

**STUDENTS' DISCIPLINE AND SOCIAL OUTCOMES IN SELECTED  
SECONDARY SCHOOLS IN MIGWANI DISTRICT-  
KITUI COUNTY-KENYA**

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In Educational Administration and Management

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BY

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April 2012



## DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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Name and Signature of Candidate



30-4-2012

Date



## DECLARATION B

"I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

Timothy Seke

[Signature]

Name and Signature of Supervisor

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Name and Signature of Supervisor

30<sup>th</sup> April 2012

Date

Date



## **DEDICATION**

I dedicate this work to my family for their love and care. I owe this work to you! My beloved husband, Japheth Mwendwa Kathitu, my four daughters, Angela Musangi, Grace Ukumu, Pauline Kanyiva, Faith Mwendu and finally my granddaughter Susan Wisely.

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May them almighty God bless you all.

## **ABSTRACT**

The study was about students' Discipline and social outcomes in selected secondary schools in Migwani District, Kenya. The study was guided by the following objectives; to determine the profile of the respondents, to establish the level of Students' discipline, to establish the level of Social Outcome, and to find out the relationship between level of Students' Discipline and the level of Social Outcome. Using eight selected schools out of 15 in the District, the respondents of the study were basically 231 teachers in the selected schools in the constituency. The study employed descriptive correlations design. The findings of the study included that: the level of students' discipline in the secondary schools in the district is satisfactory, the level of social outcomes is also satisfactory, and that there is a strong positive relationship between level of Students' Discipline and level of Social outcomes. The study recommends that Parents and teachers should endeavor to improve on the discipline levels of their children since this is an effect influential on social outcomes. The study further recommends that more sanguine disciplinary measures should be adopted in the societies so as to mitigate the rebellious effect of Corporal punishments among the juveniles.

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the study**

The influence of social factors in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that social factors be evaluated in light of subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Prominent among the services rendered by guidance and counseling personnel in secondary schools are Information, Appraisal, Referral, Guidance, Counseling and Planning, Placement and follow-up services for the proper guidance of students.

Despite this recommendation, reflecting on social factors has remained wanting in helping curb indiscipline in schools and the society at large, which has been increasing. Infractions that espouse ill social ramifications include: assault, arson, fighting, theft, and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%). This increased to 187 (7.2%) in 1990 (Simatwa, 2007). These cases have continued to increase unabated to the extent that, in 2001 the Ministry of Education introduced guidelines on safety in schools.

This move led to the need for a new approach to education to be formulated and a new management strategy of how order is to be created in schools. This need together with the escalating destructive tendencies is what Stoops, Raffer and Johnson (1981) maintained that, many students' discipline problems that occur in secondary schools might not exist if social services were

correctly evaluated. All these incidents make it necessary to strengthen guidance and counseling services in the management of student discipline in schools. This call can also be realized from the words of Oliva (1989) that, what is lacking is a type of discipline, which empowers an individual to take responsibility for his action in a socially acceptable way.

Discipline problems occur when a student refuses to obey rules of the classroom or school. Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules be presented in written format and that the punishment for violations be specified. Rules must also relate to the stated function of education or the school process and, again, common sense must prevail in establishing disciplinary action for breaking a rule. Teachers, in making rules for individual classroom behavior, should constantly be reminded of this principle. Furthermore, all students must be aware and prudent of the rules before disciplinary action can be administered. Franken, R.E. (1998). Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioral codes for their lives. It is important that parents work in-cooperate with their child's school, and not just leave the school alone in the dark. Discipline problems can be dealt with much more effectively if both parties could share the similar and ideal vision which, leads to prolific missions. We are all part of the society and our behavior will reflect current values and mores. Young students are particularly impressionable and vulnerable if much of their behavior is learned and they will copy and act out what they observe to be fashionable and attractive (Feldman, R.F.S., 1996).

Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition. Serious breaches of school discipline policy can have profound negative effects on teachers. Teachers subjected to abuse or intimidation report experiencing fears for their safety, lack of sense of dignity at

work, intense feelings of anger, humiliation or shame, isolation and depression. Some teenagers may never reveal the nature of the incident or its impact on them. In such cases, the confidence of the teacher has been undermined; his/her sense of personal safety violated and the perpetrator has not been sanctioned. Slavin, R.E. (2003). One of the most widespread reasons for bad discipline however is usually a student's inability to cope with the tasks. The noisiest students will demonstrate their frustration by loud outbursts, disruptive behavior, while the rest of the class may remain passive (Sternberg, R.J. & Williams, W.W.(2002).

The current obstacles of promotion of discipline in our societies since 1999, when attempts to evaluate the social outcomes of discipline were established in societies in Kenya to address academic career and discipline issues among parents and students towards and the whole societies. Against this background therefore, the focus of the study is to assess the realities of social outcomes of students' discipline in Kenyan secondary school students by taking selected schools of Migwani District as an illustrative example.

### **Statement of the problem**

Despite the efforts made by the Ministry of Education Science and Technology to democratize the school administrative system, unrest has continued in secondary schools, through the society with a new dimension.

Not only are students in Kenyan Schools exhibiting the worst forms of social outcomes; violence and destruction, but they are also premeditated and planned and have caused maximum harm to human life. (Ramani, 2002). The society is thus wallowing in the problem of perverse learners, students who are ignorant of their civic rights and social engagements, students who are not conscious of their health and its related concerns, and yet these social outcomes have very severe consequences such as stunted academic growth and uncultured habits in the society, among others. It is against this background that

this study sought to find out if there is a relationship between students' discipline and their social outcomes.

### **Purpose of The study**

This study was intended to test a null hypothesis of no significant relationship between Students' Discipline and Social Outcomes in Secondary schools in Migwani District, validating Watson and Skinners' 1930 Behaviourism theory to which the study was underpinned the study further aimed at contributing knowledge by identifying gaps and finding ways of filling them.

### **Research Objectives**

This study was guided by the following specific objectives:

1. To determine the profile of the respondents in terms of: Age, gender, level of education and duration at the current responsibility/position held.
- 2) To determine the level of students' discipline in selected secondary schools of Migwani District, Kitui County Kenya.
- 3) To determine the level of Social Outcomes among students in secondary schools in Migwani District, Kitui County Kenya.
- 4) To establish whether there is a significant relationship between the level of Students' discipline and the level of Social Outcomes in secondary schools in Migwani District, Kitui County Kenya.

### **Research questions**

This study will seek to answer the following questions:

- 1) What is the profile of the respondents in terms of: Age, gender, level of education and duration at the current responsibility/position held?.
- 2) What is the level of students' discipline in selected secondary schools of Migwani District, Kitui County Kenya?.

3) What is the level of Social Outcomes among students in secondary schools in Migwani District, Kitui County Kenya?.

4) Is there a significant relationship between the level of Students' discipline and the level of Social Outcomes in secondary schools in Migwani District, Kitui County Kenya?

