research questions

1. What are the major discipline problems experienced in secondary schools in Embu District?

2. To what extent are students consulted while making schools rules and other decisions regarding them in schools in Embu District?

3. To what extent is guidance and counseling carried out in secondary schools in Embu District?

4. What challenges do teachers face while maintaining discipline among students in boarding secondary schools in Embu District?

5. Does the involvement of other stakeholders such as parents, Board of Governors and sponsors have effect on discipline of students in secondary schools in Embu District?

6. What role does the community play in relation to solving students' indiscipline in secondary schools in Embu District?

7. What are the teachers' views on the recommendations of the Task Force on Unrest and Discipline in Secondary Schools (MoE, 2001)?

Significance of the study

The relationship between violence and learning is particularly significant because cognitive skills are crucial in terms of academic success, self esteem, coping skills and overall resilience. Good classroom management makes personal teaching possible, for it frees the individual from constant conflicts. It also allows the teacher to establish the warm relationship with most of the students that he/she wants.

The information is expected to help headteachers and teachers on the importance of having a democratic society where students' needs, interest, and rights are considered hence reasonable and minimal ways of solving cases of unrests and indiscipline among students. The findings may stimulate interest and further research in the area for educators with a view to improving the quality of educational administration.

The study may also help the stakeholders know the challenges each other faces in the process of implementing the measures to avert unrests in schools. This may enable the Ministry of Education and government at large draw strategies for curbing the challenges experienced mostly by the teachers. The ability to discover the actual problem on the ground may help stabilize learning in schools hence performance in many schools would improve.

This study intends to bridge the information gap between the teacher who is expected to avert unrests in school and the MoE and other government committees who recommend what is to be implemented to avert the unrest/strikes in schools. It intends to help solve a common problem of school unrests in Embu District. It may help the various stakeholders know where the problem actually lies. This is because helping students in secondary schools is not easy. It involves knowing when and how to intervene and when not to do so. It also involves trust and confidentiality. Further, it involves making referrals and concerns aspects of interprofessionalism. It involves accountability, guidance and philosophical strategies (Reid, 1986).

Study may also be useful to personnel of universities and teacher training colleges in providing information and imparting skills necessary in enhancement of discipline to future teachers and head teachers. As a result, future teachers may enter the teaching profession better equipped with skills which may lead to effective enhancement of students discipline in schools.

Limitations of the study

Only one method of data collection was used. The study used only questionnaires to gather the required data. Interview and case study could also give useful information but due to time limitations, they were not used.

Another limitation was that some respondents did not co-operate hence did not fill in all the questions and others refused to return the questionnaires once filled. Financial constraints were also experienced since the researcher has no sponsor.

Delimitations

This study was confined only to boarding secondary schools in Embu District. Primary schools and other institutions were not studied. Therefore the results should be generalized to other districts with caution since each area has its own unique characteristics.

Assumptions of the study

In this study, it was assumed that good discipline cannot thrive without the active participation of the entire school community.

Definition of significant terms

Animosity:

Strong dislike or hostility exercised against each other.

Discipline:

Maintenance of an orderly system that creates the condition in which learning takes place and that allows the aims and objectives of the school to be achieved.

Counseling:

A process in which helper express his care and concern towards the person with a problem so as to facilitate that person's personal growth and positive change through self- understanding.

Guidance:

It is a process that is aimed at leading the individual to the achievement of desired goals.

Helper:

All those people and professionals who interact with pupils in connection with their Schooling e.g parents, teachers, and educational psychologists.

Indiscipline:

Attitudes and unwillingness to make the efforts required to achieve the objectives chosen.

Preventive Measures:

Administrative action taken by a headteacher/teacher to encourage students to follow the standard rules and regulations which prevent unrest in a school.

Troublesome behaviour:

Behaviour that seriously interferes with the teaching process and seriously

upsets the normal running of the school.

Unrest:

State of disturbance in which people are angry or dissatisfied and are likely to

protest or fight.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the research will look at the various researches done by others concerning discipline and unrest in schools. The study will highlight the importance of discipline in schools and the common causes of unrests. It will also look at the effects of indiscipline and unrest in schools and society in general and examine whether the preventive measures are actually put into practice in many schools.

What is Discipline?

Discipline refers to training especially of the mind and character aimed at producing self-control, ordered behaviour and skillfulness. It is an act of controlling behaviour and incorporates punishment, admonition and counseling. Discipline must be humane and it must be designed to meet the developmental needs of the child. It requires consistent application, should be wholistic, methodologically applied and should enhance respect and love from the one administering it. The guidance that attends to discipline must be continuously given (Wango, 2002).

Indiscipline on the other hand is the attitude and unwillingness to make the efforts required to achieve the objective chosen (Barasa, 1990). As a result of indiscipline, the student becomes a deviant person. He chooses to rebel and

turn away from the goal laid down by both his parents and his teachers. Some manifestations of indiscipline are smoking, taking strong drinks, taking drugs, setting school on fire, and throwing stones at people or property, cursing or using bad language. This is what in this study I will refer to as unrest or disruptive behaviour in the school. This is because such pupils who are disruptive in the class, disrupt the legitimate activities of schools and classrooms and interrupt the learning opportunities of other pupils as well as their own.

Research and educational thinking about indiscipline and related issues have progressed since the mid 1970's and the contributions to this work adopt a more proactive, preventive approach to disruptive behaviour (Tattum, 1989). The government's inquiry into discipline in schools began in 1988, it started with Elton committee in 1988 (Republic of Kenya, 1988) in view of public concern about violence and indiscipline in schools and the problems faced by the teaching profession today, to consider what action can be taken by central government, local authorities, voluntary bodies including schools, governing bodies of schools, headteachers, teachers and parents to secure ordinary atmosphere necessary in schools for effective teaching and learning to take place (Mcmanus, 1989).

Good behaviour is a necessary condition for effective teaching and learning to take place, and an outcome of education which society rightly expects. This society acceptable behaviour is regarded as minimally necessary for two

related purposes in schools that are: - To allow the schools to function as a harmonious and human community and to promote an environment that is conducive to serious learning. Considering the complexities of classroom and school communities, it is no surprise that the problem of maintaining discipline in schools continues to be as it has been for at least the past twenty years, the number one concern of students, teachers, parents and school administrators (Blandford, 1995).

Importance of discipline

At the core of good student performance is discipline. It is a sensitive matter that touches on the teacher-student relationship. Student behaviour must conform to societal norms and expectations. Their conduct must be commensurate with their status as students. In USA for example, cases of unrest and indiscipline are very common. Students carry guns to school and cases of shooting are reported daily. Teachers and the students live in fear (Kago, 1997).

Ever since president Bill Clinton signed the gun free schools Act to curb school violence, states are taking decisive action to get guns out of schools. US Secretary of Education Richard W. Riley said 47 states and the District of Columbia have passed State Laws or elected policies that provide for "Zero tolerance" of weapons in schools and mandate expulsion for students that bring a gun to school. The act requires state to pass laws ordering school districts to

expel for at least one year, students who bring a firearm to school (Kago, 1997). Riley further said,

> "When our children and their families are afraid to go to and from school and afraid to be in school, learning obviously suffers, it is critical that we continue to do everything we can to ensure that schools provide a secure environment."

Discipline gives students a feeling of security by telling them what they may or may not do and serves as an ego-bolstering motivation, which encourages accomplishing what is required of them at school. Also helps students to develop a conscience (internationalised voice) that guides them in making their own decisions and controlling their own behaviour; avoid frequent feeling of guilty and shame for misbehaviour, which leads to unhappiness and poor adjustment. Discipline helps students to develop their God given potentials and therefore achieve maximum development in all areas of development, which includes physical, psychological, spiritual, social, moral and intellectual development (Muchiri, 1998:35).

Essentials of discipline

If discipline is to fulfil its function in teaching students to conform to the standards set by the school. There are four principles or elements to be considered (Mcmanus, 1989). These are: rules, consistency, punishment and rewards as discussed below.

Rules

According to Okumbe (1998), these are prescribed patterns of conducts that serves as guidelines for the approved behaviour. School rules for example tell the students what they must and must not do while in the school compound. These rules have an education value since they acquaint the student with what is regarded as acceptable behaviour by the school. For example, students learn that they are to be in class on time, attend all lessons unless otherwise sick or permitted. Rules also help to restrain undesirable behaviour for example; students should not drink alcohol or smoke. It is important that rules be understood, accepted, remembered and applied and must be rationalized.

Consistency

This is tendency towards sameness. There must be consistency of rules used as a guidance of behaviuor, in the way these rules are taught and enforced in punishment. If the student is punished one day for an act that goes unnoticed the next day he will not know what is wrong and what is right or an act is rewarded today and is not rewarded the next day the reinforcement value of reward is lost.

Punishment

The word punishment comes from a Latin verb 'punire' that means to impose a penalty on a person for a faulty, offence or violation or retribution or retaliation. It is advisable to apply punishment when the offence was

intentional in the sense that the offence was wrong and intentionally carried out and the student had learned and understood the school rules (Wango, 2002).

