

**The effects of discipline on students after the prohibition of corporal
punishment in Kenya: a case study of Kiruri secondary school,
Murang'a district -central province Kenya**

By

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**A research report submitted to the institute of open and distance
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DEDICATION

I Genson Gitonga hereby, dedicate this research report to my beloved wife Margaret Wangui, daughters; Mary Ann Njambi & Vyonne Mwende.

DECLARATION

I declare that this dissertation is my own work and it has not been presented to any other university for any academic award.

Signed 

GENSON GITONGA

Date 26/8/08

APPROVAL

This dissertation has been prepared under my supervision. It should be submitted to the institute of open and learning at KIU.

A handwritten signature in blue ink, consisting of a series of loops and a long horizontal stroke, positioned above a dotted line.

MS. MUTUMBA

SUPERVISOR

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LIST OF ACRONYMS

KCSE	:	Kenya Certificate of Secondary Education
KIU	:	Kampala International University
L.C	:	Local Chiefs

TABLE OF CONTENTS

CHAPTER ONE.....	1
1.0 Introduction	1
1.1 Background to the study	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study	5
1.4 Objectives of the study	5
1.5 Research questions	5
1.6 Significance of the study	6
1.7 Scope of the study	6
Definition of Key terms.....	7
1.9 List of Acronyms.....	8
CHAPTER TWO.....	9
LITERATURE REVIEW.....	9
2.0 Introduction	9
2.2 Historical perspective of students discipline in Kenya.....	9
2.2 A legal perspective of students discipline in Kenya.....	12
2.3 Effectiveness of disciplinary measure employed by teachers and Head teacher rules.....	15
2.4 Student's Disciplinary problem in secondary schools in Kenya	17
CHAPTER THREE	19
3.0 METHODOLOGY	19
3.1 Introduction	19
3.2 Research design.....	19
3.3 Area of the study	19
3.4 Population of the study.....	19
3.5 Sample procedure	20
3.5.1 Sample size	20
3.6 Data collection methods	20
3.6.1 Interviews	21
3.6.2 Observation.....	21

3.6.3 Questionnaires	22
3.7 Reliability and validity	22
3.8 Procedure for data collection.....	23
3.9 Data processing	23
3.9.1 Editing and spot checking	23
3.9.2 Coding	24
3.10 Data analysis.....	24
3.11 Limitations and solutions encountered during the study	24
CHAPTER FOUR	26
PRESENTATION OF FINDINGS AND ANALYSIS	26
4.1 Introduction	26
4.2 Procedures	26
4.2 Background information.....	26
Common students' problems in kiruri secondary school, murang'a district.....	29
Common disciplinary measures used by teachers to manage students at kiruri.....	30
CHAPTER FIVE	33
SUMMARY, CONCLUSION AND RECOMMENDATIONS	33
5.1 Introduction	33
5.2 Summary.....	33
5.2.1 Common Discipline Problems in Secondary Schools	33
5.2.2 Common disciplinary measure for management of student's by teachers and	34
5.2.3 Preferred disciplinary measure	35
5.2.4 Effective Disciplinary measure	36
5.2.5 Most effective Disciplinary measure employed by Head teachers and teachers.....	36
5.3 Conclusions	37
5.4 Recommendations	37
QUESTIONNAIRE	39
REFERENCES	43

LIST OF TABLES AND FIGURES

Table 1; Classification of respondents by sex	26
Figure 1: Classification of respondents by age.....	27
Figure 2; Respondents' marital status	27
Table 2; Qualifications attained by preschool teachers at murang'a district.....	28
Figure 3 Showing the common discipline problems among students at kiruri	0
Figure 4; Shows the disciplinary measures used by teachers to manage students at	30
Figure 5; Shows the preferred students' disciplinary measures to manage their	31
Figure 6; Most effective disciplinary measures for specific discipline problems	32

CHAPTER ONE

1.0 Introduction

The study was undertaken in order to investigate the effects of discipline on students after the prohibition of corporal punishment in Kenya. It also encompasses the background of the study, the statement of the problem, the objectives of the study, then the research questions, the scope of the study and significance of the study

1.1 Background to the study

At independence, Kenya inherited secondary schools that were mostly managed and sponsored by church organizations. The churches ensured high moral standards prevailed in the schools not only for the students but also for the teachers (Kingala 2000). The students were disciplined and committed to their studies eager to excel and secure employment in the wave of Kenyanisation programme sweeping through the country at the time.

The secondary schools were run by European head teachers who were phased out and replaced by Africans. The new African head teachers were not experienced and trained in school leadership. And that was the beginning of serious students discipline problems (MOEST, 2001)

This was followed by urgent need for expansion of secondary education opportunities to meet the insatiable thirst for higher education for the rapidly growing population (Ominde) 1964) As a result, many secondary schools were opened and students were admitted. The number increased from 95 in 1963 -601 by 1968. (Anderson 1970). Indeed the more registered a wide category of secondary schools which include ; mixed

day, mixed boarding, boys boarding, girls boarding, mixed day and boys boarding, mixed day and girls boarding, boys day and girls day secondary schools. Fresh university graduates were appointed to head schools, and where trained teachers were scarce, untrained teachers were hired in schools to impart skills, knowledge and attitudes. Those teachers were academically trained, built their ability to manage students discipline was wanting (griffin 1996). Their diplomacy measures were very brutal hence hindering the students (Anderson 1970)

As more secondary schools in Kenya were started, the ministry of education was overwhelmed by the large number of schools to inspect and ensure that standards student's discipline was maintained. As a result, discipline deteriorated to alarming proportions. There was no legal framework to regulate it. The ministry of education however intervened on students' discipline by issuing the Legal Notice (LN) 40/1972(Education act revised edn. 1980). This provided school discipline regulations for the government assisted and maintained schools. The legal notice vested the powers of disciplining students on the director of education, provisional director of education, the board of governors and the head teacher.

The legal notice also empowered the head teacher, to establish a code of school rules and regulation for her or his institution which would be reviewed from time to time besides being clear on reward and punishment in the event of breach (MOEST 2001).

The responsibility of enforcing the rules was vested on the teachers but decision to discipline errant students was left in the hands of the head teacher, deputy head teacher,

boarding and class master, depending on the nature of Misdemeanor. Besides a punishment, punishment book is kept where all discipline cases are recorded (education act 1990).

The legal notice categorized serious student discipline has continued neglect of work, lying, bullying, growth insubordination, indecency, truancy among others. To such offences appropriate punishments were prescribed to include caning or suspension from school for fourteen days. In case of the latter, the board of governors would be called to recommend expulsion of students to the director of education (DEO). The director after consultation would expel a student to terminate suspension (legal notice no.) 40/1972.