### **Null hypothesis**

There is no significant relationship between student's discipline and Social Outcomes in secondary schools of Migwani District, Kitui County Kenya.

### **Scope of the study**

**Content scope:** The study focused on establishing the relationship between students' discipline and Social outcomes in secondary schools of Migwani District, Kitui County Kenya.

**Theoretical scope:** The study was guided by the Behaviorist Theory which was advanced by the American psychologist John B. Watson 1913 and B. F. Skinner in 1930 who contended that students who misbehave are seeking the reward of attention and that by paying attention to good behavior, you reinforce that behavior.

**Geographical scope:** The study was confined to the selected public and private secondary schools in Migwani District, Kitui County Kenya.

### **Time scope:**

This study was conducted between January and April 2012. The researcher concentrated on proposal writing in the last quarter of 2011, March was for, data collection, editing and entry as well as data analysis. April will be for report writing, thesis defense, corrections and submission of the final thesis.

### **Significance of the study**

**The students' community** will be a great beneficiary. It is a process of helping individuals to understand themselves by discovering their own needs,

interests and capabilities in order to formulate their own goals and make plans for realizing those goals. An analysis of Disciplinary issues in providing adequate guidance for secondary school students is of paramount importance and hence this study.

The result from the study will help in throwing more light on how Disciplinary measures are being implemented in secondary schools in Kenya and the quality of social outcomes espoused by secondary school students. In addition, it provides information to **education planners and school administrators** on their responsibility in providing adequate facilities for right Disciplinary measures in order for students to receive quality Social outcomes. It also reveals the extent to which Disciplinary services influence the total development of the potentials and proper adjustment of secondary school students.

### **Operational Definition of Key Terms**

**Profile of The respondents;** Refer to the attributes of the respondents used in the study; Understood as age, Gender, Educational Qualification and Teaching Experience.

**Students' Discipline;** A controlled orderly state, where rules, regulations and authorities are respected.

**Social Outcomes;** Effects of students discipline especially with reference to health and Civic and Social Engagements.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Opinions, Ideas from Authors/ Experts**

##### **Students' Discipline**

Discipline is the practice or method of teaching and enforcing acceptable patterns of behavior Feldman (1996). Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students Schon, (1983). It comprises a wide spectrum of meaning, well from the negative or positive perspective. However, it is humans immune to always focus on the negative smell and that would be considered a popular issue if it involves an individual or a group that claims an intimate relationship within a society.

Behaviorist Theory Advocates believe that by paying attention to good behavior, you reinforce that behavior. A parent or disciplinarian should never display inappropriate behavior, anger, frustration, or disappointment. By displaying or paying attention to bad behavior, you reinforce that bad behavior. A parent must use only positive reinforcement, create a positive environment, smile, and turn the other cheek when hit in the face. By not reacting or paying attention to negative or bad behavior, you do not reinforce that behavior. Therefore, if you wish to extinguish a wrong behavior, do not acknowledge or punish bad behavior. The Behaviorist Theory believes students who misbehave are seeking the reward of attention. Even as a child's behavior gets worse and more dangerous, a parent must not reinforce that bad behavior. Eventually, the child realizes he can not get what he wants through bad behavior and extinguishes the bad behavior. A student changes his behavior through positive reinforcement and rewarding good behavior. Only with positive reinforcement can a student develop a positive self-image and attitude. With a positive



reinforcement approach, students avoid the mental and emotional damage done by negative reinforcement. Behaviorist Theorists believe negative reinforcement such as verbal confrontations, scolding, sarcasm, corporal punishment, etc. causes students to develop poor self-esteem, accept hitting as a way to solve problems, creates mental and emotional depression, and will scar their relationships with parents, friends, and society throughout their lives.

Schon, (1983) aptly states that every child has a need to attend school. Schools are seen as provider of education as education is an important process that each individual has to undergo in life today. This is even so in this digital age as the world is more globalized and information communication technology takes root in every aspect of our life. Thus, education is seen as the key to unlock the treasure- trove of knowledge.

Students' misbehavior is a prevailing problem affecting schools not only in Malaysia but also across the many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes.

Basically, discipline problems occur when a student refuses to obey rules of the classroom or school. Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules be presented in written format and that the punishment for violations be specified. Rules must also relate to the stated function of education or the school process and, again, common sense must prevail in establishing disciplinary action for breaking a rule. Teachers, in making rules for individual classroom behavior, should constantly be reminded of this principle. Furthermore, all students must be aware and prudent of the rules before disciplinary action can be administered. Franken, (1998). Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioral codes for their lives. It is important that parents work in-cooperate with their child's

school, and not just leave the school alone in the dark. Discipline problems can be dealt with much more effectively if both parties could share the similar and ideal vision which, leads to prolific missions. We are all part of the society and our behavior will reflect current values and mores. Young students are particularly impressionable and vulnerable if much of their behavior is learned and they will copy and act out what they observe to be fashionable and attractive (Feldman, 1996).

In schools where the head teacher's emphasized punishments rather more than rewards, pupils' progress tends to be inhibited; the greater the number of punishments listed, the more negative were the effects. In contrast, whenever the number of rewards exceeded the number of punishments, progress was greater (Duke & Canady, 1991); successful schools have high expectations of discipline, and promote good relationships between children and staff. They know that it is not just about how children behave currently in schools but it is about sound preparation for the later life.

Fry (1994), Peter and Hansen (1977) and Weiten (1989) all mutually agree that Educational guidance is a process for helping an individual to plan a suitable educational programme and make progress in it. The individual may be assisted, for example, in choosing subjects, courses, schools, colleges, and school adjustment. The individual has to be helped to know his/her present position in the educational system and see what lies ahead. Girls and women, for example, need to be guided away from those educational myths which contribute to the reluctance of females to pursue careers in technology, mathematics, engineering, and most male-dominated occupations. They further argue that such guidance will subject students to the pursuit of the right trend which is not contrally to the norms and values of the school setting.

According to the American Counselor Association report (2005), the role of the school counselor has greatly evolved since their inception at the turn of the century. In the early years, school counselors were typically teachers providing vocational guidance to students preparing for the world of work. By the 1980's, school counselors were being trained to provide a more comprehensive and developmental model of counseling. Today, school counseling programs are typically an integral component of a school-wide curriculum providing comprehensive and developmental programs to the school population. School counseling programs strive to be preventative in nature rather than reactive. Thus, school counselors, particularly in the elementary years, focus a great deal of their efforts on teaching classroom guidance lessons. The curriculum for classroom lessons generally consists of social/emotional development, peer relations, drug education and academic skills. In addition to classroom guidance, school counselors provide individual and small group counseling to students struggling with friendships, academics or other situations affecting their ability to be effective and efficient learners. School counselors also consult with teachers, administrators, parents and other members of the community in an effort to assist students. Another essential role of the school counselor is to help identify students who may suffer from learning disabilities or other mental health disabilities and connect them with the appropriate community or school resources.