Punishment is important in the sense that it deters the repetition of socially undesirable acts and acts as motivation to avoid socially disapproved behaviour. Also punishment reforms the offender in the sense that it helps him or her become aware that a wrong act does not do any wrong to him and therefore strives to do the right thing. In administering the punishment it is important to apply principles, which include: -

i)   The punishment should be consistent. Same offence should always attract the same or similar punishment.

ii)   Should be fair. Punishment should be proportional to the gravity of the offence.

iii)   Should be imposed immediately after the offence is committed, so that the offender relates the offence to the punishment.

iv)   Should aim at helping the student correct the fault concerned and not hurting the individual.

Rewards

This is a form of appreciation for attainment which can be in form of material possession gift, award of approval, a smile, a pat on the back etc (Barasa, 1999). Rewards should not be done with the intention for paying but should be done to encourage. The importance of reward is that they have an educational

value. If the act is approved, students know that it is good. They also serve as motivations to repeat socially approved behaviour.

Causes of unrest or violence in schools

Brendtro (1995) identified four factors that lead to chronically violent behaviour. They include: - broken social bonds – This is lack of healthy human attachments in the lives of many children. It is through secure social bonds that children learn trust, self-management and prosocial behaviors.

Some parents have no time to talk to their children and guide them towards good behaviour. There are also cases of parents smoking, drinking or going to discos in the company of their children. These children extend such habits to schools, which are imitated by others as their peer groups.

Stress and conflict – In manageable doses. These are normal products of living that most children deal with reasonably well. But when stress is severe and prolonged some students are overwhelmed, responding in self-destruction and antisocial ways like acting out with hostility.

A culture of violence – The proliferation of weapons, daily news telecasts and television dramas, among others are some of the reflections of society's information with violence. Students tend to copy these habits and practice them in school hence indiscipline.

Unhealthy brains – With so much learned violence, educators often overlook neurologically triggered aggression. Only an intact, relational, sober brain can control angry impulses. Violence is a by-product of intoxication. Alcohol and other drug abuse chemically alters brain states leading to loss of self control, angry out bursts and deadly violent acts; thus unrest in schools. Varied types of drugs and narcotic substances are readily available in some localities where schools are situated. Such drugs and substances are bhang, marijuana, tobacco, changaa etc. When the students take these drugs they feel 'high' and can slot into disruptive behaviour.

Neville Jones (1989) said that bad behaviour in the classrooms is associated with poor teaching strategies such as not treating students with respect. It is also associated with individual teacher performance. The teachers expectations of pupils academic levels can adversely or favourably influence students performance. He also recognizes that schools take too little notice of possible problems caused by their own decision making. Lack of syllabus coverage may lead to poor performance in national exams making the students to feel that their time has been wasted thus leading them to demonstrate against teachers who failed to teach them. Bowley (1961) supports this view when he said that good discipline is fundamental to good teaching, while good teaching is the surest and most natural way to good discipline.

Hagreaves (1967), Willis (1977) in Reid (1986) says that influence of peers and friendship groups on behaviours in schools, inside classroom and within

the local environment should never be under estimated, especially among teenagers who are at a vulnerable age. Sociologists have found that deviance is often associated with the prevailing neighbourhood culture. This friendship can generate strong and anti-social feelings within classrooms and schools.

Various researches were done in many countries and they all seem to converge at a central point on the causes of unrests in schools. Back in 1960's, Power (1967) carried out a research at Tower Hamlet schools and said that causes of this particular problems does not only include the child and his home but also the schools. Reynolds (1976) included that some schools were sending out into life students whose chance of success in that life appears disturbingly poor. He stresses that life is not possible to attribute children's success or failure merely to some personality or environmental factor. He therefore again directs our attention to in-school factors.

Grunsel (1980), Bird (1980) Galoway (1982) re-emphasize these finding that problems of behaviour are firmly set within the social context of the school. They reveal schools to be creators of anti-authority identities in young people and argue powerfully that schools either are major contributors to influence on students behaviour. Looking from the above information it is clear that unrest in schools is attributed to the school environment in almost all parts of the globe. Hence it is wise to understand that social behaviour is learned, and it is relative and situational. It is relative to demands of the situations in which they occur and the perceptions of the people in them.

Manifestations of indiscipline

According to MoE, 2001 some of manifestations of indiscipline are:

1. Poor performance in class

2. Rudeness

3. Sneaking from school

4. Cheating

5. Stealing

6. Fighting

7. Truancy

8. Drug use like smoking

9. Failure to do class work

10. Absenteeism from classroom and school without permission

11. Bullying

Suggested solutions to school unrests and violence

Discipline and management are central to effective schools. All teachers are responsible as professionals for managing discipline in school. Self-esteem and self-confidence are central to the management of discipline. The outward manifestation of the ability of individuals to either discipline themselves or have discipline thrust upon them is displayed in their attitude and behaviour towards others and their environment. The boundaries at acceptable behaviour should allow schools to function as harmonious and humane communities in order to create an environment conducive to serious leaning (Blandford, 1998).

Where boundaries are accepted, pupils will have the self-control to manage their behaviour and attitudes without authority figures.

It is necessary for teachers to possess the skills to recognize a potentially violent interpersonal conflict, to prepare themselves for the possibility of violence, and to posses the resources for preventing its escalation (Tattum, 1989). Brendtro and long (1995) suggested three ways of preventing violence.

(i)   Primary prevention – By meeting children's needs for consistent, loving safe environment, we begin to repair broken social bonds. Programs where all children learn self-discipline should begin in primary and secondary schools. Hostile climates have been transformed into gentler, safer communities via natural peer helper programs for practicing crucial life skills.

(ii)   Early intervention is needed for students who have been identified as 'at risk' for violence. Strategies for corrective experiences in schools and homes include mentoring at risk children who suffer from broken social bonds.

(iii)   Reinvention of treatment by enlisting as partners in their war on violence, schools create pro-social youth adult bonds.

Kago (1997) suggested that there is need to instill into all students, the unique and paramount place the neighbourhood has on the life of student and how the

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school and community are interrelated. Such things as involving students in social activities that bring together both parties brings cohesion.

The Task Force on Student Discipline and Unrest in secondary schools (MoE, 2001) observed that there was an utmost need to involve students in the formation of rules and regulations, make the rules clear and precise, and apply them consistently and equally. The Ministry of Education has recommended the establishment of guidance and counseling units in all institutions with the aim of guiding students to develop the best in them as an individual and as a member of society.

Cautions and guidelines regarding correcting misbehaviour

Wango and Ndung'u (2002)suggested that while correcting misbehaviour,one needs to watch out for the following thus do not threaten to do things but rather take the needed action immediately and do not use sarcasm for misbehaviour of a few students because it causes embarrassment to the innocent. Do not punish majority for misbehaviour of one or few nor do not force the students to apologize to you, but if the apology is given freely accept it. Forced apology humiliates the teacher and the students. Do not punish in anger but try to keep your composure regardless of the situation.

According to Mutie (2001) while correcting misbehaviour the teacher should follow the guidelines such as-: respect each student's personal worth; distinguish between the child and his behaviour, rejecting behaviour without

rejecting the student. Try to locate the cause, instead of the symptom of the trouble. Attempt to relate students action and behaviour to his particular background, know who was involved, how the situation began and other pertinent factors. Encourage each student to strive for greater self-control and self-direction under all circumstances and follow the established guidelines in the school or from the ministry of education, when you are talking.

Effects of unrest on Education

Ensuring that pupils accept authority of teachers and maintaining order and discipline in schools is of vital importance to the teaching profession for without such order, there would be chaos. Teaching would become twice as a stressful occupation for heads, deputies and classroom teachers (Reid, 1986). Once there is unrest and violence in schools, much property is destroyed, which may cost the parents thousands of shillings to recover. Violence in schools has also lead to deaths among the students and even the neighbouring community incases where there is animosity between the two groups.

Managing discipline in schools is critical to reducing teachers stress (Rogers, 1996), Disruptive behaviour, poor working conditions and time pressures contribute to a teachers diminishing self-esteem, lack of confidence and this impacts on their ability to teach. Teachers and managers should aim to reduce stress levels whenever possible by creating a supportive and caring environment. Schools where violence is common, the teachers are also not secure since students sometimes turn their anger towards them. Hence you find

majority opt for transfers. This insecurity also means that the teachers are not motivated to do their work.

Failure to instill discipline among students makes the schools feed the society with corrupted and indiscipline graduates (Ngozi, 2002). Much of student's time is wasted when cases of unrests occur. This makes it quite hard for the teacher to cover the academic work expected to be done by students. This in general has lead to poor performance in schools.

Summary

The management of discipline in schools should not, as walker (1989:174) describes, be a matter of survival, the stuff of nightmares (Blandford, 1998). Teachers need the mechanism and tools to manage discipline and critically, they need support. Management of discipline is central to effective teaching and should be central to teacher training. A teacher's inability to control a student or class prevents the process of education and learning from happening.

A further training beyond qualification is required to provide support necessary for teachers to be effective in the classroom. When teachers are unable to maintain discipline, they should feel confident that support is available and will be provided. In-service training that enables teachers to develop their knowledge and understanding of the nature of discipline and management systems/support agencies available is critical to good practice in schools (Kalai 1998).

The management of discipline in schools requires teachers to have knowledge

and understanding of local education authority (LEA) support agencies and

management teams whose job it is to deal with difficulties that arise. Since the

aim of schooling is to develop autonomous human beings who can fulfill their

potential in the culture and society in which they live, then everybody is a

stakeholder in the quest for violence prevention.