The application of the above law was not easy in achieving student's discipline in schools. The director of education often turned down the expulsion recommendations from the board of governors and demanded unconditional readmission of the errant student to the same school. Without option, the head teachers re-admitted the students and turned to caning as the next best alternative in achieving adherence to school's rules (Black and Downs, 1992).

The MOEST realized that caning as a disciplinary measure was being abused through excessive beating of students and intervened through the legal notice No. 56 of 2001 that banned corporal punishments in schools. However, the ban did not specify to the teachers the alternative disciplinary measure to apply. This led to the further deterioration of students' discipline in secondary schools. Teachers had finally got contented that caning

is a thing of the past and gradually embraced other disciplinary measures such as counseling manual work, healing among others to manage students' discipline.

This study therefore was intended to investigate the effectiveness of counseling, suspension, warning, apology, manual labour and other students' disciplinary measures currently being used in secondary school in Murang'a district.

1.2 Statement of the problem

New students' disciplinary problems had emerged and become rampant in secondary schools in Murang'a district and Kenya at large. These include rape of female students and teachers, murder of teachers and head teachers, arson attack on fellow students and school buildings and cheating in national examinations. The merging students' indiscipline had left a trail misery among student, staff and even members of the public had been named, injured, traumatized and even died. As a result there has been a cause of teachers and other stake holders that the ban of corporal punishments should be lifted.

Teachers and other administrators had embarrassed other disciplinary measures such as outselling, suspension, manual work, expulsion among others to achieve students' compliance to the school rules and regulations. However, the measure in use did not seem to effectively manage students' discipline since cases of indiscipline seemed to increase with new and serious trails emerging among students. This study intended therefore to establish the effectiveness of disciplinary measures currently used to manage students' discipline in Murang'a district after the ban of corporal punishments.

1.3 Purpose of the study

The purpose of this study was to determine the effectiveness of students' disciplinary measures being used in secondary school by teachers and head teachers to manage the students discipline after the ban of corporal punishments.

1.4 Objectives of the study

The following objectives were formulated to guide the study;

- 1) To identify students discipline in secondary schools in Murang'a district.
- 2) To investigate the effective disciplinary measures used by teachers in secondary school in Murang'a district.
- 3) To find out the preferred students disciplinary measures for boys and for girls used teachers and head teachers to manage their discipline in Murang'a district.
- 4) To determine the effectiveness of disciplinary measures employed by teachers and head teachers to manage students discipline in Murang'a district.

1.5 Research questions

The following research questions were formulated in order to address the stated objectives.

- What are the most common students discipline problems in secondary schools in Murang'a district?
- What are the disciplinary measures used by teachers and head teachers to manage the students in secondary schools in Murang'a district?

- What are the effective students' disciplinary measures taken by head teachers in Murang'a district?
- What are the effective students' disciplinary measures used by teachers in Murang'a district?

1.6 Significance of the study

The study informed head teachers, teachers and other stakeholders in the MOEST on the students' disciplinary problems in secondary schools in Murang'a district.

It identified areas that require in-service training for head teachers' and teachers effective disciplinary measures for students.

The study provided MOEST policy makers with information on effective students' discipline policies. The study helped bridge the literature gap in the area of effective disciplinary measures for students in Murang'a district.

The finding provided the significant source of reference to secondary school head teachers and other stake holders in effective disciplinary measures for students in secondary schools in Murang'a district during this era of the prohibit on corporal punishments.

1.7 Scope of the study

The study specifically covered the students disciplinary problems which include truancy, drug abuse, strikes, theft, among others and effective students' disciplinary measures such as warnings torture, suspension, expulsion, counseling, apology writing, manual

labour, grounding, payment of the damages, closing schools, clearing school dues, among others, as used in secondary schools in Murang'a district -central province Kenya.

1.8 Definition of Key terms

Boys' secondary schools

This is a type of school where only boys are admitted for four educations in Kenya

Effective disciplinary measure

A punitive action administered by a teacher or head teacher to a student who has violated then school rules and regulation.

Girls' secondary schools

A school where only girls arte admitted for four years secondary education after completing eight years in primary in Kenya.

Head teacher

A teacher who is also called the principal and appointed to be in charge of planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating, and actualizing educational boards in secondary schools in Kenya.

Mixed secondary school

A type of secondary school where boys and girls x learn together in co educational center.

Municipality division

It is a unit of provisional administration division covering a municipality and administered by the area educational officer. Murang'a district has fourteen public secondary schools.

Public secondary schools

An assembly for not less than ten students gathered for a purpose of receiving regular instructions in the institution established by the government t or local community and where the government provides teacher and the community provides physical facilities and support staff and funds used are subject to government audit.

Sneaking

An indiscipline problem where a student moves out of the school compound and returns to school's unnoticed. Year's secondary school education after completing standard eight of primary school.

1.9 List of Acronyms

BOG- Board Of Governors

DEO- District Education Officer.

LN- Legal Notice

MOEST-Ministry of Education and Science and Technology

PDE-Provincial Director of Education

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study assessed the effectiveness of disciplinary measures for students in secondary schools in Murang'a district. The primary purpose of this chapter therefore was to review and summarize the literature in students discipline and disciplinary measures in context and provide a historical perspective of students discipline in Kenya. It also provided a legal perspective of students in Kenya. Common features of school rules and regulation was also outlined. Students' disciplinary measures taken in secondary schools were discussed followed by a summary of literature review.

2.2 Historical perspective of students discipline in Kenya

According to Wanyoike (2003) the term discipline has its route from the word disciple which means faithful and obedient follower of teacher. It also refers to instruction offer to a student by teacher. Besides it is also used to refer to surveyor treatment aimed at suppressing his or her evil deeds or behavior in perused of orderly conduct. It implies training dent for self reliance and self control. Melgosa (2000) defines discipline as acquisition of internal motivation by an individual that will guide his or her behavior and help him or her make a independent and responsible decision.

Students' disciplinary measures are corrective measures or punishments a student receives from the teacher for violating established school rules and regulations. Van Pelt

(1984) argues that before any disciplinary measure is extended to a student he or she should first acknowledge the wrongs that he or she has done and seek information. She writes that since disciplinary measures are corrective the teacher must ensure that he or she is not angry with the student for the inconvenient behavior or else the student might take as personal matter.