### **Social Outcomes**

Social outcomes according to Schon (1983) are the positive or negative elements that are postulated by individuals in the society after being exposed to some influence. Makinde (1987), maintains that Education as a major element of Discipline affects people's lives in ways that go far beyond what can be measured by labour market earnings and economic growth. Important as they are, these social outcomes of Discipline (SOD) – such as the impact of education on health – are neither currently well understood nor systematically measured.

This “synthesis” report is a first pass at bringing together some promising developments in this area. It is part of a process aiming to produce policy-relevant tools and analysis on the links between learning and wellbeing. Our current understanding of these links rests on a relatively weak knowledge base. If educational investment is ever to reflect the assumed importance of these linkages, we must first develop coherent models for understanding them. Such models should aim to enable governments and publics to set about answering the following questions: Accountability: what do individuals actually learn as a result of societies’ investment in education and training? And what follows then, not just in terms of individuals’ earnings and economic growth but in the wider context of individual and social well-being. Competition for public expenditure: what is the evidence to support the case for funding education in the face of competing demands on the public purse? Bakhda (2004) further asserts that For example, the ageing of societies could see education funding squeezed in favour of care for the elderly, even though learning may be important to helping people remain healthy into old age. Recognizing values: what is the role of education in instilling values to do with well-being and social cohesion, as well as employment? How far is the goal of active citizenship recognized and implemented in educational practice. Intersectoral linkages: how can we promote integrated thinking and delivery across sectoral boundaries to maximize benefits? For instance, education promotes health, but the reverse is true too. How could enhanced dialogue between these sectors work to strengthen the benefits of these interactions? Two broad domains were chosen to form the focus of the first phase of SOD work – health and civic and social engagement (CSE). They are areas of significant current policy concern, raising a mix of social and economic issues. They allow both general overviews across the field as a whole and specific investigation of particular aspects. Goodwin (2008).

In the view of Oliva (1989), Learning does not occur just in school – it is both “lifewide” (i.e. it occurs in multiple contexts, such as work, at home and in our social lives) and “lifelong” (from cradle to grave). These different types of

learning affect each other in a very wide range of ways. Their impact in terms of the outcomes of learning is equally complex – whether it is in the economic and social spheres, the individual and collective, the monetary and the nonmonetary.

In the view of Griffin(1994),Further complicating the picture are substantial gaps in our knowledge base on a number of issues, including the following: This report uses these constructs to examine two aspects of the social outcomes of learning – health and civic and social engagement (CSE). In CSE, some original data analysis which applied the ARC set of models to the European Social Survey and European Values Survey data is reviewed. In health, the self-in-context model is used as a framework for structuring an elaborate review of the evidence of the causal effect of education on health. There is scope for more in-depth application of the framework to both health and CSE but also to a range of other domains such as crime, anti-social Behavior and poverty. Kanumbi (1996) mentions *Health* ; The health benefits of learning are potentially extremely large. With the costs of delivering healthcare services set to rise substantially for demographic and technological reasons – essentially, the ageing of most OECD populations and the development of new forms of treatment. There is a clear cost containment aspect here. Governments need to understand better the potential savings resulting from policy interventions that relate to investments in learning, not only for school-aged children but also for adults.

Secondly, there is the more positive aspect of the enhancement of wellbeing and the quality of life. As well as preventing illness or enabling its more efficient treatment, education may enable people to live more positively healthy lives. This aspect is harder to quantify, but arguably even more important. However, despite the growing evidence for a causal link between education and health, it is not at all clear how great or consistent this effect is or how it can be harnessed. The report reviews a number of alternative possibilities. In summary, education can positively help people to lead healthy lives by making healthier lifestyle choices and can help to mitigate ill-health by enabling people to manage better their illnesses and prevent further ill health occurring. There are three

major sets of effects: Indirect effects of education on health, such as those via income. Direct effects, such as changes in individual competencies and abilities, changes in attitudes to risk and changes in self-efficacy and self-esteem. Intergenerational effects of educated parents on the health of their children. More years of schooling are substantially associated with better health, well-being and health behaviours. In some cases, the evidence is robust and suggests causality. Migiro (1996)

### **Civic and social engagement (CSE)**

Education, a genitor of discipline, is generally positively associated with CSE, but while education levels have been rising, many countries share a concern about declining levels of voter participation and about the state of civic participation generally. Policy makers have a direct hand in designing and overseeing education systems, so it is logical to look to schools as a means to enhance the CSE of young people. Sarah (2010) Learning experiences can foster CSE in number of ways: By shaping what people know – the content of education provides Knowledge and experience that facilitate CSE. By developing competencies that help people apply, contribute and develop their knowledge in CSE. By cultivating values, attitudes, beliefs, and motivations that encourage CSE. By increasing social status – this applies to forms of CSE that are driven by the relative position of individuals in a social hierarchy. However, Turley et. al (2010) argue that it would be wrong to imply that more years in education automatically mean higher levels of CSE. The linkages are more complex than that, as can be seen when we apply the ARC set of models. For example, more competitive forms of political engagement, such as belonging to a political party, fit the relative model best, whereas less competitive forms, such as marching in demonstrations, fit the absolute model best. Another important finding to them is that merely offering more schooling or more citizenship studies is a limited and partial response. More promising is to address the quality of learning experiences and approaches to learning both inside and outside formal school settings. The

curriculum, school ethos, and pedagogy are key variables that shape CSE. Some forms of learning seem to work better than others in fostering CSE – learning environments that stress responsibility, open dialogue, respect and application of theory and ideas in practical and group-orientated work seem to work better than just “civics education” on its own. Bruch et al (2010).

### **Theoretical Perspective**

This study was underpinned by John B. Watson and B.F. Skinner’s Behavioural Theory. 1913 and 1930 respectively. As cited in (Godwin, 2008). In a presentation delivered at Columbia University in February of 1913, John B. Watson knowingly or not laid out the foundation of what is now called the Behaviorist Manifesto. In 1908 Watson accepted a position at Johns Hopkins and established a wide-ranging animal behavior research program. During this period Watson began his psychophysics research which held that animals were capable of perceiving differences if not in color at least in shade because they could be conditioned to respond to one color but not to respond to a different shade of the same color. This discovery added a whole new layer in perception to animal behavior and the possible applications of conditioning. Watson held that there was no difference between training an animal and training a human being, “no dividing line between man and brute” (p 343) for this reason Watson argued that psychology should not be focused on the study of consciousness, but rather become a science of behavior. He pointed out that just as the study of animal behavior had allowed psychologists to predict and control behavior these methods could be applicable and useful with humans as well. These arguments made behaviorism popular in America because it allowed for real life application of psychological principles. (Goodwin, 2008).