All children deserve the opportunity to "Fly" and reach their highest potential -

we must not allow them to become "hidden casualties". Hence it is clear that

children need our help as Bovard (1998) described them as

"Children are like working on a jigsaw puzzle. You help them by asking them

to discover the other pieces; by pointing out some of the pieces and by helping fit the

pieces together."

Conceptual Frame Work

Discipline is a collective responsibility and all key stakeholders must be

involved. These include students, teachers and entire community of sponsors,

board of governors and parents. Each must be consulted for any effective

discipline such that guidance and counselling should be intensified for moral

growth, intellectual and spiritual growth for positive character formation.

Students should be consulted whenever decisions and rules are made to avoid

resentment hence indiscipline. Positive relationship should be encouraged

between the school and the society such that the society can report any

problems to the school administration as regarding the students. This will

ensure reduction of external influences to school management thus enhanced

students discipline. Encompassing democratic leadership, good school

community relations and maintaining effective guidance and counselling

services will result in enhanced student discipline. Consequently this will lead

to achievement of the aims and aspirations of the school.

Figure 1

Conceptual Framework
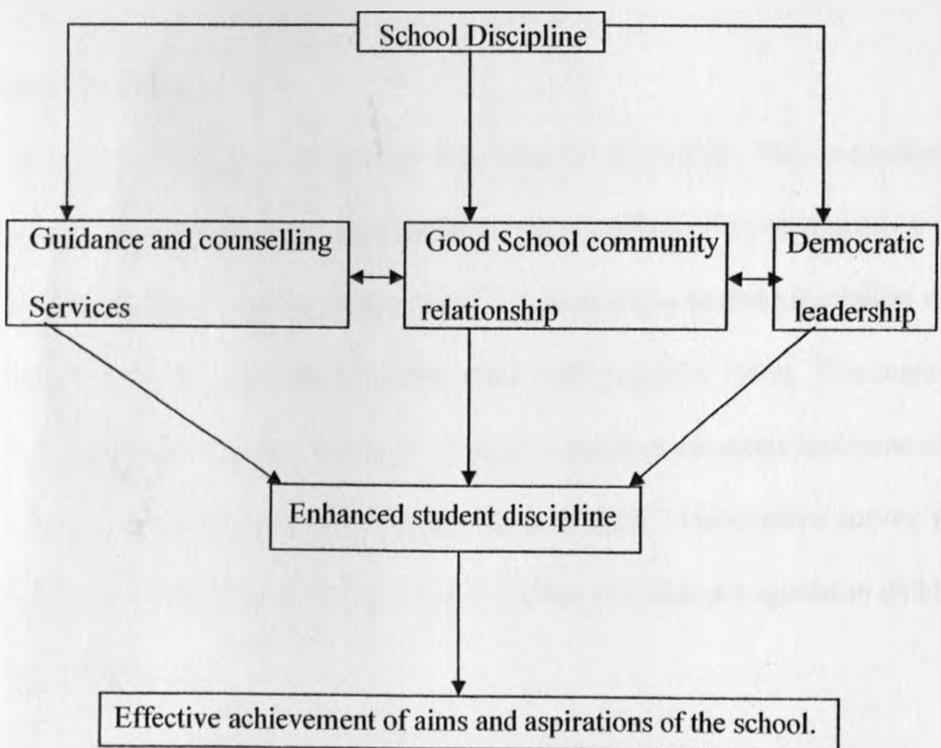
CHAPTER THREE

RESEARCH METHODOLOGY

This chapter will describe the procedures that were followed in carrying out the research study. It is organized under the following sub-headings: Research Design, Target Population, Sampling Procedures, Research Instruments, Instrument Validity, Instrument Reliability, Data Collection Procedures and Data Analysis Techniques.

Research Design

Descriptive survey research design was used for this study. This is a research method through which data is collected from members of a population by use of a questionnaire so as to determine the correct status of that population with respect to one or more variables (Mugenda and Mugenda, 1999). The research aimed at establishing the extent to which preventative measures had been used to avert indiscipline in boarding secondary schools. Descriptive survey was used since it allows for extensive data collection on a large population within a short period.

Target Population

Target population is that population to which a researcher wants to generalize the results of a study (Mugenda and Mugenda, 1999). The target population included students in form two, three and four in boarding secondary schools in

Embu District. Considering that the main purpose of study was to determine the extent to which preventive measures have been used to avert indiscipline, this target population was appropriate because at their levels, they have already familiarized themselves with the secondary school environment and can express themselves maturely. These are also classes where cases of indiscipline are mostly reported (Kago, 2001).

Apart from main focus on students' discipline and their opinions, this study also sought explanations from teachers and headteachers. Thus, the second target population were teachers in-charge of discipline and Guidance and Counseling units. These teachers have a key role in maintaining discipline in the classroom and the school at large. The third target population were headteachers since they have the responsibility of instilling, controlling and maintaining discipline in their schools.

The district has sixty-eight secondary schools of which (30) thirty are boarding schools. There are fifteen (15) girls boarding, nine (9) boys boarding and six (6) mixed boarding schools. Thus the target population was all boarding secondary schools in Embu District. There is a total population of nine thousand nine hundred and ninety two students. There are five hundred and sixty five teachers inclusive of headteachers in these boarding schools.

Sample and Sampling Procedures

A sample is a smaller group obtained from the accessible population. In this case, the sample was carefully selected so as to be representative of the whole population with the salient characteristics. Gay (1983) suggested that for descriptive studies, ten percent of the accessible/target population is enough. Since the population is heterogeneous, stratified sampling technique was used to ensure that all were proportionally selected.

A list of names of schools was obtained from the District Education Office (DEO) at Embu. From the list names of all boarding schools were picked and then names of girls' boarding schools were written on pieces of paper and put in a carton; names of boys' boarding schools were put in the second carton and names of mixed boarding schools were written on pieces of paper and put in the third carton. Each carton was churned up and from the first carton; five girls' schools were picked because girls schools are the majority. Three boys schools were picked in the second carton and two from the third carton. Hence a total of ten schools were picked. According to Mugenda and Mugenda (1999) where the population is heterogeneous it is advisable to take a bigger sample to reduce chances of error.

From the list picked, all the ten (10) headteachers of these schools were used in the study. Two teachers from each school were picked, hence a total of twenty (20) teachers and specifically those in-charge of discipline and guidance and counseling units were used in the study. Three hundred (300) students were

taken as the sample for this study. From the rest, three schools were used for pilot study.

Research Instruments

Three questionnaires were used for data collection. One for headteachers, teachers and the other for students. One type of questionnaire was administered to ten headteachers; the other type was administered to twenty teachers and the other to three hundred students.

The headteachers' and teachers' questionnaire was divided into sections A, B and C. Some questions were structured while others were open-ended in order to elicit more information. Section A had three questions with demographic information and some of the disciplinary problems experienced in schools.

Section B had five items, which touched on areas of students' involvement in decision-making, which were rated on a four-point scale. The rest of the section were items to gather data such as role of the community in relation to school discipline and extent of guidance and counseling and the challenges involved. Section C had three items, which explored on the teachers and headteachers knowledge of Wangai report on Discipline and Unrest in Secondary Schools and how it can be made more effective in secondary schools.

The students' questionnaire also consisted of three sections. Some questions were structured while others were open-ended. Section A had three questions on demographic information and the disciplinary problems experienced in their schools. Section B had five items touching on students' involvement in decision-making and was rated on a four-point scale. The rest of the questions gathered data such as role of community in relation to school discipline and extent of guidance and counseling in the schools. Section C had two items exploring on the students' opinion on the processes of enhancing discipline and what more should be done.

Instrument Validity

This is the degree to which a test measures what it purports to measure (Mugenda and Mugenda, 1999). This is crucial in the establishment of the accuracy and truthfulness of the research. For this research instrument, content validity was established. Content validity is the degree to which the sample of test items represents the content that the test is designed to measure. The content validity was established by consulting an experienced researcher and also through piloting.

Instrument Reliability

This refers to the consistency of two measures of the same kind. To obtain this, a pilot study was undertaken. The Pearson product moment correlation co-efficient was used to calculate the reliability. Three schools were used for

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piloting: girl's boarding, boy's boarding and a mixed school. Three headteachers, six teachers and twenty-one students were used in the pilot study. These schools were not used in the final study. Items that were ambiguous or repetitive were analyzed.

Administration of the Instruments

A permit was obtained from the Office of the President. Then contacted the D.E.O's office in Embu for clearance. All the questionnaires were personally delivered to secondary school headteachers, teachers and students and were required to fill them the same day.

Data Analysis Techniques

Calculations of frequency distributions and percentages were done. Frequency tables and percentages were used to present the extent to which preventive measures on indiscipline had been used. For questions dealing with students opinions and attitude; scores were assigned using Likert Rating Scale as follows: - very frequently, four points; frequently, three points; rarely, two points and never, one point. The analysis of data was done using the Computer Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction

This chapter presents data analysis interpretation and discussion. The data was analyzed and presented in the following sub topics: kinds of discipline problems experienced among students in boarding secondary schools in Embu District; the extent to which students are directly or indirectly involved in decision making, extent to which guidance and counseling is carried out, role played by stakeholders in policy formulation, role played by community in relation to discipline in secondary schools and to establish the teachers views on recommendations of the Task Force on Unrest and Discipline (MoE, 2001) on ways of maintaining discipline in secondary schools.