Van pelt 1984 argues that the disciplinary measure the student receives from the teacher must be fair and consistent to the mistake he or she has done. She thinks that the student must promote respect for the teacher and self respect for him or herself other wise student fear punishment and develop defiance, resistance, and rebellion to harbor feelings of revenge.

MOEST (2001) conducted a study on students discipline and unrest in secondary schools. The objective of the study was to establish the cause of students' rampant unrest in secondary schools despite putting in place the necessary policies and management strategies. The findings were alarming about 8% of the secondary schools in Kenya went to strike in 2001 alone; the earliest student unrest was recorded at Maseno School in 1808. The number of schools experiencing unrest increased in the 1970s. The disturbances were characterized by violence and wanton destruction of school property.

According to MOEST⁵ the number of schools experiencing unrest is tremendously from 0.9 in 1980 to 8% in 2001. The figures comprise the known and recorded cases. In 1991 students took a new dimension when the male students of St Kizito mixed secondary



school invaded the girls' dormitory and eventually raped them in the mayhem that left 19 students dead. This was followed by Bombolu secondary school incident in which girls perished as the dormitory they were sleeping in was set ablaze by students. Students' indiscipline took a dramatic turn when the few students of Murang'a high school locked their prefects in their cubicle while they were asleep poured petrol and set them on fire killing four of them. As students unrest intensified there was an arson attack in 2001 at Kyanguli secondary school where 67 students lost their lives in a macabre of arson attack MOEST (2001)

Other incidences worth noting include; 1986 when the students of Nyandarua high school went on rampage destroying buildings and setting their headmaster's car on fire reducing it to shell (Agutu 1986) the students of Ngelani agricultural secondary school went on strike setting their dormitory on fire and breaking all window panes; in 2003 students of Kenyatta high school in Nakuru, numbering 1700 attacked church under construction and raised to the ground 60 mud walled houses of a neighboring village (Makoli 2003). In deed following a week of violence, the situation was so bad that the minister for education issued a ministerial statement that students would be held responsible for destruction of property, that the government would not ignore riots and acts of hooliganism in secondary schools (Akelo, 2003). These are just a few incidences that were made public.

2.2 A legal perspective of students discipline in Kenya

At independence the MOE did not establish a define regulation on students disciplinary measures. Many schools at that time were managed and sponsored by church organization. The church ensured that level of discipline, spiritual and moral standards were high (Kingala 2000). Most secondary schools were administered by European who were called master. They were feared disciplinarians (Kingala 2000). Soon they left and schools were taken by African head teachers. There was rapid expansion of secondary education opportunities to meet the initiatable thirst for higher education for the rapid growing population (Ominde, 1964). This was followed by severe shortage of trained teachers. The MOE responded by employing untrained teachers. The MOE was soon overwhelmed by the increasing number of secondary schools to inspect and ensure that quality standards were maintained with many experienced head teacher, large number of untrained teachers, and large number of schools and poor inspection standards of students discipline deterioration to alarming proportions (MOEST 2001).

To regulate student discipline, MOE issued the Education discipline regulation through (legal notice No 40/1972). The regulations vested the powers of disciplining student to the director education, provincial Education officer, the Board of Governors and the head teacher.

The legal notice empowered the head teacher to establish a code of school rules and regulations of his/ her institution and to review them from time to time depending on the needs of the school. They had to be clear on reward and punishment in the event of a

breach (MOEST, 2001). The responsibility of enforcing the rules was vested in the teacher, deputy head teacher, boarding master, house master depending on the nature of misdemeanor. All disciplinary measures taken must be recorded in the punishment Book (Education Act, 1980). The legal notice also empowered the Head teacher to suspend a student from school for not more than 14 days pending the hearing of his/her case by the BOG.

At the same time the legal notice No/ 1972. outline student disciplinary issues that the head teacher can handle to include, grave neglect of work, lying, bullying, gross insubordination, indecency, truancy among other minor discipline issues such as noisemaking, disrupting teaching, untidiness, sneaking from class among others. The headmaster was also granted power to cane students on the buttocks or palm using light switch or a strap as a disciplinary measure. Besides, in the event of mass indiscipline of students, the head teacher was granted power to declare the school closed and all students suspended for a maximum of 14 days (LN 40/1972).

The legal notice left the powers of reporting to the director of Education (DOE) to the provincial Education officer (PEO) responsible for the province in which the school is situated. The DOE was granted the power to expel a student and to terminate suspension and order readmission to the same school or to any other school.

According to the Kenyan constitution (section 74 (i) no person shall be subjected to torture or to inhuman or degrading punishment or treatment except for where punishment

is inflicted according to the law. Thus, the head teachers in secondary school were to administer disciplinary measure to student according to the laws established under the Education Act, and as stipulated in L.N No 40/1972.

According to the children's and young person Act 1968 Cap 141: laws of Kenya, the person having care or control of a child and this include the parent or the teacher is empowered to administer reasonable punishment to the child. This law gives the teacher vast power to administer disciplinary measure to a student in his/her school not obeying the established school rules and regulations.

However, the Minister of Education on 13th March 2001 repealed the relevant sections of the legal notice No 56/2001, and banned corporal punishment in school in Kenya is institutionalizing violence and child abuse by including corporal punishment in its education statute (Akelo, 2001. it was also inconsistent with other legal statute such as the children's the constitution of Kenya (MOEST, 2001). There was outcry on the ban from some unexpected quarters urging the government to rethink the ban.

The L.N No. 56/ 2001, failed to stipulate two important points disciplinary measure to be employed and the legal consequences for teachers found using corporal punishment as disciplinary measure. To compel the government to lift ban on corporal punishment, a secondary school teacher and a known students disciplinarian in Katui and Machakos District filed a case in court urging the Kenyan public not to watch helplessly as the

discipline of the their children Deteriotes due to a simple administrative order by the ministry of Education (Kaloki, 2006).

2.3 Effective of disciplinary measure employed by teachers and Head teacher rules and regulations

the Education Act (Cap 211) laws of Kenya, through the N.L No. 40/1972, and article 10, empowers the school BOG to make administrative rules and regulations pertaining to the discipline of student and also prescribe appropriate disciplinary measure for breach or non –adherence of such rules. MOEST (2001) recommended that such rule must be reviewed from time to time and student should be involved in their formulation through discussion in open forum. Once the rules are adopted every student must be given a copy to be signed in the presence of the parent or guardian as a binding contract. According to the MOEST (2001) the rules must be clear and state in unequivocal terms the reward for good behavior as well as the disciplinary measure to be meted in the event of a breach of any of the rules.