Building on the work of John B. Watson, B.F. Skinner carried behaviorism to a whole new level. Skinner developed his theories of behaviorism while at Harvard

in the 1930s. Skinner was a close follower of Pavlov and Watson having conducted major studies in conditioning. Skinner furthered the study by developing the theories of operant conditioning which holds that repeated behavior is directly dependent on the positive or negative consequence of a behavior whether stimulated in the same way or not, the environment being one of the main causes for determination of repeating ceasing a behavior (Goodwin, 2008). Skinner studied operant conditioning by creating highly structured and completely controlled environments that came to be known as Skinner Boxes. All actions taking place within the box were recorded cumulatively for later analyzation. Using this type of completely controlled environment Skinner was able to exhibit several various conditioning phenomena such as extinction, generalization, and discrimination all of which Skinner referred to as stimulus control. Skinner did not believe in hypothesizing and then conducting experiments to prove a nebulous theory, he preferred inductive research; studying samples of regular behaviors in order to establish general principles (Goodwin, 2008).



## **Related Studies**

### **Students' Discipline and Social Outcomes**

When students increasingly exhibited disruptive behavior at a particular school, a comprehensive multilevel discipline program was developed to respond to the students' behavior. Griffin G (1994) maintains that Previous experience convinced school personnel that the school-wide discipline program must be based on the view that disruptive behavior is primarily a socialization problem rather than a sickness. Therefore, the discipline program emphasized direct intervention approaches within and across all school settings and it relied on teaching students acceptable social norms. The interventions are universal because all students are exposed in the same way at the same level.

Bakhda, (2004) found out that there are the school-wide discipline plan, ecological arrangements, behavioral guidelines, supervision, and classroom management strategy, also called think time. The latter emphasizes catching disruptive behavior early, designating a specific classroom for think time, monitoring students moving to and entering a designated think-time classroom, performing a think-time debriefing process, checking students' debriefing responses, watching students rejoin the class, employing the use of other consequences, and instituting guidelines governing the use of the think-time strategy. Fry et al (1994) suggests that students' discipline program not only effectively reduced the level of disruptive behavior, but also enhanced the academic performance and school survival skills of at-risk and target students'. Additionally, the program enabled teachers to shift their focus from discipline problems toward instructional matters.

Owiti (2001) maintained that unrest in schools could be a spontaneous response to deeply rooted frustrations and feelings of powerlessness that needs strong guidance and counseling. Oliva 1989 also pointed out that what is lacking is a

type of discipline which empowers an individual to take responsibility for his action in a socially acceptable way. There has been low response on the participation of head teachers their deputies. This indicated that the contribution of head teachers had not been realized by the students while the heads of guidance and counseling departments had been minimally realized in secondary schools in Migwani district. Such fact was consistent with the findings of Migiro (1996) who maintained that counseling in Kenya had not been weight as a tool for enhancing discipline

Bakhada (2004) revealed a number draw backs to the use of guidance and counseling services in the management of student discipline within Kenya. Such draw backs ranged from lack of policy framework from the ministry of education and inadequacy of rooms for guidance and counseling.

Bruch et al (2010) did an article on how experiences with public policies affect levels of civic and political engagement among the poor. Studies of "policy feedback" investigate policies not just as political outcomes, but also as factors that set political forces in motion and shape political agency. To advance this literature, we take up three outstanding questions related to selection bias, the distinction between universal and targeted programs, and the types of authority relations most likely to foster engagement among the poor. Using a longitudinal dataset from the Fragile Families and Child Wellbeing Study, which follows a cohort of low-income parents and their newborn children in 20 U.S. cities, we estimate effects associated with three types of means-tested public assistance. We find that these policies' effects are not an illusion created by selection bias; the effects of targeted programs can both promote and discourage engagement; and such effects tend to be more positive when a policy's authority structure reflects democratic rather than paternalist principles.

Turley and et al (2010), found out that If today there exists a single transcendent idea about the family-school connection, it is that a positive parent-child relationship improves children's chances of succeeding in school. However, using data from the Texas Higher Education Opportunity Project (N = 5,836), we demonstrate that, although positive parent-child relations are associated with better academic achievement in high school, they also are associated with an increased desire to live at home during college, which in turn decreases students' chances of enrolling in a 4-year college. Furthermore, we replicated some of these associations using the National Longitudinal Study of Adolescent Health (N = 10,120), demonstrating that positive family dynamics can influence educational outcomes in potentially divergent and unanticipated directions.

Sara (2010) used data from the National Survey of Child and Adolescent Well-Being to examine associations of child protective services (CPS) caseworkers' perceptions of caregiver substance abuse with their perceptions of the severity of risk and harm a child experienced as a result of alleged maltreatment, as well as with whether a family experienced a range of CPS outcomes. The outcomes included whether the family received services from CPS, was substantiated for maltreatment, experienced child removal, and was subject to a termination of parental rights (TPR) petition. The authors also compared the magnitude of the association between caseworker-perceived caregiver substance abuse and each outcome to that of the association between other maltreatment-related risk factors and each outcome. Findings suggest that, all else equal, caseworker-perceived caregiver substance abuse is associated with increased caseworker perceptions that children have experienced severe risk and harm and also with an increased probability of each of the CPS outcomes except TPR. Moreover, these associations are equal in magnitude or larger than those between the other risk factors and the outcomes. These findings imply that CPS decisions are heavily influenced by caseworker perceptions of caregiver substance abuse, regardless of the presence of other risk factors for child maltreatment.

Berger et al (2009) in a study used data on 2,453 children aged 4–17 from the National Survey of Child and Adolescent Well-Being and 5 analytic methods that adjust for selection factors to estimate the impact of out-of-home placement on children's cognitive skills and behavior problems. Methods included ordinary least squares (OLS) regressions and residualized change, simple change, difference-in-difference, and fixed effects models. Models were estimated using the full sample and a matched sample generated by propensity scoring. Although results from the unmatched OLS and residualized change models suggested that out-of-home placement is associated with increased child behavior problems, estimates from models that more rigorously adjust for selection bias indicated that placement has little effect on children's cognitive skills or behavior problems.

Haley (2007) reviews the domains of society, institutions, families, and communities as central forces affecting individuals' experiences in the U.S. labor market. We first consider the role of society, in the forms of government policies and programs that constitute promotion of work by our "welfare state"; dominant cultural norms about work, personal responsibility, and individualism on which the U.S. version of the welfare state is largely based; and demographic trends among the working-age population that affect the demand for and availability of labor. We then turn to institutions, our examination of which includes pre-labor market forces that shape subsequent labor market opportunity, access to education, and the determinative role of employers' workplace policies and practices in distributing labor market opportunity. We turn finally to families and communities, investigating central sources of workers, work supports, and need and obligation, the demands of which workers juggle with the demands of their jobs.