Questionnaire return rate

Table 1 shows the total number of questions delivered to the respondents and the ones that were returned. These questionnaires were delivered to three respondents namely: headteachers, teachers and students in boarding secondary schools in Embu District.

A total of 330 questionnaires were delivered to students, teachers and headteachers but the ones returned were 280. One school did not participate in the study. The questionnaires return rate was therefore 84.8 percent. This was considered a good return rate for the study.

Table 1: Questionnaires Return Rate.

Respondents	Questionnaires Delivered	Questionnaires Returned	Return Rate %
1. Students	300	263	87.7
2. Teachers	20	11	55.0
3. Head teachers	10	06	60.0
Total	330	280	84.8

Respondents' Demographic Data

Gender

Headteachers, teachers and students were asked to state their gender. Table 2

shows the gender distribution. The sample composed of 88(33.5%) male

students and 175 (66.5) female students. Male teachers were 4 (36.4%) while

female teachers were 7 (63.6%). There were 2 (33.3%) male and 4 (66.7%)

female headteachers. The sample selection was stratified hence all groups were

proportionally represented.

Table 2: Gender distribution of the respondents.

| Gender | Respondents | | | | | |
| | Students | | Teachers | | Head teachers | |
	F	%	F	%	F	%
Male	88	33.5	04	36.4	02	33.3
Female	175	66.5	07	63.6	04	66.7
Total	263	100.0	11	100.0	06	100.0

Type of the school

Students were asked to state the type of their school. Table 3 shows the number of students from each type of school either girls boarding, boys boarding or mixed boarding.

Table 3: Sample of Students by School Type.

Type	Total number of students.	%
1. Girls school	145	55.0
2. Boys school	59	22.3
3. Mixed school	60	22.7
Total	264	100.0

Most respondents were from girls schools with 145 (55.0%), 60 (22.7%) from

mixed schools and 59 (22.3%) from boys school. This is because of the

stratified sampling procedure used.

Academic qualifications

Headteachers and teachers were asked to show their levels of academic

qualifications. Table 4 shows their academic levels of education.

Table 4: Head teachers'/teachers' academic qualifications.

Qualification	Teachers		Head teachers	
	F	%	F	%
1. Diploma in Education	02	18.2	02	33.3
2. B.Ed	06	54.5	04	66.7
3. BA	02	18.2	-	-
4. B.Sc	01	09.1	-	-
Total	11	100.0	06	100.0

Highly qualified personnel headed most schools with majority being holders of Bachelors Degree in Education. Relevant qualifications give confidence to headteachers and teachers while executing their duties.

Discipline Problems in Boarding Secondary Schools in Embu District

Discipline problems

The first objective of the study was to identify the common disciplinary

problems students and teachers face and how they deal with them.

Headteachers, teachers and students were asked to identify problems they

faced. The list was given to avoid any respondent feeling that he/she had faced

no discipline problems. Table 5 gives the results of the finding while table 6

shows how these cases were handled.

Table 5: Common discipline problems in secondary schools.

	Students		Teachers		Head teachers	
Discipline problems	F	%	F	%	F	%
1. Stealing	204	77.6	08	72.7	02	33.3
2. Disobeying teachers	127	48.3	09	81.8	04	66.7
3. Fighting	137	52.9	-	-	-	-
4. Sneaking out of school	70	26.6	04	36.4	04	66.7
5. Cigarette smoking	79	30.0	02	18.2	04	66.7
6. Drinking of Beer	54	20.2	02	18.2	04	66.7
7. Destruction of school property	80	30.4	01	09.1	01	16.7
8. Bhang smoking	26	09.9	-	-	01	16
	N= 263		N= 11		N= 6	

As in Table 5, most students felt that stealing was the most common problem with 77.6 percent, followed by fighting, with 52.9 percent, then disobeying teachers with 48.3 percent, destruction of school property had 30.4 percent, cigarette smoking had 30% while sneaking out of school and drinking beer had the lowest percentages of 26.6 and 20.2 respectively. Teachers also felt that disobeying of teachers was most common with 81.8% followed by stealing 72.7%. Headteachers also felt that disobedience, drinking beer, cigarette smoking and sneaking out of school were very common with 66.7%. However, it was reported that cases of bhang smoking and destruction of school property were not common. From the above findings, it is evident that cases of stealing among students, and disobedience to teachers were very frequent in most schools. The above results agrees with a research done in Nairobi by Kasibwa (2002) which reported that cases of stealing, fighting and disobedience were very common among secondary schools in Nairobi Province.

Disciplinary measures

The respondents were asked to state disciplinary measures that were used to minimize indiscipline in their schools. Table 6 shows the findings.

Table 6: Measures used to minimize indiscipline.

Measures	Students		Teachers		Head teachers	
	F	%	F	%	F	%
1. Guidance & counseling	122	46.4	10	90.9	06	100.0
2. Punishment	153	58.2	09	81.8	02	33.3
3. Suspension	123	46.8	02	18.2	-	-
4. Compensation for destroyed property	98	37.3	02	18.2	-	-
5. Use of prefects to take care of school property	87	33.1	-	-	-	-
6. Barring students from school outings	80	30.4	-	-	-	-
7. Fencing the school premises	-	-	01	09.1	01	16.7
8. Employing day & night watchman	-	-	02	18.2	01	16.7

N=263   N= 11   N= 6

According to analysis the leading measure used in most schools was guidance and counselling with 100% headteachers, 90.9% teachers and 46.4% of students reporting that it was the most effective way that they used to enhance discipline. This is in line with the recommendations of Task Force on Unrest and Discipline in Secondary Schools chaired by Director of Education (MoE, 2001). However, most respondents felt that some cases required punishment.

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This was the second most practiced disciplinary measure to control indiscipline with 81.8% teachers, 58.2% students and 33.3% headteachers saying it was widely used.

Suspension was also another key measure carried out in several schools since 46. % of students said that it was being practiced in their schools. However, only 18.2% of teachers said it was practiced in their schools. Other measures that came up were compensation for destroyed property given by 37.3% of the students and supported by only 18.2% of teachers. Use of prefects to take care of school property was highlighted among students with 33.1% and barring students from school outings took 30.4% among students. The above results show that guidance and counselling was the most common measure of enhancing discipline in schools since it helped students to respect authority and understand why they are in schools and what is expected of them.

Extent of Students Involvement in Decision Making in Boarding Secondary Schools, Embu District

The second objective of the study was to establish the extent of students' participation in decision making in their schools. Headteachers, teachers and students were asked to show how much students participated in school matters and what they felt about their extent of involvement. Table 7 shows their responses.

Table 7: Level of Students Participation in Running and Organization of School.

Response	Students F	Students %	Teachers F	Teachers %	Head teachers F	Head teachers %
1. A great deal	78	30	06	54.5	05	83.3
2. Moderate	114	44	03	27.3	01	16.7
3. Only a little-few instances.	40	15	02	18.2	-	-
4. Almost none	30	11	-	-	-	-
Total	262	100.0	11	100.0	06	100.0

In Table 7, 43.3% of students felt that their participation was moderate; 29.7% felt it was a great deal; 15.2% said only a little and 11.4% said there was no students participation in decision making. However, 54.5% of teachers and 83.3% headteachers said that it was great deal while 27.3% teachers and 16.7% headteachers said it was moderate. This means that students needed more consultation in regard to making decisions concerning them.

Table 8: Students Views on Amount of their Participation in Running and Organization of School.

Response	Students		Teachers		Head teachers	
	F	%	F	%	F	%
1. Should be increased	146	57	03	30	04	66.6
2. Is not as much as						
is desired	59	23	03	30	01	16.7
3. Is as much as desired	38	15	04	40	01	16.7
4. Is somewhat more						
than desired	11	0.5	-	-	-	-
Total	254	100.0	10	100.0	06	100.0

The results on Table 8 shows that students, teachers and headteachers were of the view that the amount of students participation should be increased since it was not as much as was desired. This is because 66.6% headteachers, 57% students and 30% teachers said that the amount of participation should be increased and only 5% students felt that their participation was more than desired.

Selection of prefects

Respondents were also asked to state the degree of students' participation in selection of their prefects. Table 9 shows their responses.

Table 9: Degree of students' participation in selection of prefects.

Response	Students		Teachers		Head teachers	
	F	%	F	%	F	%
1. No participation	80	31	03	27.3	01	16.7
2. Some informal participation	56	22	02	18.2	02	33.3
3. Strong consultation	76	29	06	54.5	02	33.3
4. Actual election	48	18	-	-	01	16.7
Total	260	100.0	11	100.0	06	100.0

Many students 80 (31%) reported that there was no participation in selection of prefects in their schools. Quite a number 76 (29%) also reported that before elections, there was strong consultation and 56 (22%) said there were actual elections. However, many teachers 6 (54.5%) and 2 (33.3%) of the headteachers reported strong consultation in their schools. Some headteachers 02 (33.3%) and 18.2% of the teachers reported some informal participation in

selection of prefects. This shows that in some schools, students selected their

prefects as per the Ministry of Education recommendations (MoE, 2001).

Meetings

Respondents were asked to state if there were any special days students met

with administration and the frequency at which such meetings took place.

Table 10 shows the results as reported by the respondents.

Table 10: Special day for meeting between administration and students.