The BOG, delegated the task of formulating school rules and regulation to head teacher MOE (1987). The teacher bears the ultimate responsibility for all school discipline which he delegates to teacher and student. The head teacher manual for secondary school states clearly that each rule must be reward concise, have a purpose easy to enforce and be beneficial to the community and should be prominently displayed in each classroom and staffroom.

The school rules and regulation are generally similar depending on the type and category of school. They are designed to behavior, dressing, studies courtesy punctually, tidiness drug and substance abuse, language, meals and restricted places while, on time and punctuality that rule states that the student must attend all lessons he/she is supposed to be taught and absenteeism will not be accepted. Student must be punctual and respond to bells. On dressing, the student must be in full school uniform at all the time when in school and must also wear sports uniform and shoes when in the field.

On studied, every student must be studious and finish all assignment and home work given by the teacher in time as expected. The student must also make minimum noise whenever in the study area, and must sit for all test and examination administered by his/her respective subject teachers; this rule also regulates student's courtesy and the state that no student shall be rude to teachers, support staff or fellow students. One shall not leave the school gate without written permission. The student must obey prefects at all times. On tidiness, boys must maintain a short and well combed hair while girls hair must be combed straight and with no treatment or plaiting. The use of lipstick, face powder and cutex on nails is prohibited.

The abuse of all forms of drugs such as Tobacco, miraa, bhang and the like is banned in school. The student is also prohibited from abuse of alcohol while in and outside school. All other substances are prohibited while on meals, the rules states that all foodstuffs will be taken in the dining hall and no foodstuff should be brought to school apart from what is provided in the school. No student should skip any meal without permission and a

student must take only his/her share. It is regulated that the student must only speak English or Kiswahili when ever in school and no other language is allowed. The school laboratories, store, kitchen, library are restricted to all students. The school rules and regulations vary from one school to other depending on the type of school.

2.4 Student's Disciplinary problem in secondary schools in Kenya

Student disciplinary problems are as diverse as the category and type of secondary schools. They differ in context depending on the judgment of the teacher and his/her interpretation of likely configuration of events (Hargraves, 1975). Some student's disciplinary problems are complex and create total disruption in the flow of activities of a school. Others are off-task and non – disruptive indiscipline activities that do not disrupt planned instructions activity.

“sneaking” out of school is discipline problem that exist in all types of schools with weak security system. But very limited in day schools (Okinda, 1994), student mainly sneak out of Boarding school at night during the weekend. According to Okinda (1994), sneaking is more pronounced in boys schools which do not have official student outings. In schools where students enjoy freedom to go out in the evening before supper or on the weekends the vice is unknown (Gikandi, 2004).

Drug and substance abuse is a serious discipline problem in secondary schools in Kenya. According to article in school and careers (SC) (Wambui, 2005), “schools are losing war against drugs”, the Kenya committee for prevention of alcoholism and drug dependency reported that underage drinking of alcohol and use of drugs as Tobacco and Bhang,

damages the region of the Brain that is crucial in forming adult personality reasoning, planning and behavior. The report argued that alcohol is the most abused drug followed by tobacco and Bhang among students and showed that 42% of the student drink beer, 41% wine 32% liquor and 15% changa/ in Muranga disatriet, drug and substance abuse have been reported to have caused students strikes in some schools MOEST (2001). Drug and substance abuse is very prevalent in boys' Boarding schools according to the report.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

In this chapter, the researcher highlighted on the research design, research area, population size, research instruments, data collection methods that were used, data analysis and validity and reliability of data.

3.2 Research design

The study used a combination of both qualitative and quantitative research design for the purpose of making valid conclusions.

3.3 Area of the study

The study was conducted in Kiruri secondary school, Marafna district-central province Kenya and examined the effects of discipline on students after the prohibition of corporal punishment. The specific attention was made on teacher and how students are punished in the selected school.

3.4 Population of the study

The study population ranged from science staff members from the selected school and the students within the respective school. Most of the respondents comprised of students.

3.5 Sample procedure

The study used both random sampling and purposive sampling procedures. Purposive was used to select different activities in the area of investigation in order to get the required data and information. Random sampling was used because respondents have equal chances of being selected.

3.5.1 Sample size

The respondents were randomly selected and categorized. They comprised of both sexes but of different marital statuses and age groups and the study used 50 respondents.

This was intended to get a variety of views and unbiased response which made the study a reality. Also this sample size was selected since, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to under take more complex statistical analysis, as most of these analyses require a minimum sample of 30.

3.6 Data collection methods

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the effects of discipline on students after the prohibition of corporal punishment by reading newspapers, journals, text books plus the already existing work on internet and magazines. Primary data was got from the field by use of the following methods;

3.6.1 Interviews

This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely:

Structured interview in which the responses by the participants were brief and specific.

Unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual.

The researcher carried out interviews with teachers and head teachers, using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also has an element of flexibility. These persons were interviewed individually so as to get independent answers.

3.6.2 Observation

This involved the use of personal intuition based on different body senses, for example seeing (eye) hearing (ear) touching (hand) smelling (nose). Observation can be used in three main ways, namely;

Naturalistic observation. Here, the presence of the researcher was not known. He hid himself

Passive observation. The presence of the researcher was known but his role in the activity was hidden. He did not participate at all.

An active observation. The presence of the researcher was known to the participants. The observer played a leading role to bring out information.

3.6.3 Questionnaires

This is the discussion in written form whereby the responses of the participants are put on paper provided by the researcher, the questionnaire will also be in two forms, namely:

Open-ended questionnaire in which the responses by the participants were free according to their understanding.

The close-ended questionnaires in which responses are provided by the researcher and the participants one of them accordingly, for example strongly agree, agree or strongly disagree.

The researcher left out questionnaires to mainly the literate group. These included; staff members and some students. These had guiding questionnaires which the researcher will give to individual respondents to fill. The researcher will give some two days to respondents to study and fill the questionnaires. He will request the respondents to ask for clarification where they will not understand.

3.7 Reliability and validity

In order to ensure and maintain a high level of reliability and validity in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which were open ended in nature by use of questionnaires from the students, and teachers. The questions set had enough space to give appropriate responses. Close ended questions were also used.

3.8 Procedure for data collection

After the approval of the proposal by the responsible authority at the school of education, the researcher got an introductory letter from the institute of open and distance learning KIU to progress to the field for data collection. The researcher presented the letter to the LCs of Kiruri secondary school, Murang'a district-central province Kenya, who later introduced him to different L.C.I officials who assisted him to make sampling frames with the help of other relevant respondents. The researcher made appointments with respondents on when to meet them. The interviews were conducted in staff rooms and in compounds of the schools. The structured interviews were of about 30 minutes. The in-depth interviews were for about an hour.