Sara et al (2004), examines the consequences of policy design in the U.S., particularly categorical eligibility structures and partial decentralization of tax and transfer responsibilities, for income redistribution overall and for specific

populations from 1994 to 2004. We argue that the categorical structure of U.S. tax and transfer policies sorts individuals and households into different tiers of programs that vary by policy design features and structure, and that this sorting results in stratified progressivity in income redistribution which reinforces status differences by sorting lower status households into programs that have the weakest redistributive capacity. To examine redistribution effects, we compare the contributions of four redistribution policy mechanisms (centralized social insurance transfers, decentralized social assistance transfers, state taxes, and Federal taxes) to the reduction in market generated income inequality and changes in the household income package. To examine the extent of stratification, we compare the absolute and relative contributions of each of the mechanisms for reducing inequality within populations that differ in their social and economic status. We find that the elderly are relatively advantaged in their treatment by the tax and transfer system compared to working-aged households with and without children; and that working-aged households with children are relatively disadvantaged and have experienced a contraction in government assistance between 1994 and 2004. We conclude that the stratified progressivity embedded in the U.S. tax and transfer system leads some of the disadvantaged to remain relatively disadvantaged, while others are relatively advantaged in their treatment, and in so doing reinforce status differences across households.

Mercia et al (2009) used an original dataset of state-level social policies that impact the well-being of low-income families to examine policy change from 1994 to 2009. The State Safety Net Policy dataset (SSNP) measures the generosity and inclusiveness of the nine most critical components of the safety net for lower-income families: cash assistance, food assistance, health insurance, child support, child care, early childhood education, unemployment insurance, state income taxes, and disability assistance. Measures are constructed from a variety of published sources along with original population estimates calculated using the Annual Demographic Survey March CPS Supplement (CPS). The first

part of this paper provides detailed snapshots of "the state of the safety net" at the beginning and end of this period. In the second part, we examine the entire time period to see how the contours of the safety net changed dramatically over this period, particularly in the inclusion of the potentially needy. We find that the availability of cash assistance dropped precipitously, while the ratio of caseloads to need grew for both means-tested health insurance for children and enforcement of child support collections. Other critical supports for poor families – such as child care – expanded during this period, but both average benefits and inclusiveness remained low relative to potential need. Exploring continuities and discontinuities in these trends, in the final section we will analyze how national program trajectories varied in response to key shifts in public policy, intergovernmental relations, and economic conditions. In addition to clarifying the extent and sources of program volatility over time, this analysis will also shed light on the coherence of the safety net (and its retooling) by indicating the extent to which these nine programs expanded and contracted in similar or complementary ways.

Sara and Lawrence (2009) We present a unified framework and modeling strategy for considering the ecological contexts and social processes that contribute to racial differences in social and economic outcomes in the United States. The framework focuses on the role of structural and interactional processes in three contexts—family, school, and neighborhood—in determining how race is constructed and becomes a meaningful predictor of educational attainment. Using data from the National Longitudinal Study of Adolescent Health and employing structural equation modeling, we examine the direct and indirect pathways through which race is associated with college enrollment, as well as whether these relations differ by immigrant status and gender. We find strong evidence that links between race and college enrollment manifest through structural and interactional processes in family and neighborhood contexts for

African Americans and Latinos, and that these patterns are moderated more by immigrant status than gender.

Hanselman et al (2008) asserts that School staff turnover may have important consequences for the development of social resources among school staff, such as trust, shared norms, and support. To date this theoretical connection has been explored in case study research. We systematically test the association between staff turnover and school social resources in a random sample of 73 Los Angeles elementary schools, distinguishing between turnover and social resources relating to principals and teachers. Using multi-level models of teacher survey reports in 2008, we find that turnover in the previous two years is disruptive but not systematically detrimental for school social resources. Turnover predicts decreases in the social resources for schools with initially high levels and increases for initially resource-poor schools, suggesting that relational instability "resets" the resources that develop in the relationships among staff members. This implies that social resources are underappreciated costs of staff turnover, and that the potential benefits of turnover-based policies, such as reconstitution, are moderate and short-term at best. More generally, staff stability is a fundamental condition for the long-term development of school social resources.

## CHAPTER THREE

### METHODOLOGY

#### Research design

The researcher used descriptive correlation design to determine the relationship between Students' Discipline and the Social outcomes in secondary schools in Migwani District..

#### Research Population

The population of this study included all the teachers and pupils in Migwani District secondary schools. The district has 9 Public and 6 private schools with a total population of 5212 students and 547 teachers

#### Sample Size

The study only used 8 selected secondary schools, the study also employed teachers as the principle respondents. Using sloven's formula, 231 respondents from a target population of 547 respondents who are working in Migwani district where the selected schools are located was derived.

The Slovin's formula was used to determine the minimum sample size as shown in table 1

$$n = \frac{N}{1 + N \alpha^2}$$

**N** = Target Population      **n**= sample size      **0.05** = level of significance

$$n = \frac{547}{1 + 547(0.0025)}$$

= 231 Respondents.



**Table 1**

**Respondents of the Study**

Secondary Schools	Population	Sample size
Musuani Secondary	59	20
Thokoa Secondary	70	30
Itolini Girls Secondary	69	28
Kyome Boys Secondary	75	32
Migwani Boys Secondary	70	30
Kyamboo Secondary	68	26
Ndaluni Secondary	68	29
Itoloni Mixed Secondary	68	28
Total	547	231

Source; Field Data

**Sampling Procedures.**

The researcher used simple random sampling to get the respondents. All teachers teaching in the selected 8 schools in which 3 are Private secondary schools and 5 public secondary schools were the respondents. The researcher then used check lists in the selected schools. He clustered schools into private, public with the purpose of including urban and rural schools. Among the public schools, two are from urban and three from rural schools. The respondents were all class teachers both female and male.

**Research Instrument**

The researcher used researcher made questionnaire to collect information on the study. The questionnaire had three sections, section A, collected data on profile of the respondents, section B, collected data on the independent variable of the study. Section C collected data on the Dependent Variable.

## **Data Gathering Procedures**

Before the administration of the questionnaires.

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective selected Secondary schools.
2. The researcher got an approval letter from the District Education Officer (Migwani District) to conduct data collection from selected Secondary schools.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix III)
4. Reproduce more enough questionnaires for distribution to the respondents.
5. Research selected assistants who would assist in the data collection, brief and orient them in order to be consistent in questionnaire administration.

During the administration of the questionnaire.

1. Respondents were requested to answer by completing the blank spaces completely.
2. Both research and his assistants emphasized on getting back the questionnaires between two weeks of the distribution date.
3. After retrieving all the returned questionnaires were checked if all were answered.

After administration of questionnaire.