Response	Students		Teachers		Head teachers	
	F	%	F	%	F	%
Yes	134	51.3	06	54.5	05	83.3
No	127	48.7	05	45.5	01	16.7
Total	261	100.0	11	100.0	06	100.0

Majority of schools had special days to discuss their problems. A big

percentage also said there were no special days when they could discuss their

problems and this is interpreted as a major obstacle while maintaining

discipline. Students need to be listened to thus improving their levels of

confidence.

Extent to which Guidance and Counseling is carried out in Boarding Secondary Schools in Embu District

The third objective of the study was to establish the extent of guidance and counseling in boarding secondary schools. Students were asked to respond on questions that sought the frequency of counseling services in their schools as shown on Table 11. Most students (45.5%) felt that guidance and counselling was frequently done in their schools, 36.5% said it was rarely done, 12.5% said it was very frequent while (14) 05.5% said it was never done. This meant that most schools had established guidance and counseling units as per the recommendations of the Ministry of Education (2001).

Table 11: Students responses on how often Guidance and Counseling is done.

Responses	Frequency	%
1. Very frequently	32	12.5
2. Frequently	116	45.5
3. Rarely	93	36.5
4. Never	14	5.5
Total	255	100.0

Qualifications of Teacher Counselors

In Table 12 headteachers and teachers responses on whether the teacher counselors were trained in their work are presented. Eight teachers (88.9%) and 3 (50%) headteachers said that these counselors were trained while half of the headteachers 3 (50%) and teacher 1(11.1%) reported that teacher counselors had not been trained to handle counseling services. This may be a big challenge to the teacher counselors.

Table 12: Teacher Counselors' Professional Training.

Response	Teachers		Head teachers	
	F	%	F	%
Yes	08	88.9	03	50.0
No	01	11.1	03	50.0
Total	09	100.0	06	100.0

Benefits of Guidance and Counseling

Respondents were asked to state their views on how effective counseling services assisted them in schools and their views are shown on Table 13. Majority of teachers (97%), headteachers (92%) and students (91%) reported that counselors were effective since their services enabled students to

understand themselves and change any undesirable behaviour. Most students (87.9%), teachers 83% and headteachers (78.5%) found improvement in academics as a result of guidance and counseling services and they also felt that it enabled students to open up and thus begin to express themselves freely.

Majority of students (80%) felt that G & C enabled them be positive minded. The results in Table 13 shows that most respondents benefited from counseling services and thus the services should be made available to all. These results shows that most schools in Embu District had a guidance and counselling unit and its effectiveness had helped control indiscipline in most schools. This analysis is consistent with the views by Bovard (1998) who observed, that children were like working on jigsaw puzzle and you could only help them by asking them to discover the other pieces by pointing out some of the pieces and by helping fit the pieces together.

Table 13: Benefits of Guidance and Counseling in School.

Benefit	Students %	Teachers %	Head teachers %
1. Students are made to understand themselves thus change of behaviour	91.0	97.0	92.0
2. Students improve in academics	87.9	83.0	78.5
3. After counseling services students become positive minded.	80.0	-	-
4. Guidance & counseling helps students whose parents do not have time for them	-	-	60.7
5. It opens up students and thus begin to express themselves freely.	67.2	70.0	56.0
6. It makes students feel loved and part of the school community	-	60.0	48.7
	N= 255	N= 11	N= 6

Challenges Faced by Guidance and Counseling Teachers

The fourth objective was to establish the challenges faced by teachers in guidance and counseling and how these challenges could be handled. Headteachers were asked to highlight some of the key challenges faced by teachers while performing their counseling services. Table 14 shows the challenges in order of severity.

Table 14: Head teachers' response on Challenges facing teachers' in-

charge of Guidance and Counseling.

Challenge	%
1. Some students are not free to utilize the guidance and counseling services	83.3
2. Lack of Facilities, for example offices	33.3
3. Lack of time since the teachers in charge have other teaching responsibilities	16.7
4.Teachers lack proper training and exposure	16.7
	N= 6

Majority of the headteachers (83.3%) reported that most students were not free to utilize the guidance and counselling services. This is because some teachers went about divulging students' secrets to other teachers, hence making students not trust their teachers. Lack of office facilities was also highlighted and lack of time since the counsellors in charge of guidance and counselling have other teaching responsibilities. Other headteachers (16.7%) felt that the teachers in charge of guidance and counselling lacked proper training and exposure. The findings were consistence with observations by Mutie and Ndambuki (1999) that trained personnel in the area are few.

How to Make Guidance and Counseling More Effective

Respondents were asked to state their views or give recommendations as to how guidance and counseling would be made effective in schools. Table 15 shows their responses.

Table 15: Means to enhance Guidance and Counseling as suggested by Students and Teachers.

Response	Students %	Teachers %
1. Increase the frequency of guidance and counseling	72	68
2. Increase of trained guidance and counseling teachers in schools	60	53
3. Frequent training of teaches through seminars and workshops	60	51
4. The guidance and counseling departments should be strengthened with relevant facilities such as offices	50	51
5. Teachers and students should be encouraged to take advantage of guidance and counseling services available in schools	48	46
6. Teachers in charge of guidance and counseling should be relieved off other duties	-	45
7. Schools should encourage peer counseling	-	36
8. School should be inviting resource person for guidance and counseling	-	27

N=255   N=11

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As per the respondents' views, more time should be dedicated to guidance and counselling as suggested by majority of students (72%) and teachers (68%). Sixty percent (60%) of the students and 53% of the teachers suggested that there should be increment of trained G & C teachers in schools. Other comments suggested by teachers that would improve the G & C services if considered are: teacher counselors should devote full time to the programme; encourage peer counselling and invite resource persons. The above views were consistent with the observation by Buford (1965) that, since counselling denotes a professional relationship, the teacher counselor must have specialized training and devote full time to the programme with no divided allegiances to academic subject matter.

Stakeholders Involved in Policy Formulation in Secondary Schools in Embu District

The fifth objective was to establish the stakeholders' involvement in policy formulation in secondary schools. Respondents were asked to state the members involved in policy making in their schools and the extent to which they were involved in matters of students' discipline.

Policy Makers in Schools

Table 16 shows the key stakeholders involved in policy making in secondary schools.

Table 16: Stakeholders involved in decision making.

Response	Students %	Teachers %	Headteachers %
1. Teachers	74.9	90.9	100.0
2. Headteacher	60.8	90.9	-
3. BOG	18.3	36.4	83.3
4. Parents	12.9	36.4	83.3
5. Education officers	-	27.3	83.3
6. Students	19.4	27.3	-
	N= 263	N= 11	N= 6

The study showed that headteachers were assisted greatly by teachers as perceived by (74.9%) students, (90.9%) of the and by all the headteachers. Board of Governors (B.O.Gs), parents, education officers and students were also involved. However, students and parents were least involved meaning headteachers and teachers only do much of the work that is supposed to be done by all stakeholders. They need to be more involved. This is in line by the findings of a research done by Wasike (2002) who observed that headteachers lacked support from parents on matters concerning discipline. Thus, all stakeholders should be educated and sensitized on their roles and need to cooperate on matters of policy formulation that would impact on students' discipline.

Stakeholders' Involvement in Discipline of Students

Headteachers and teachers were asked to state the stakeholders involved in

students disciplinary matters and Table 17 shows their responses.

Table 17: Members involved in discipline.

Response	Teachers %	Headteachers %
1. Teachers	90.9	100.0
2. Headteacher	90.9	83.3
3. Deputy head teacher	36.4	83.3
4. Parents	36.4	83.3
5. Students	27.3	83.3
6. Sponsor (Priest)	27.3	50.0
	N= 11	N= 6

All headteachers indicated teachers' involvement at 100% while teachers rated

their involvement at 90.9%. Teachers reported a 90.9% headteachers

involvement while headteachers perceived their involvement as at 83.3%. This

shows that much of the discipline work is left to the headteacher and the

teacher. Other stakeholders such as parents, sponsors and students were

involved but to a lesser degree.

Head teachers, deputy headteacher and teachers are used in making decisions on discipline matters because they are the ones who take care of students. They are also the implementers of any policy concerning discipline. Parents should also be involved because they must be aware of their children's behaviours and also they at times give workable solution on how to deal with those problems. Sponsors especially priests are used to give spiritual nourishment which is very important in reforming students.

Community Role in Relation to Discipline in Boarding Secondary Schools

The sixth objective was to establish the role played by community in the school neighbourhood in relation to discipline in secondary schools.

Role of community

The respondents were asked to show if the activities of the community neighbouring their school impacted negatively or positively and as shown on Table 18, 131(52.2%) reported it was positive while 120 (47.8%) reported it impacted negatively.

Table 18: Students response on whether the community activities impact their school negatively.

Response	Frequency	%
Yes	131	52.2
No	120	47.8
Total	251	100.0

Role played by the Community in Maintaining Discipline.

Teachers and headteachers were asked to state the positive role of the community in relation to discipline in their school. Headteachers (90.3%) and teachers (90%) said that community reported cases of indiscipline among students into schools. Other members of the community arrested those who were suspected to be selling drugs in schools as reported by 33.3% teachers and 27.7% headteachers. It was reported that the community provided security to the school. These findings were consistence by with findings by Hagreaves (1967), Willis (1977) and Reid (1986) that the local environment should never be underestimated, especially among teenagers as devious is often associated with the prevailing neighbourhood culture.