The researcher took the questionnaires to respondents preceded by a briefing about the purpose of the questionnaires and asked them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of respondents from the area of study was also carried out by the researcher.

3.9 Data processing

3.9.1 Editing and spot checking

The researcher edited and spot checked during and after each interview with the respondents. This ensured that information given is logical, accurate and consistent.

Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.9.2 Coding

This ensured that all answers obtained from various respondents were given codes and classified into meaningful forms for better analysis.

3.10 Data analysis

The data filled in the questionnaires were copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables and calculated in terms of percentages and presented in this study.

3.11 Limitations and solutions encountered during the study

In the study the following limitations were met:

The major limitation of the research was inadequacy of financial resources. Visiting the schools in the district for data collection several times turned out to be expensive in terms of transport however, this was solved by the obtaining extra funds from family members, colleagues and good friends.

There was mounting pressure from the administration for students to complete the research on schedule which affected the quality of research.

The study required a lot of time to be dedicated to collecting substantial data from one respondent to another making observations, continuous review of literature, data analysis

and report writing and this was worked out by devoting more time on the research work by reducing on the leisure time at his disposal.

Some of the targeted respondents were not willing to set aside time to respond to the investigator's questions thus some how end up frustrating the researcher's efforts to collect substantial data. The researcher is also faced a problem of some rude and hostile respondents, this was as well solved by both seeking prior permission and remaining calm.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND ANALYSIS

4.1 Introduction

This chapter shows how the collected data from the previous chapter was analyzed and interpreted.

4.2 Procedures

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables which was calculated in terms of percentages and presented in this study as illustrated below.

4.2 Background information

Respondents were asked to state their sex and the results are shown table 1.

Table 1; Classification of respondents by sex

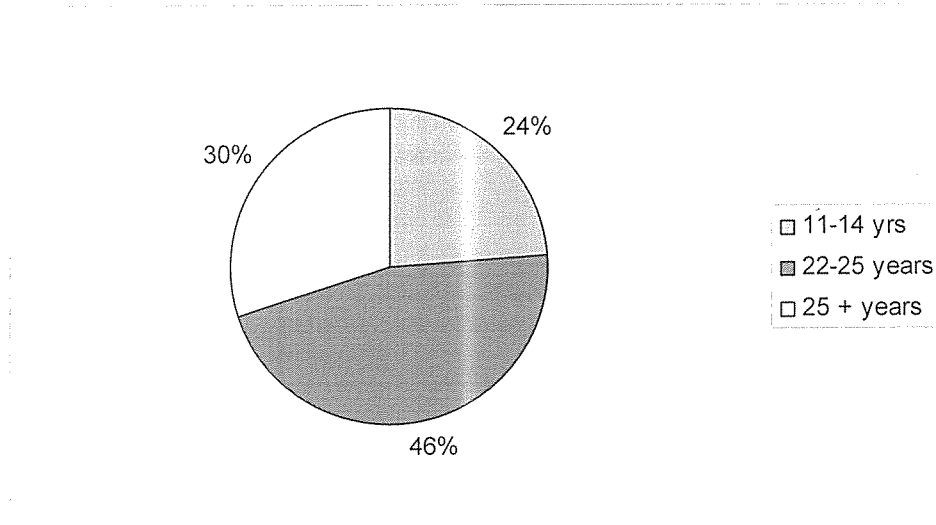
Sex	Frequency	Percentage
Female	32	64
Male	18	36
Total	50	100

Source: primary data

During the field study, it was found out that, the biggest number of respondents from the visited schools in the zone were females as it was represented by 64% and 36% of the

respondents were males, implying that, girls/women to a greater extent participated in the study.

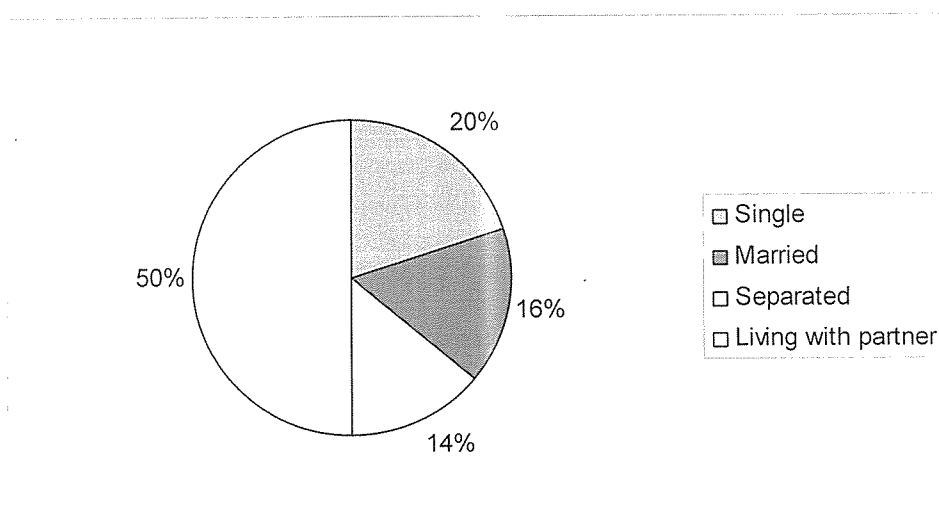
Figure 1: Classification of respondents by age



Source: primary data

Figure 1 shows that the biggest percentage of the respondents were in age bracket of 22-25 years, where as 24% represents pupils who were in the age bracket of 11-14 years, then 30% of the respondents (teachers) were in 25 years and above.

Figure 2; Respondents' marital status



An assessment of the respondents' marital status was as follows; the biggest percentage of the respondents were found to be living with their partners as shown by 50% where as 20% of the interviewees attributed to be single, 16% of them said that they are married, implying that they have their own problems, then 14% of the respondents in the zone where the interviews were held from attributed that they separated, implying that, they are to a greater extent have their own problems by relationships as illustrated in Figure 2 above.