The data gathered was corrected and encoded in computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

## **Validity and reliability of the Instrument**

To affect this, after constructing the questionnaire, the researcher contacted the supervisor and two other experts, to ensure the reliability and validity of the research instruments. The researcher then made necessary

adjustment to ensure the questionnaire was made to the advice of the experts. Pre-testing of the Questionnaires was then done: The researcher did this by going to the field and administering the questionnaires to 6 potential respondents who would not participate in the final study; this tested the content, language and response format of the questionnaire. This was achieved by using a pre test method of questionnaires. This was done by administering the instruments to 5 potential respondents who were not selected for the study. This was meant to test the content, language and response format of the questionnaires.

### **Data analysis.**

Frequency tables and percentage distribution were used to determine the profile of the respondents.

The mean was used to measure the levels of Students' Discipline and levels of Social Outcomes in secondary schools in Migwani District.

Person's Linear correlation coefficient was used to determine the relationship between level of Students' Discipline and level of Social Outcomes in selected Secondary schools in Migwani District.

The following numerical values and interpretations were used for the obtained means on the level of Students' Discipline and Levels of Social Outcomes of students in the selected secondary schools;

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76- 2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

## **Ethical consideration**

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following was done: (1) coding of all questionnaires; (2) the respondents will be requested to sign the informed content; (3) Authors mentioned in this study will be acknowledged within the text; (4) Findings shall be presented in a generalized manner.

## **Limitation of the study.**

The anticipated threats to validity in this study were as follows,

1. Intervening or confounding variable which were beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher will request the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaires.
2. The research environments are classified as uncontrolled setting where extraneous valuables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of respondents while on the process of answering the questionnaires. Although these are beyond the researchers' control, efforts shall be made to request the respondents to be as objective as possible in answering the questionnaires.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The analysis and presentation of data in this section was based on the objectives of the study.

**Table 2**

#### **Respondents' Profile**

<b>Gender</b>	<b>Frequency</b>	<b>Percent. %</b>
Male	149	65
Female	82	35
Total	231	100
<b>Age</b>		
20-30	100	43
31-40	80	35
41-above	51	22
Total	231	100
<b>Academic qualification</b>		
Certificate	70	30
Diploma	120	52
Degree	30	13
Masters	11	5
<b>Total</b>	<b>231</b>	<b>100</b>

Source; Field data

From Table 2 above, it can categorically be seen that the male respondents were 65% where as the female respondents formed 35 %of the sampled population. It is thus prudent to assert that the male respondents were more than the female respondents. In as far as age is concerned, the majority of

the respondents were in the age group of between 20-30, this formed a total of 43% where as those in the age bracket of between 31-40 were few at 35%, finally, those who were 40 years old and above were the least at 22% As pertains academic qualification, those with Diplomas were dominating at 52%, followed by those who had Certificate at 30% then degree holders at 13% and finally masters at 5%

### **Level of Students' Discipline**

The independent variable in this study was Students' Discipline for which the second objective was directed to determine the level of students' Discipline in the sampled schools. Students discipline was broken down in to 20 elements. Each of the components was measured by identifying their specific aspects. Respondents were asked to rate the level of agreement with each element by scoring the right rating.

Learners responses were analyzed using means computed through statistical package for social science and are shown in table three below.

**Table 3****Level of Students' Discipline in Migwani District Secondary Schools**

<b>Indicators of Students' Discipline</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Your students do not have Disruptive behavior	3.28	Very Satisfactory	1
You have no problem Deciding whether I should call certain behaviors discipline problems versus letting a behavior "slide"	3.16	Satisfactory	2
You have no problem of Withdrawn students	3.11	Satisfactory	3
You don't have a problem of Winning over students' feelings	3.07	Satisfactory	4
You don't Sarcastic nonverbal reactions from students	3.04	Satisfactory	5
You don't get the lessons done on a time schedule	3.03	Satisfactory	6
You don't Experience Cursing by the students	2.94	Satisfactory	7
You don't have a problem deciding the best seating arrangements	2.92	Satisfactory	8
You have no discipline problem with Bathroom going and a proper bathroom policy	2.91	Satisfactory	9
You have no problem with Homework not being done	2.90	Satisfactory	10
You have no problem with Marking all the home works handed in.	2.85	Satisfactory	11
You don't have a problem with Late homework	2.83	Satisfactory	12
You don't have a problem with homework policy in general	2.81	Satisfactory	13
You don't have Latecomers	2.79	Satisfactory	14
You don't have a problem with Calling out	2.78	Satisfactory	15
You don't have Class clowns	2.77	Satisfactory	16
You have no problem with Students talking to each other during lessons	2.69	Satisfactory	17
You don't have a problem with Fighting among students	2.61	Satisfactory	18
You don't have problems Students involved in drug abuse	2.13	Fair	19
You don't have a problem with Students with weapons	1.90	Fair	20
<b>Total</b>	<b>2.69</b>	<b>Satisfactory</b>	

Source; Field data

Results in Table 3 indicate that the respondents agreed that level of students' discipline in the sampled schools was rather satisfactory. This is

indicated by the fact that most of the ratings are within the mean index of =3 which falls under satisfactory in the likert scale.

Although the total mean index for all the 20 aspects of students' discipline showed satisfactory levels, some aspects of students' discipline were found to be just fair, for example the school had no students with weapons with a mean of (1.90) , and in most instances, the school had very few students involved in drug abuse with a mean of (2.13)

The aspects of students discipline with the highest rating was the fact that the schools do not commonly have disruptive behaviour. This had a mean of (3.28) could be because the school location is such that most learners come from the same social set up-the Kamba, who are still very conservative in respect to their cultural norms and values which strictly prohibit disrespect. In the same vain, most teachers rated the fact that getting the lessons done on a time schedule is not so much a challenge at (mean=3.03) among others, and the researcher supposes that this could also be as a result of a fore mention explanation about the school setting in which compensation for hard work is valued. The fact that the teachers had no problem Deciding whether they should call certain behaviors discipline problems versus letting a behavior "slide" was also scored highly with a mean of 3.16, this can only be obviously explained by the fact that all schools want the best out of the learners, and yet part of the cultural affiliations are almost synonymous to what is considered discipline so this is used as a motivational tool to compel the Learners to work harder. The respondents also ranked high the issue of Sarcastic nonverbal reactions from students with a mean of 3.04, this could be explained by the fact the schools aim at bringing up an all round citizen and yet it has to do this within the ambits of the society of which it is part. The Kambas known for being Sarcastic helps explain this situation. The school having withdrawn students was also ranked high with a mean of 3.11, this could be so since it is alleged that most students in boarding school seem to want to form and identify with new niches, failure to which they seem withdrawn . On the high ranking list, the teachers finally ranked



high the fact that there is Winning over students' feelings in schools with a mean of 3.07, this could be explained by the very nature and location of these schools and the policies that guide them, most of them are in remote areas. The ministry of education policy also prohibits pupil mothers.