Table 19 shows the teachers and headteachers perception on the positive role played by community in relation to discipline.

Table 19: Role played by community neighbouring school in regard to discipline.

Role	Teachers %	Head teachers %
1. They report indiscipline cases of Students sported outside school	99.9	83.3
2. The community helps in curbing cases of drug abuse by arresting those suspected to be selling drugs to students	36.3	27.7
3. They help counsel students and encourage them to perform better	27.2	16.7
4. They provide security to the school community	09.1	16.7
	N=11	N= 6

Teachers (90.9) and 83.3% headteachers acknowledgement that the community neighbouring their schools assisted them quite a lot in maintaining students discipline. This is because they reported any indiscipline sported among

students to school administration. The community also arrested those suspected to be selling drugs to students and provided security to the school.

Students were also asked to state the role of community as they perceived it and the following were some of their views.

1. The community helped in counseling students.

2. They give administration support – to be seen to be working together on issue of Discipline.

3. Students respect members of community therefore they take there advise seriously.

4. It makes teachers work easy since there is help coming from the community.

From the above findings it is evident that good school –community relations helps improve the students' discipline. Though good relations are evident in most schools much more need to be done.

Teachers' Views on Recommendations of Task Force on Unrest and Discipline in Secondary Schools (MoE, 2001)

The seventh objective was to establish the teachers' views on the recommendations of the Task Force on Unrest and Discipline secondary schools. To achieve this objective, respondents were asked to give their view on the proposed measures and how they could be made effective in secondary schools.

Receipt of circular from MoE on Discipline

Headteachers and teachers were asked whether they received or saw the circular (MoE, 2001) on Unrest and Discipline in secondary schools and the responses are shown on Table 20.

Table 20: Responses of head teachers and teachers on receipt of the circular on Discipline from MoE (2001).

	Teachers		Head teachers	
Response	F	%	F	%
Yes	03	42.9	04	66.7
No	04	57.1	02	33.3
Total	07	100 .0	06	100.0

In Table 20, 66.7% of headteachers and about 43% teachers acknowledged receipt of the circular. About 33% of the headteachers and 57% of the teachers never had access to this circular.   This means that the circular was received by many headteachers but they never disclosed it to their teachers or teachers did not try to know what were its contents.

Teachers' knowledge of proposed measures to curb unrests in secondary schools

Teachers were asked to state the recommendations of the report (MoE, 2001). Table 21 shows their knowledge of what was in the report. From the table it is clear that the teachers' knowledge of the contents of the report is very minimal. Hence, proper communication should be encouraged.

Table 21: Proposed measures by Ministry of Education (2001).

Measure	Teachers %	Head teachers %
1. Involve stakeholders (students & parents) in decision making	-	83.3
2. Encourage Guidance and Counseling in schools	09.1	66.6
3. Encourage dialogue between students and teachers	09.1	50.0
4. Provide Mid-term breaks to relief students of tension	-	33.3
5. Banning of Holiday tuition	-	33.3
6. Banning of corporal punishment in schools	18.2	-
7. Re-activate pastoral programme in schools	09.1	-
	N= 11	N= 6

Teachers and headteachers were asked to state some of the measures as proposed that were commonly used in their schools. Table 22 shows the findings.

Table 22: Measures that are frequently practiced in school.

Measure	Teachers	Head teachers
	%	%
1. Encourage Guidance and counseling in schools	85.7	83.3
2. Provide Mid-term breaks to relief students of tension	71.4	83.3
3. Involve stakeholders in decision making	57.4	66.7
	N= 7	N= 6

It was noted that most headteachers and teachers practiced most of the proposed measures. The table above shows the measures that were practiced and guidance and counseling was the leading, since 83.3% headteachers and 85.7% teachers stated it. Mid-term breaks came second with 83.3% headteachers and 71.4% teachers practicing it. Stakeholders' involvement in decision making was also common. This is an indication that some of the recommendations were practiced in many schools in the district.

Challenges Experienced while Implementing the (MoE, 2001)

Recommendations

Teachers and headteachers were asked to state the challenges they experienced in implementing the preventive measures proposed by the MoE. Table 23 shows the main challenges.

Table 23: Challenges experienced by teachers while implementing the recommendations.

Challenge	Teachers %	Head teachers %
1. Some cases of indiscipline are hard to handle without corporal punishment	18.2	33.3
2. Difficult to assemble all stakeholders – some parents are unavailable to participate in decision making	18.2	16.7
3. Students go loose during mid-term and it is difficult for them to settle after the break	-	16.7
4. There are no qualified teachers for guidance and counseling	18.2	-
5. Some students take suspension lightly –they break the rules so as to be sent home	09.1	-
6. Students have more say than teachers in matters concerning discipline	09.1	-
	N= 11	N= 6

While implementing the recommendations, teachers and headteachers faced several challenges with the leading being that some cases of indiscipline were hard to handle without corporal punishment. 33.3% headteachers and 18.2% teachers stated this. Another challenge was that it was difficult to assemble all stakeholders since some were unavailable to participate in decision making as perceived by 18.2% teachers and 16.7% headteachers. Lack of enough qualified teachers for guidance and counselling was also a key challenge.

Some teachers (09.1%) felt that students had more say than teachers in matters concerning discipline. Other challenges highlighted said that students went loose during mid-term and it was difficult for them to settle after the break and some students took suspension lightly and hence they broke the school rules so as to be sent home. This means that there is need for close monitoring to ensure that the above challenges were handled accordingly so as to maintain high standards of discipline in schools.

How to Curb the Challenges and make the Recommendations Effective in Schools

To solve the challenges mentioned in Table 23 respondents were asked to suggest ways and means of making the recommendations more effective and Table 24 shows their suggestions. According to the table, many of the headteachers (33.3%) and (27.7%) teachers were of the view that corporal punishment should be re-introduced in schools and they must be consulted whenever any policy on discipline is being formulated. This shows there is

probably inadequate communication between the Ministry of Education who are policy makers and the teachers who are policy implementers. Guidance and Counseling should also be strengthened as reported by 27.7% of the teachers and 16.7% headteachers. Frequent inspection should also be done in schools.

Table 24: Suggestion on how the Recommendations would be made Effective in Secondary Schools.

Suggestion	Teachers %	Head teachers %
1. Teachers must be consulted when formulating any policy on discipline in schools	27.7	33.3
2. Re-introduction of corporal punishment with policy to regulate it to avoid abuse.	27.7	33.3
3.Guidance and counseling head of departments and teachers should be given more training	27.7	16.7
4.Parents should be trained on guidance and counseling	09.1	16.7
5. School inspectors must make a point of visiting schools more frequently	09.1	16.7
6. Matters concerning discipline should be left to individual schools.	-	33.3
7. Some of the proposals on discipline are unrealistic and should be replaced or be done away with.	-	16.7
	N= 11	N= 6

Summary

From the analysis it's clear that to improve school discipline the best remedy is to intensify guidance and counselling by training teachers so as to handle their services better. It is also observed that all educational stakeholders could make contributions towards the improvement of school discipline if good and continuous communications were maintained. It was noted that many schools in the district practiced three MoE recommendations namely G & C, releasing students for mid-term breaks plus involving key stakeholders in decision making. However to ensure that the cases of indiscipline are less, all recommendations need to put into practice. Such would include encouraging students to practice their democratic skills and reactivating pastoral programme among others.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the study

The main purpose of this study was to establish the extent to which

preventative measures were practised to avert indiscipline in boarding

secondary schools in Embu District. This is because various committees and

task forces like the one led by Director of Education (MoE, 2001) gave

recommendations that can be followed to curb indiscipline. The task force and

other groups proposed the measures such as; introducing guidance and

counselling in schools, democratic leadership where students also participate in

making decisions and good school-community relations among others.

To realize the objectives, the study had seven research questions as follows:

1. What are the major discipline problems experienced in secondary schools in
   Embu District?
2. To what extent are students consulted while making schools rules and other
   decisions regarding them in schools in Embu District?
3. To what extent is guidance and counseling carried out in secondary schools
   in Embu District?
4. What challenges do teachers face while maintaining discipline among
   students in boarding secondary schools in Embu District?
5. Does the involvement of other stakeholders such as parents, Board of

Governors and sponsors have effect on discipline of students in secondary schools in Embu District?

6. What role does the community play in relation to solving students' indiscipline in secondary schools in Embu District?

7. What are the teachers' views on the recommendations of the Task Force on Unrest and Discipline in schools by MoE, (2001)?

The study was deemed to be significant to the following groups: Headteachers of secondary schools, teachers, educational policy makers, parents, teachers training colleges and universities.

A review of literature was carried out under the following titles: importance of discipline, essentials of discipline, solutions to school unrest and violence, cautions regarding correcting misbehaviour and effects of indiscipline on education. The conceptual framework was based on the linkages between guidance and counselling, school–community relationship and democratic leadership in maintaining discipline in schools thus achieving the set aims, goals and aspirations of the school.

The study was designed as a survey research design. The target population was students, teachers and headteachers in boarding secondary schools of Embu District. Three research instruments were used. The reliability coefficient for the research instrument were computed using the Spearman Brown prophesy formula and the reliability obtained was 0.79. This computational reliability

indicated that the instruments were reliable. Instrument administration was
undertaken through individual visits paid to each one of the sampled schools.