Table 2; Qualifications attained by preschool teachers at Murang'a district

Qualification	Frequency	Percentage
KCSE	08	17
GATI	04	12
Degree	06	15
Diploma	10	26
A' level	12	30

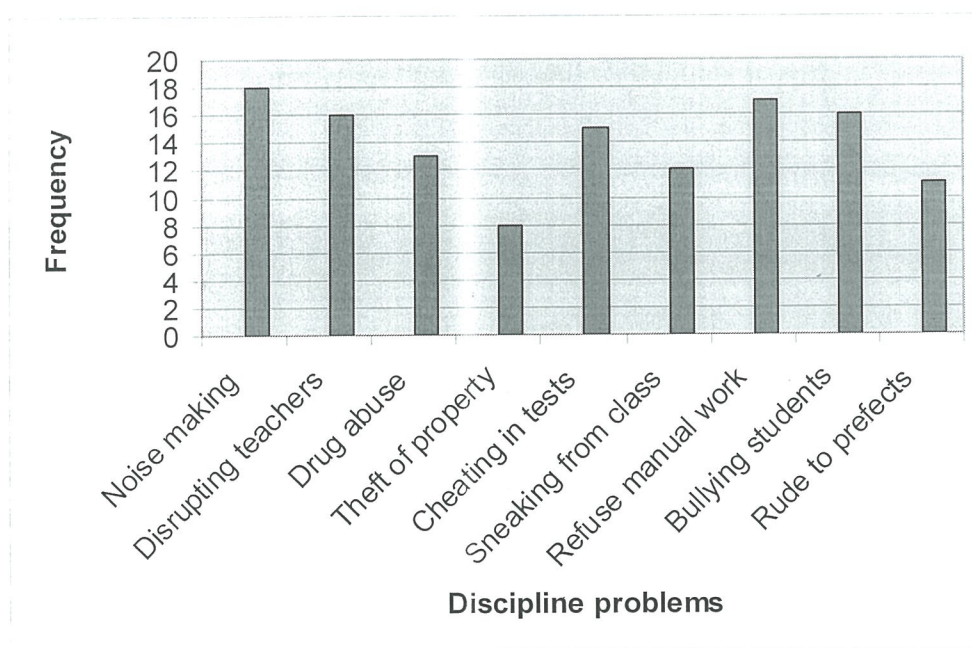
Source: primary data

From the above illustration the researcher found out that, 26% teachers had attained Diploma in education and 30 of them had attended Advanced level certificate in education where as 17% of the interviewed respondents attributed to have attained KCSE, implying that teachers at Kiruri secondary school, Murang'a district had attained qualifications in different fields.

Common students' problems in kiruri secondary school, murang'a district

The study focused on the level of prevailed of (20) disciplined problems that are experienced in secondary schools. These include noise making, disrupting teachers, sneaking from class, untidiness disinterest in leaning, rudeness to prefects and teaching refusing to do punishment and manual work truancy one and substance abuse, defacing property, assaulting teachers bullying students, students strike, sexual immorality arson attack, fighting, theft and cheating in test/examinations.

Figure 3 Showing the common discipline problems among students at kiruri secondary school



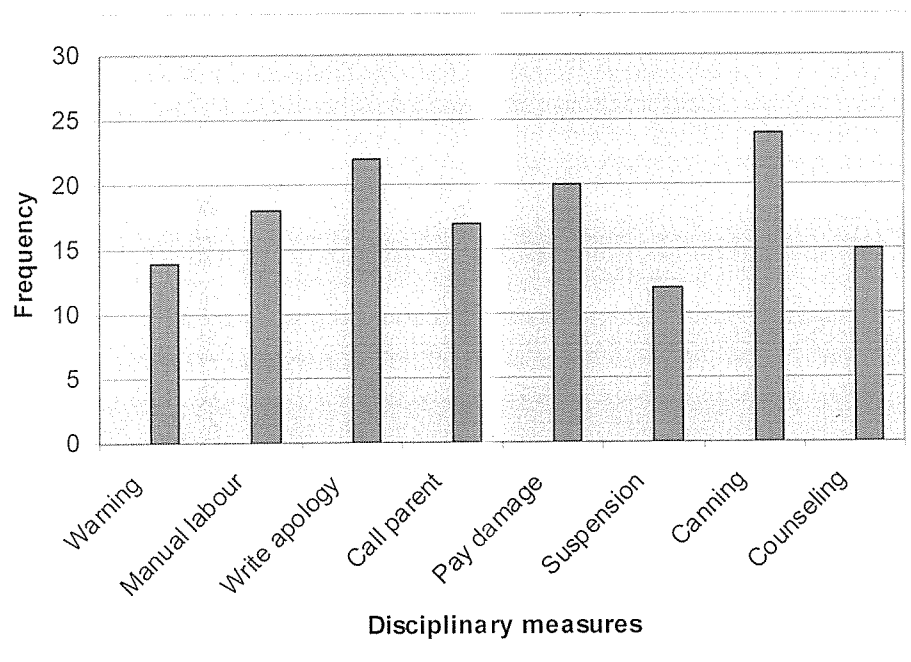
Source: primary data



Common disciplinary measures used by teachers to manage students at kiruri secondary school

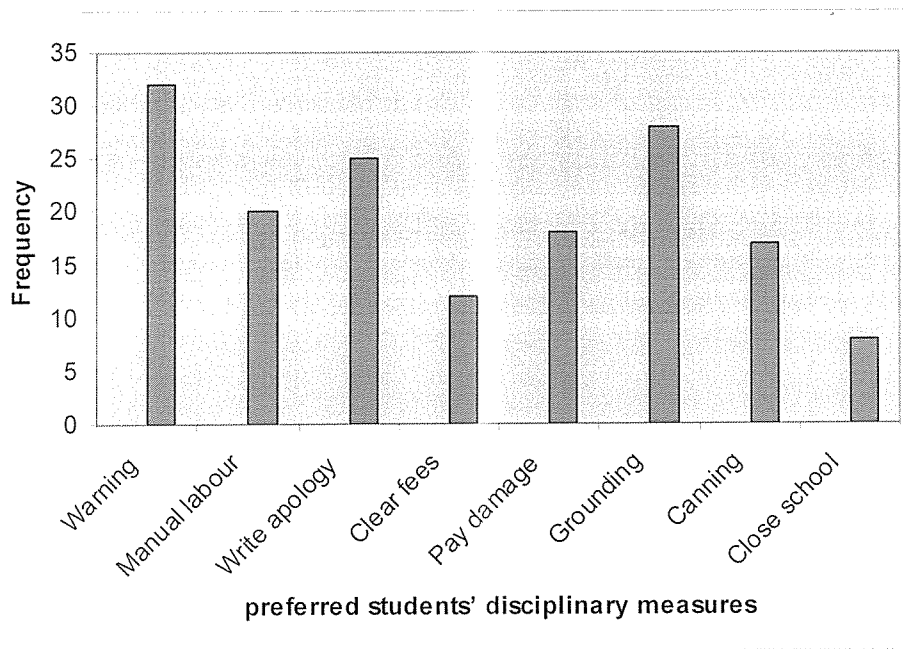
The study also investigated the common disciplinary measures used by teachers to manage students. Among the various measures received by the researcher were as follows; warning, grounding, manual labour, writing apology, counseling, calling parent, clearing fees due, close school, pay damages, suspension and canning.