Almost all other remaining aspects of students discipline were ranked satisfactory with a mean of below 3 but not below 2.0, among other aspects, these include the fact that, there are students who submit home work late (mean=2.83), the school has class clowns (mean=2.77), the school allows teachers to apply their homework policies (mean=2.81), there are cases of cursing by students(mean=2.94), there are Students talking to each other during lessons in the school (mean=2.69), there are cases of fighting among students in the school (mean=2.61), the school discovers that there are cases where learners fail to do their homework (mean=2.90) among others.

Though the general picture portrays satisfactory level of students' discipline, it is crucial to look at individual aspects because some aspects are thought of as more crucial than others and so their low or high levels may negatively impact on the teaching learning process and eventually the social outcomes. For example, if in the school students are involved in drug abuse, (mean=2.13) like the table 3 indicates, then students and teachers who are not armed or who do not have arms may feel insecure. So the school administration has to seek for measures to mitigate such shortcomings either by coercing the Learners' to maintain discipline.

### **Level of Social outcomes**

The dependent variable in this study was social outcomes for which the second objective was directed to determine the level of social outcomes among students in the selected secondary schools. Social out comes was broken down in to two constructs; Health and Civic and Social Engagements and all these constructs added up to 27 elements. Each of the components was measured by identifying their specific aspects. Respondents were asked to rate the level of agreement with each element by scoring the right rating. Learners responses were analyzed using means computed through statistical package for social science and are shown in table four below.

**Table 4**

**Levels of Social Outcomes**

<b>Indicators of Social Outcomes</b>	<b>Mean</b>	<b>interpretation</b>	<b>Rank</b>
<b>Health Issues</b>			
Your students have high self esteem	3.58	satisfactory	1
Most of your students have high self efficacy	3.33	satisfactory	2
Most of your students tend to have a more positive outlook to life	3.24	Satisfactory	3
You think that most of your students have a positive outlook towards risk taking	3.13	Satisfactory	4
Your learners generally have less emotional problems	2.97	Satisfactory	5
Most of your learners look physically fit	2.91	Satisfactory	6
Your learners have less psychological disorders	2.86	Satisfactory	7
most of your lessons are not missed as a result of learners' health related problems	2.83	Satisfactory	8
your learners regularly take medical examination	2.82	Satisfactory	9
your learners' dental conditions is good	2.80	Satisfactory	10
malaria attacks are less frequent among your learners	2.77	Satisfactory	11
influenza and cough less frequently attack your learners	2.61	Satisfactory	12
stomach upset and other related illnesses less frequently attack your learners	1.98	Fair	13
your learners have less frequent eye infections	1.77	Fair	14
skin infections less frequently attack your learners	1.56	Poor	15
your learners are well informed about HIV/ Aids	1.39	Poor	16
<b>Sub Total</b>	2.66	Satisfactory	
<b>Civic and social Engagements Issues</b>			
your learners have no problems relating with each other despite of their different backgrounds	3.97	Very satisfactory	1
your learners generally have respect for rules and regulations	3.70	Very satisfactory	2
you think your learners have high level of patriotism	3.61	Very satisfactory	3
your learners are aware of the political system and structure of your country	3.59	Very satisfactory	4
your learners appreciate the essence of unity in diversity	3.48	Very satisfactory	5
social vices such as corruption and nepotism are not evident amongst your learners	3.21	Satisfactory	6
your learners have respect for and appreciate the national anthem	3.20	Satisfactory	7
your learners are aware of and appreciate the role of the judiciary in your country	3.18	Satisfactory	8
your learners are aware of and appreciate the role of the legislature	2.95	Satisfactory	9
your learners are aware of and appreciate the role of the executive in your country	2.67	Satisfactory	10
your learners have respect for their religious affiliation	2.34	Fair	11
you think your learners are ethnocentric	1.97	Fair	12
your learners are aware of the values of responsible citizenry	1.95	Fair	13
<b>Sub Total</b>	3.06	Satisfactory	
<b>Total</b>	2.86	Satisfactory	

In light of table 4 above, it is evident that the respondents overall rated the level of social outcomes at satisfactory levels. Between the two constructs, Civic and Social Engagements was rated highest with a mean of 3.06 which is interpreted as satisfactory. Health aspect then followed with a rating of 2.66 which is also rated satisfactory. However, within the first construct, the fact that the learners generally have high self esteem was ranked highest with a mean of 3.58, this was followed by the fact that students have high self efficacy, with a mean of 3.33. That the students generally have a more positive outlook to life came third with a mean of 3.13. this was followed by the fact that learners generally have less emotional problems with a mean of 2.97. that most learners look physically fit ranked sixth among others. Those aspects that ranked low include the fact that the learners are well informed about their HIV status, with a mean of 1.39. this could be so due to the rural setting in which the school is located. Access to HIV testing facilities are rare to come by. That learners frequently have skin infections ranked 15th with a mean of 1.56. This came after the fact that learners have less frequent eye infections.

With respect to Civic and Social Engagements, the fact that learners have no problems relating with each other despite of their different backgrounds ranked first with a mean of 3.97, interpreted as very satisfactory. This was followed by the fact that learners generally have respect for rules and regulations with a mean of 3.70, interpreted as very satisfactory. The fact that learners have very high levels of patriotism then ranked third with a mean of 3.61, interpreted as very satisfactory among others. Those elements that ranked satisfactory include the fact that social vices such as corruption and nepotism are not evident amongst your learners with a mean of 3.21, learners having respect for and appreciating the national anthem had a mean of 3.20 among others. Only three items were ranked fair including the fact that the learners have respect for their religious affiliation, with a mean of 2.34, and learners being aware of the values responsible citizenry.

### **Relationship between the level of Students' Discipline and Level of Social Outcomes**

The fourth objective of this study was to find out if there was any significant relationship between the level of Students' Discipline and level of Social Outcomes. The two variables were correlated and the results from the test using linear correlation coefficient is presented in table 4 below

**Table 5**

#### **Relationship level of Students' Discipline and level of Social Outcome**

Variables Correlated	Mean	Computed r' Value	Critical Value	Interpreta tion	Decision on Ho
level of Students' Discipline Vs	2.69	0.821	0.125	Positive and Significant	The null hypothesis is rejected
Levels of Social outcomes	2.86				

#### **Source; Field data**

The r-values indicate a positive relationship between level of students' Discipline and level of Social Outcomes in secondary schools in Migwani District ( $r\text{-value} > 0$ ), suggesting that the higher the Students' discipline, the higher the Social outcomes and vice versa. Considering all the sig. Values in table five indicate a significant correlation between the two variables ( $\text{sig.values} < 0.821$ ). Basing on this analysis the null hypothesis is thus declared rejected and its alternate accepted, leading to a conclusion that the level of Students' Discipline significantly affects the level of Social outcomes in secondary schools in Migwani District. This further implies that the more the level of Students' discipline improves the better will be the level of social outcomes

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

The main objective of this area is to identify and synthesize the available evidence about the Students' Discipline and social outcomes so that policies to secure and improve the quality of students' Discipline can be designed basing on the social outcomes.