The data collected was analyzed with the use of SPSS computer programme.
Frequencies, percentages and tables were used to describe and present the data
obtained. From the findings conclusions and recommendations were made.

Summary of the findings

From the analysis, several findings were arrived at:

Disciplinary problems in boarding secondary schools in Embu were common
and stealing was the leading as reported by 77.6 % students, 72.7% teachers
and 33.3% headteachers. Disobedience to teachers and fighting among
students were also reported.

Another major finding was that the common preventive measures to curb
indiscipline in schools included use of guidance and counseling as reported by
all headteachers, 90.9% teachers and 46.4% students. Punishment though not
recommended was the second commonly used method of solving indiscipline
as indicated by 81.8% teachers, 58.2% students and 33.3% headteachers.
Other methods as reported were suspension, compensation for destroyed
property and use of prefects to take care of school property. However,
measures such as pastoral programmes were least utilized.

Headteachers, teachers and students recognized the need for good working relations with the large community. This is supported by the views of the respondents as they reported that the community had a positive role to play in relation to school discipline in school. Such roles included reporting indiscipline cases to the school administration and arresting those who were suspected to be selling drugs to students.

Headteachers, teachers and students indicated that guidance and counseling services were effectively done in most schools. This is as per responses of 97 % teachers, 92% headteachers and 91% students that it helped the students understand themselves and change behaviour. Other effects of the work of G & C teachers realized among students were: academic improvements and students were able to express themselves freely.

Teacher counselors faced several challenges with the failure by students to freely utilize the guidance and counseling services being the leading with 83.3% and lack of facilities (33%). They also felt that teaching responsibilities and lack of training interfered with their job effectiveness.

Students participation in decision making was quite minimal and majority of headteachers (66.6%), 57% students and 30% of the teachers felt that the amount of students participation should be greatly increased. Hence, more needs to be done to enable students practice their democratic skills.

Headteachers and teachers faced challenges in the course of implementing the recommendations of the Task Force on Unrest and Discipline in Schools (MoE, 2001). For instance, they felt that they needed to be consulted whenever policies on students' discipline were being made. Another key challenge was that some cases of indiscipline were hard to handle without corporal punishment. They suggested that corporal punishment be re-introduced in schools with a policy to regulate its abuse. Effective communication should also be encouraged between teachers and the headteachers since the study found that 57% of teachers have had no access to the document on the task force on discipline (MoE, 2001).

Conclusions of the study

Based on the findings of the study, the following conclusions were arrived at. Teachers in boarding secondary schools experienced numerous discipline problems with stealing, fighting and disobedience to teachers as the leading ones. Some forms of indiscipline like theft may not be eliminated by punishment or suspension as some students even get away without being noticed. Schools should therefore set up committees among the prefects body and act as investigators to uncover such things teachers alone cannot manage.

Though teacher counselors did their best to offer services, they faced serious constraints. The leading was failure by students to freely utilize the guidance and counseling services. Others were cited as lack of facilities and high workload since they had full teaching responsibilities.

Headteachers realized the importance of involving all stakeholders such as parents, B.O.G, teachers and students in policy formulation in schools. However, the involvement was quite minimal and all stakeholders need to recognize the importance of their involvement and thus would help in success of the school.

The degree of students' participation in decision making was not as desired and needed to be greatly improved. This is because involving students in decision making gives them a chance to practice their democratic skills thus creating a sense of responsibility.

Recommendations of the study

On the basis of the findings and conclusions of the study the following were recommended:

Some forms of indiscipline like stealing cannot be eliminated by suspension and punishment; hence, schools should set up committees among the prefects body to investigate and uncover such vices, as teachers alone cannot manage.

To improve school discipline all schools should intensify guidance and counseling programmes and the MoE should address the main challenges of the programme such as inadequate training of G & C. This could be done through provision of seminars, workshops, clinics and in service courses to equip teachers with the necessary skills. The Ministry of Education should train

and employ full time counselors so that teachers do not play the double role of teaching and counseling. Professional counselors can be occasionally engaged

To ensure that all stakeholders are involved in policy making and maintaining discipline in schools, they need to be educated and sensitized on their roles. This can be done in schools by inviting guest speakers to talk to parents, sponsors, and students among others or by chiefs in Barazas or even through the mass media.

Close monitoring by the inspectorate should be done to ensure that the set guidelines on managing discipline in schools are implemented accordingly.

Suggestions for further research

The following suggestions for further research arising from the findings and conclusions of the study need to be looked into.

Due to time limitations, this study did not involve all the stakeholders in education. Therefore the researcher recommends that there is need for a study on the perceptions of parents, sponsors and the community at large on the measures of preventing indiscipline in schools.

Secondly, similar research should be carried out in other parts of the country in order to compare findings and conclusions of the study.

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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: ....
Telephone: Embu 30962/30302
When replying please quote
No. EBU/EDU/C.20/Vol.II/64.
and date

DISTRICT EDUCATION OFFICE
P.O. Box 8-60100
EMBU
4th November 2004

The Principal
Boarding Secondary School as below:-

1. St.Pauls - Kevote Sec. School
2. Moi High School -Mbiruri Sec. School
3. St. Josephs M'Tetu Sec. School
4. Nthagaiya Girls Sec. School.
5. Gichiche girls Sec School
6. Kianjuki girls Sec. School
7. Kirimari Sec. School
8. Kangaru Girls Sec. School
9. S.A.Kyeni Sec. School
10. Gitare Mixed secondary

RE: RESEARCH AUTHORIZATION- MARGARET RWAMBA NJERU

The person under reference - Margaret Rwamba Njeru having been granted
authority by the Permanent Secretary Ministry of Education Science
and Technology vide letter Ref: MOEST 13/001/340 381/2 dated 1st
November 2004 is hereby authorised to conduct the research at your
school.

Her research area is on "Extent to which preventive measures have
been practised to avert unrest in secondary schools in Embu District"
and is within the period ending 30th January, 2005.

Please accord her the necessary assistance.

KAMAU GATHERU
DISTRICT EDUCATION OFFICER,
EMBU DISTRICT.

HEADTEACHERS QUESTIONNAIRE

You are kindly requested to answer the questions below as sincerely as possible. Respond either by putting a tick [✓] where required and make comments where need be.

Note that your anonymity will be absolutely ensured.

PART A

1. Kindly state your gender. Female ☐   Male   ☐

2. What is your academic qualification?

   (a) Diploma in Education

   (b) M.Ed

   (c) BEd

   (d) BA

   (e) BSc

   (f) Any other (specify)_____

3 (a)   Have your students been involved in any of the following

   disciplinary problems.

   Please tick the ones common in your school.

   Destruction of school property   [ ]

   Sneaking out of school   [ ]

Stealing   [ ]

Bhang smoking   [ ]

Cigarette smoking   [ ]

Drinking beer   [ ]

Disobedience to teachers   [ ]

(b)   What is done to minimize the above practices in your school?

_____

_____

_____

PART B

1.   Who do you consult while making decisions regarding students in your

school?

_____

_____

_____

2 (a) How much do students participate in the running and organisation of

your school?

A great deal   [ ]

Moderate   [ ]

Only a little –few instances   [ ]

Almost none.   [ ]

(b) In your own opinion, the amount of participation which students have in

the   organisation and running of your school:-

Should be greatly increased   [ ]

Is not as much as is desirable   [ ]

Is as much as desirable   [ ]

Is somewhat more than desirable.   [ ]

3   (a) What is the degree of the student participation in the selection of

prefects in your school?

No participation   [ ]

Some informal participation   [ ]

Strong consultation   [ ]

Actual elections   [ ]

(b) Are there special days in your school, when the students and school

administration   come together and discuss matters affecting the

school?

Yes............... [ ]   No...............[ ]

4. (a)   What role does the community neighbouring your school play in regard

to discipline in your school?

_____

_____

_____

(b) i Do you involve other members of the community such as parents, teachers and sponsors while solving discipline problems ?

     Yes...............[ ]   No...................[ ]

  ii If Yes, write down the members involved and explain why you involve them..

_____

_____

  iii   If No, Why don't you involve them?

_____

_____

(c) i) Do you think their involvement in school affairs has any role to play towards maintaining discipline among students ? Please explain your answer.

_____

_____

_____

5. a) Is there a Guidance and Counseling unit in your school?

        Yes............   No.............

(b) Besides the professional training, has the person in-charge of Guidance and Counseling attended training as a counselor?

        Yes......................   No..........................

(c) (i) Is the counselor effective in his/her work?

   Yes.................[ ]   No.................[ ]

(d) In your opinion do you think students benefit from guidance and

   counselling. Please explain your response.

_____

_____

_____

(e) What challenges if any, faced by teachers in-charge of the unit?

_____

_____

_____

_____

(f) In your opinion what more should be done to enhance the role

   played by guidance and counselling in maintaining discipline among

   students.

_____

_____

_____

PART C

1) a. In September 2001, the Ministry of Education, led by the Director of Education, Naomy Wangai released a report on Discipline and Unrest in Secondary Schools. Did your school get the circular on this report?

Yes.....................[ ]   No......................[ ]

b. What were some of the proposed measures given in regard to maintaining discipline in secondary schools?

_____

_____

_____

_____

_____

c. Is your school practising these proposed measures so as to ensure discipline among students?

Yes...............[ ]   No...............[ ]

d. If Yes, state the ones used in your school.