Figure 4; Shows the disciplinary measures used by teachers to manage students at Kiruri secondary school



From the above figure, it clearly stated that, he most commonly used disciplinary measure is counseling.

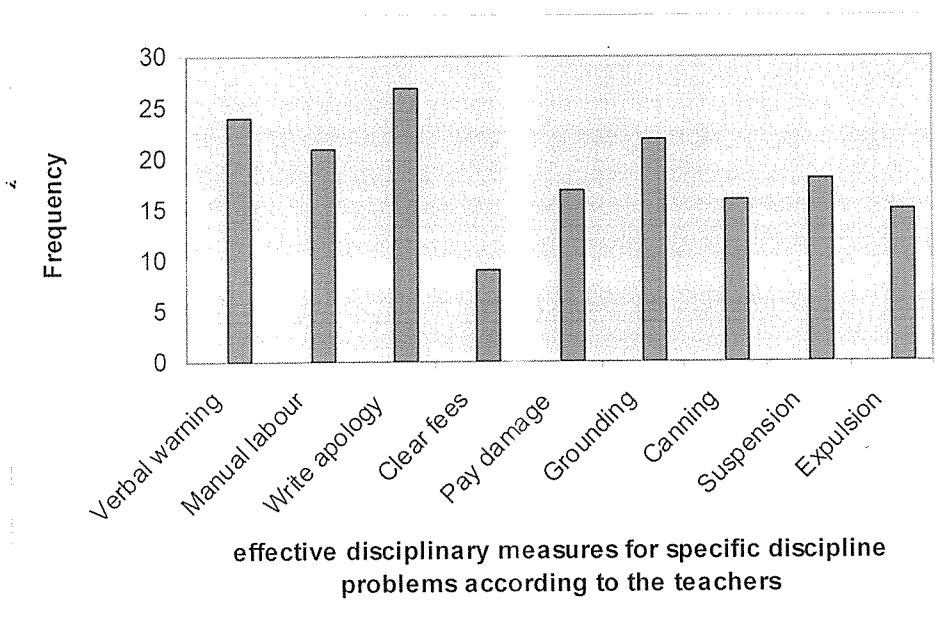
Figure 5; Shows the preferred students' disciplinary measures to manage their discipline at kiruri secondary school



Source: primary data

During the study in the field, it was found out that students strongly preferred warning as one of the disciplinary measure to manage their discipline which was represented by 33% of the respondents implying that almost every students liked it because it has almost no harm to any student who has done any wrong, while manual labour and writing apology represented with 20% and 24% of respondents where as responses like clearing fees and damage payment noted with 11% and 17% were less liked by students as one of the disciplinary measures to manage their discipline, also to notice grounding a disciplinary measure surprisingly was strongly liked by three student noted in the figure above with 29% of the respondents, and very few respondents supported canning and school closing measures as the best actions to be used represented with 17% and 8% of the respondents in the above figure.

Figure 6; Most effective disciplinary measures for specific discipline problems according to the teachers



Source: primary data

Various responses were given by the respondents when asked the most effective disciplinary measures for specific discipline problems according to the teachers which included the following: verbal warning, manual labour represented by 24% and 21% of respondents, also writing apologies and clearing, fees were also among the responses given with a percentage of 27% and 8% while paying damages and grounding were represented with 15% and 20% of the respondents, canning, suspension and expulsion measure represented with 15% , 17% ,14% were also among the responded measures that were put forward by the teacher during the field study as shown in the previous figure above.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this part of the study, the researcher has summarized his field findings, provided the conclusion and recommendations.

5.2 Summary

5.2.1 Common Discipline Problems in Secondary Schools

Secondary schools experience students discipline challenges. The study established that theft of student properties is a serious problem.

The students are stealing among themselves and they are reported to the teachers and Head teachers. The recommendation is that such students be expelled. Noise making is very common discipline problem probably associated with idleness. The students want noise makers to be assigned manual work and teachers. A student cheating during test is a serious problem students must be made to work for honest grades and Head teachers, Teachers and students say the most effective way is through counseling.

Drug and alcohol abuse is common problem in secondary schools. But teachers think it is a very serious problem. The solution being proposed by the head teachers, teachers and students is that such students be counseled. Destruction of property by the student is a common discipline problem. To elevate that the teachers, students Head teachers argue threat the most effective measure is to charge them damages.

Discipline problem such as arson attack in secondary school are rare (8%). Infarct many secondary schools have not experienced it. However students, teachers and Head teachers recommend that the most effective disciplinary measure for it is suspension, awaiting their case to be head by full Board of Governors.

Though student's strikes are thought to be common discipline problem in secondary schools the study revealed that the prevalence level is only (18%). But when they happen they are mass actions that affect the whole school community. The teachers are recommended that the most effective disciplinary measure for strikes are payment of damages, suspension of students, while Head teachers recommend that the schools be closed for the maximum two weeks the students are suspended.

According to the findings of the study only teachers think that the students are greatly involved in sexual immorality (57%). Only 12% of the students accept that it is a discipline problem in schools. However they accept that such a student should be suspended from school while teachers and Head Teachers prefer counseling.

5.2.2 Common disciplinary measure for management of student's by teachers and Head Teachers

the study was on eleven (11) discipline measure for management selected which included warning, grounding, manual work, writing apology, counseling, calling parents, clearing fees dues. Closing schools, payment of damages, suspension and canning. The teachers

think that the most commonly used disciplinary measure is counseling (99%). This means that teachers are more often than not ready to talk to their students.

As well, (93%) of Head Teachers think that the same. The teachers and Head teachers counseling as a disciplinary measure commonly on untidiness, drugs and alcohol abuse, sexual immorality, fighting and cheating in test. These are social vices it is also clear from the study that teachers and Head Teachers are careful to use disciplinary measures that involve of the people outside that school community such as parent. These include payment of school fees due and closing the school in the wake of strike. From the study it is evident that use of inhuman and tortures disciplinary measures such as grounding (46%) and canning (16%) are rare. This means that teachers are abiding largely with Ministry of Education ban of canning, manual labour (19%) very popular with teachers as a disciplinary measure. This is because teacher will give punishment such as clearing or sweeping the classroom and therefore improve the level of cleanness of the school.