_____

_____

_____

2) a What are the challenges you face while practising the recommended measures to curb indiscipline in school?

_____

_____

b. What do you think should be done to curb the challenges you have mentioned above?

_____

_____

_____

3. Kindly give suggestions as to how Wangai's report on Discipline and Unrest in Secondary Schools can be made more effective in our secondary schools.

_____

_____

Thank you very much for your Co-operation

TEACHERS' QUESTIONNAIRE

You are kindly requested to answer the questions below as sincerely as possible. Respond either by putting a tick [√] where required and make comments where need be.

Note that your anonymity will be absolutely ensured.

PART A

1. Kindly state your gender. Female ☐   Male   ☐

2. What is your academic qualification?

   (g) Diploma in Education

   (h) M.Ed

   (i) BEd

   (j) BA

   (k) BSc

   (l) Any other (specify)_____

3 (a)   Have your students been involved in any of the following disciplinary

        problems.

              Please tick the ones common in your school.

              Destruction of school property   [ ]

              Sneaking out of school   [ ]

              Stealing   [ ]

              Bhang smoking   [ ]

              Cigarette smoking   [ ]

Drinking beer   [ ]

Disobedience to teachers   [ ]

(b)   What is done to minimize the above practices in your school?

_____

_____

PART B

1.   Who are involved in making decisions regarding students in your school?

     a)   Teachers   [ ]

     b)   Students   [ ]

     c)   Headteacher   [ ]

     d)   Any other (specify)_____

2 (a)   How much do students participate in the running and

       organisation of your school?

           A great deal   [ ]

           Moderate   [ ]

           Only a little –few instances   [ ]

           Almost none.   [ ]

(b)   In your own opinion, the amount of participation which students

      have in the organisation and running of your school:-

           Should be greatly increased   [ ]

           Is not as much as is desirable   [ ]

Is as much as desirable   [ ]

Is somewhat more than desirable   [ ]

3   (a)   What is the degree of the student participation in the selection of

prefects in your school?

No participation   [ ]

Some informal participation   [ ]

Strong consultation   [ ]

Actual elections   [ ]

  (b)   Are there special days in your school, when the students and

school administration come together and discuss matters

affecting the school?

Yes.............. [ ]   No...............[ ]

4. (a)   What role does the community neighbouring your school play in regard

to discipline in your school among students?

_____

_____

_____

(b) i   According to your observation, does the headteacher involve other

members of the school community such as parents, teachers and

sponsors in solving discipline problems ?

Yes..............[ ]   No....................[ ]

ii   If Yes, write down the members involved.

_____

_____

iii   If No, Why do you think he does not involve them?

_____

_____

(c) i)   Do you think their involvement in school affairs has any role to

play towards maintaining discipline among students ? Explain

your answer.

Yes................[ ]   No....................[ ]

_____

_____

_____

5. a) Is there Guidance and Counseling unit in your school?

Yes............   No.............

(b)   Besides the professional training, has the person incharge of

Guidance and Counseling attended training as a counselor?

Yes........................   No...........................

(c) (i) Is the counselor effective in the work? Explain your response.

_____

_____

_____

(d)   In your opinion do you think students benefit from guidance and

counselling. Please explain your response

_____

_____

(e) In your opinion what more should be done to enhance the role

played by guidance   and counselling in maintaining discipline

among students.

_____

_____

_____

PART C

1) a.   In September 2001, the Ministry of Education, led by the Director of

Education, Naomy Wangai released a report on indiscipline and unrest

in schools. Did your school get the circular on this report?

Yes...................[ ]   No......................[ ]

b.   What were some of the proposed measures given in regard to

maintaining discipline in secondary schools?

_____

_____

_____

_____

c. Is your school practising these proposed measures so as to ensure discipline among students?

Yes...............[ ]   No...............[ ]

d   If Yes, state the ones used in your school.

_____

_____

_____

2) a.   What are the challenges you face while practising the recommended measures to curb indiscipline in school?

_____

_____

_____

b   What do you think should be done to curb the challenges you have mentioned   above?

_____

_____

_____

3) Kindly give suggestions as to how Wangai's report on Discipline and Unrest in Secondary Schools can be made more effective in our secondary schools.

_____

_____

_____

Thank you very much for your Co-operation

STUDENTS' QUESTIONNAIRE

You are kindly requested to answer the questions below as sincerely as possible. Please respond by ticking [✓] where required and make comments where need be. The information you give will be treated confidentially.

PART A

1. Your gender: Male [ ]   Female [ ]

2. Type of your school   Girls only   [ ]

                        Boys only   [ ]

                        Mixed   [ ]

3.a) The following are common practices among secondary school students. Tick [✓] the ones common in your school.

    (i)   Sneaking   [ ]

    (ii)   Bhang Smoking   [ ]

    (iii)   Cigarette smoking   [ ]

    (iv)   Stealing   [ ]

    (v)   Drinking beer   [ ]

    (vi)   Destruction of school property [ ]

    (vii) Disobeying teachers   [ ]

    (viii) Fighting   [ ]

b)   What is done to minimize the above practices in your school?

_____ _____

_____ _____

PART B

1.   Who are involved in making decisions regarding students in your

school?

a)   Teachers   [ ]

b)   Students   [ ]

c)   Headteacher   [ ]

d)   Any other (specify)_____

2 (a) How much do students participate in the running and organisation of

your school?

A great deal   [ ]

Moderate   [ ]

Only a little –few instances   [ ]

Almost none.   [ ]

(b) In your own opinion, the amount of participation which students have

in the organisation and running of your school -

Should be greatly increased   [ ]

Is not as much as is desirable   [ ]

Is as much as desirable   [ ]

Is somewhat more than desirable. [ ]

3   (a) What is the degree of the student participation in the selection of

prefects in your school?

          No participation   [ ]

          Some informal participation   [ ]

          Strong consultation   [ ]

          Actual elections   [ ]

(b)   Are there special days in your school, when the students and school

administration come together and discuss matters affecting the

school?

          Yes............... [ ]   No...............[ ]

(c) Approximately how many times in a week, month or term, does such

meetings take place?

_____

_____

_____

_____

4. (a) What role does the community neighbouring your school play in regard

to your school affairs?

_____

_____

_____

(b) (i) Do some of these activities have a negative impact in your school

or students in general?

Yes................[ ]   No................[ ]

(ii)   If Yes, what are some of the negative impacts.

_____

_____

_____

(iii)   If No, please list ways and means of how the community may

have enabled your school to achieve its goals.

_____

_____

_____

(c) i According to your observation, does the headteacher involve

other members of the school community such as parents, teachers

and sponsors in solving discipline problems ?

Yes...............[ ]   No....................[ ]

ii   If Yes, write down the members involved.

_____

_____

iii   If No, Why do you think he does not involve them?

_____

_____

(d) Do you think their involvement in school discipline has any role to play towards maintaining discipline among students ?

Yes.................[ ]   No....................[ ]

(e) If Yes, please list ways and means of how they have enabled your school to maintain discipline.

_____

_____

_____

(f) If No, explain how it is related to unrest and indiscipline in the school

_____

_____

_____

5. (a) Is there a Guidance and Counseling unit in your school?

Yes.............[ ]   No............[ ]

(b) If Yes, how often are you guided and counseled whether individual or as a group per term?

Very Frequently   [ ]

Frequently   [ ]

Rarely   [ ]

Never   [ ]

(c)   In your opinion do you think students benefit from guidance and counselling. Please explain your response.

_____

_____

_____

_____

(d)   In your own opinion what more should be done to enhance the role played by guidance and counselling in maintaining discipline among students.

_____

_____

_____

_____

PART C

1. Listed are some processes that can be used to enhance students' discipline. Please tick [✓] in the relevant column the extent to which each one of these processes is used in your school in relation to students discipline using the following key:

Very Frequently   -   VF

Frequently   -   F

Rarely   -   R

Never   -   N

Processes of enhancing students discipline.	VF	F	R	N
a) Counselling the students				
b) Dialogue with students				
c) Dialogue with parents				
d) Dialogue with Board of Governors				
e) Headteachers encourage dialogue with teachers regarding Students disciplinary matters.				
f) Headteacher allows discussion of school rules with students				
g) Students are consulted while making decisions regarding them in school.				

2. What more do you think should be done to ensure students discipline in your school?

_____

_____

_____

Thank you very much for your co-operation.

RESEARCH AUTHORISATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "Education", Nairobi
Telephone: Nairobi 334411
When replying please quote

Ref. No. **MOEST 13/001/34C 381/2**

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040 00100
NAIROBI

1" November, 2004 20......

Margaret Rwamba Njeru
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Madam

RE: RESEARCH AUTHORISATION

Following your application for authority to conduct research on "Extent to which preventive measures have been practiced to avert unrest in Secondary Schools in Embu District". I am pleased to inform you that you have been authorised to conduct research in Embu District for a period ending 30th January, 2005". You are advised to report to the District Commissioner and the District Education Officer, Embu District before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research findings to this Office.

Yours faithfully
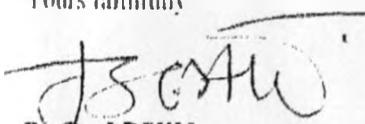
B. O. ADEWA
FOR: PERMANENT SECRETARY

Cc
The District Commissioner
Embu District

The District Education Officer
Embu District