5.2.3 Preferred disciplinary measure

It is established from the study that students and Head Teachers prefer disciplinary measure that are non offensive and reconciliatory punishment such as counseling, warning and writing apology, punishment that are painful like canning are unpopular. Punishment when the student is sent Home and which would later involve the parent is also undesirable among student. Fewer girls than boys would of their school to be closed and he sent Home compared to the boys canning is the least preferred disciplinary measure.

5.2.4 Effective Disciplinary measure

It is clear from the study that the teacher's students and Head teacher regard counseling (83%) as the most effective disciplinary measure. Calling parents to discuss student discipline is the second most effective measure (80%). Other discipline measures with highly effective ratings are suspension (77%), payment of damages (75%) and manual labour (69%). The least effective disciplinary measure are closing of the school (22%) torture/grounding (32%), canning (34%) and clearing fees dues (34%). Teachers unlike students and Head teachers still regard canning (58%) as an effective disciplinary measure.

5.2.5 Most effective Disciplinary measure employed by Head teachers and teachers for specific students Discipline problem.

Cross tabulation of disciplinary measure with specific discipline problem according to Head teachers, teachers and students was done. It is established that counseling is widely effective disciplinary measure for many discipline problems experienced in public secondary school in Murang'a district. Compared to the teachers and students the Head teachers think that involving the parents in setting a discipline problem is more effective than any other disciplinary measure. This is probably because by the time a discipline student reaches the Head teacher, teacher might have applied other discipline measure and failed.

5.3 Conclusions

1. Discipline problems are rampant in secondary schools
2. Students are ready to pay damages when they destroy school property
3. Students are not reliable in exposing some discipline problems among them such as drug abuse and sexual immorality. They will conceal their vices.
4. Counseling is a common discipline measure where the discipline problem relates to need for social adjustment but the student. These include cheating in test, sex immorality fighting, and untidiness, drug and alcohol abuse.
5. Schools have gradually become institutions where violation of human right for the students has reduced. Very limited canning (16%) is captured from the study. Thus many teachers and Head teachers have embraced other discipline measures and therefore informed with Ministry of Education.
6. Head teacher finds it very effective to involve the parent in solving discipline problems for the student.

5.4 Recommendations

1. That a stray counseling department is needed in schools to counsel students on wide range of discipline issues. It is the most effective disciplinary measure according to this study.
2. NACADA campaign against drug abuse should be directed into schools. Since (54%) of all respondents say it's prevalent.
3. For such discipline cases associated with assault, bullying, arson attack, there is a strong recommendation that such students be suspended from school awaiting their cases to be heard and determined by a full Board of Governors. This implies

that the teachers, students and Head teacher want fairness and justice on the students before they are expelled from school.

4. Ministry of Education should never lift the ban on corporal punishment. Majority of teachers and Head Teacher (84%) have managed students discipline without the cane.

QUESTIONNAIRE

Introduction

Dear respondent,

I am a student of Kampala International University conducting a research study as a requirement for the award of a bachelors degree in education. I kindly request you to spare some time and fill this questionnaire. The information given will be used for academic rationality only and will be delighted with paramount confidentiality. Your teamwork will be decidedly appreciated.

QUESTIONS

1. a) Name of the school.....

2) Gender?

a) Female ☐

b) Male ☐

b) Age?

13-15years ☐

16-20years ☐

21-23years ☐

24 and above ☐

c) Class?

• F.1-3 ☐

• F.4 ☐

Below is table of some students discipline problems assumed to exist in any secondary school. Indicate your opinion if the problem is very common, non existent in your school.

Mild discipline problem	Very common	Common	Non-existent
1. Noise making			
2. Disrupting teaching			
3. Sneaking from class			
4. Untidiness			
5,. Disinterested			
Moderate discipline problem			
1. Rude to prefects			
2. Refusing to do punishments			
3. Refusing manual work			
4. Rude to teachers			
5. Truancy			
Severe discipline problem			
1. Drug and substance abuse			
2. Defacing property			
3. Assaulting teachers			
4. Bullying students			
5. Students strikes			
6. Sexual immorality			
7. Arson attack			
8. Fighting			
9. Theft			
10. Cheating in test			

(2) In your opinion which of the disciplinary measures are effective not effective, not sure in managing students discipline in secondary school

Disciplinary measures	Effective	Non effective	Not sure
1. verbal warning			
2. Grounding			
3. Manual labour			
4. Write apology			
5. Counseling			
6. Call parents			
7. Clear fees dues			

8. Closing school			
9. Pay damages			
10. Expulsion			
11. Suspension			
12. Canning			

(3) In your opinion tick (✓) if the disciplinary measure is effective not effective not sure

Disciplinary measure	Effective	Not effective	Not sure
1. Warning / apology			
2. Torture (kneeling)			
3. manual labour			
4. Counseling			
5. Calling parents			
6. Suspension			
7. Expulsion			
8. Canning			
9. Closing school			
10 Clearing fee dues			
11. pay for damages			

(4) Disciplinary problems have been classified in this study as mild, moderate and severe. Please tick (✓) if they are very common, common, non-existent in your school.

Mild discipline problem	Very common	Common	Non-existent
1. Noise making			
2. disrupting teaching			
3. Sneaking from class			
4. Untidiness			
5. Disinterested in learning			
Moderate discipline problem			
1. Rude to prefects			
2. Refusing to do punishments			
3. Refusing manual work			
4. Rudeness to teachers			
Severe discipline problems			
1. Drug and alcohol abuse			
2. Defacing properties			
3. Assaulting teachers			
4. Bullying students			
5. Students strikes			
6. Sexual immorality			
7. Arson attack			
8. Fighting			

9. Theft			
10. Cheating			

(5) In your opinion tick (✓) if the disciplinary measure effective not effective, not sure

Disciplinary measure	Effective	Not effective	Not sure
1. Warning/ apology			
2. Torture (kneeling)			
3. Manual Labour			
4. Counseling			
✓ 5. Calling parents			
6. suspension			
7. Expulsion			
8. Canning			
9. Closing school			
10. Clearing fee due			
11. pay damages			

A disciplinary measure you opt for your student may be effective, not effective or you are not sure to manage student's discipline. How do you rate them?

Disciplinary measure	Effective	Not effective	Not sure
1. Warning/ apology			
2. Torture			
3. Manual			
4. Counseling			
5. Calling parents			
6. suspension			
7. Expulsion			
✓ 8. Canning			
9. Closing school			
10. Clearing fee due			
11. pay damages			

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