#### **FINDINGS**

With respect to profile of the respondents the male respondents were 65% where as the female respondents formed 35 %of the sampled population. It is thus prudent to assert that the male respondents were more than the female respondents. In as far as age is concerned, the majority of the respondents were in the age group of between 20-30, this formed a total of 43% where as those in the age bracket of between 31-40 were few at 35%, finally, those who were 40 years old and above were the least at 22%. As pertains academic qualification, those with Diplomas were dominating at 52%, followed by those who had Certificate at 30% then degree holders at 13% and finally masters at 5%

With respect to the second objective of this study, the study found out that on average, the respondents agreed that level of students' discipline in the sampled schools was rather satisfactory. This is indicated by the fact that most of the ratings are within the mean index of =3 which falls under satisfactory in the likert scale.

Although the total mean index for all the 20 aspects of students' discipline showed satisfactory levels, some aspects of students' discipline were found to be just fair, for example the schools had no students with weapons with a mean of (1.90) , and in most instances, the school had very few students involved in drug abuse with a mean of (2.13)

The aspects of students discipline with the highest rating were the fact that the schools do not commonly have disruptive behaviour. This had a mean of (3.28) could be because the school location is such that most learners come from the same social set up-the Kamba, who are still very conservative in respect to their cultural norms and values which strictly prohibit disrespect. In the same vain, most teachers rated the fact that Getting the lessons done on a time schedule is not so much a challenge at (mean=3.03) among others, and the researcher supposes that this could also be as a result of a fore mention explanation about the school setting in which compensation for hard work is valued. The fact that the teachers had no problem Deciding whether they should call certain behaviors discipline problems versus letting a behavior "slide" was also scored highly with a mean of 3.16, this can only be obviously explained by the fact that all schools want the best out of the learners, and yet part of the cultural affiliations are almost synonymous to what is considered discipline so this is used as a motivational tool to compel the Learners to work harder. The respondents also ranked high the issue of Sarcastic nonverbal reactions from students with a mean of 3.04, this could be explained by the fact the schools aim at bringing up an all round citizen and yet it has to do this within the ambits of the society of which it is part. The Kambas known for being Sarcastic helps explain this situation. The school having withdrawn students was also ranked high with a mean of 3.11, this could be so since it is alleged that most students in boarding schools seem to want to form and identify with new niches, failure to which they seem withdrawn. On the high ranking list, the teachers finally ranked high the fact that there is Winning over students' feelings in schools with a mean of 3.07, this could be explained by the very nature and location of these schools and the policies that guide them, most of them are in remote areas. The ministry of education policy also prohibits pupil mothers.

Almost all other remaining aspects of students discipline were ranked satisfactory with a mean of below 3 but not below 2.0, among other aspects, these include the fact that, there are students who submit home work late

(mean=2.83), the school has class clowns (mean=2.77), the school allows teachers to apply their homework policies (mean=2.81), there are cases of cursing by students (mean=2.94), there are Students talking to each other during lessons in the school (mean=2.69), there are cases of fighting among students in the school (mean=2.61), the school discovers that there are cases where learners fail to do their homework (mean=2.90) among others.

Though the general picture portrays satisfactory level of students' discipline, it is crucial to look at individual aspects because some aspects are thought of as more crucial than others and so their low or high levels may negatively impact on the teaching learning process and eventually the social outcomes. For example, if in the school students are involved in drug abuse, (mean=2.13) like the table 3 indicates, then students and teachers who are not armed or who do not have arms may feel insecure. So the school administration has to seek for measures to mitigate such shortcomings either by coercing the Learners' to maintain discipline.

With respect to the third objective, which was to determine the level of social outcomes, the respondents over allly rated the level of social outcomes at satisfactory levels. Between the two constructs, Civic and Social Engagements was rated highest with a mean of 3.06 which is interpreted as satisfactory. Health aspect then followed with a rating of 2.66 which is also rated satisfactory. However, within the first construct, the fact that the learners generally have high self esteem was ranked highest with a mean of 3.58, this was followed by the fact that students have high self efficacy, with a mean of 3.33. That the students generally have a more positive outlook to life came third with a mean of 3.13. this was followed by the fact that learners generally have less emotional problems with a mean of 2.97. That most learners look physically fit ranked sixth among others. Those aspects that ranked low include the fact that the learners are well informed about their HIV status, with a mean of 1.39. This could be so due to the rural setting in which the schools are located. Access to HIV testing

facilities are rare to come by. Those learners frequently have skin infections ranked 15th with a mean of 1.56. This came after the fact that learners have less frequent eye infections.

With respect to Civic and Social Engagements, the fact that learners have no problems relating with each other despite of their different backgrounds ranked first with a mean of 3.97, interpreted as very satisfactory. This was followed by the fact that learners generally have respect for rules and regulations with a mean of 3.70, interpreted as very satisfactory. The fact that learners have very high levels of patriotism then ranked third with a mean of 3.61, interpreted as very satisfactory among others. Those elements that ranked satisfactory include the fact that social vices such as corruption and nepotism are not evident amongst your learners with a mean of 3.21; learners having respect for and appreciating the national anthem had a mean of 3.20 among others. Only three items were ranked fair including the fact that the learners have respect for their religious affiliation, with a mean of 2.34, and learners being aware of the values responsible citizenry.

In line with the fourth objective of the study, found a positive relationship between level of students' Discipline and level of Social Outcomes in secondary schools in Migwani District ( $r\text{-value} > 0$ ), suggesting that the higher the Students' discipline, the higher the Social outcomes and vice versa. Considering all the sig. Values in table five indicate a significant correlation between the two variables ( $\text{sig. values} < 0.05$ ). Basing on this analysis the null hypothesis is thus declared rejected and its alternate accepted, leading to a conclusion that the level of Students' Discipline significantly affects the level of Social outcomes in secondary schools in Migwani District. This further implies that the more the level of Students' discipline improves the better will be the level of social outcomes.



## **CONCLUSION**

Based on the purpose of this study, the following conclusions were made;

The study tested the null hypothesis of no significant relationship between level of students' discipline and level of social outcomes. The  $r'$  value was found to be 0.821 against the level of significance at 0.125 thus the null hypotheses was rejected and its alternate accepted

The study indeed proved the behaviorism theory propounded by the American psychologist John B. Watson 1913 and B. F. Skinner in 1930 that underpinned the study. This theory asserts that the desired behavior such as good students' discipline, can be positively reinforced by imitation.

The study further contributed knowledge about the satisfactory levels of both students' discipline and that of social outcomes, further revealing that 35% of teachers in this region are female whereas 65% are male and that most of the teachers in this region are in the age group of between 20-30. Which can be tagged as early adulthood?

## **Recommendations**

Based on the objectives of this study, the following recommendations were made;

1. Parents and teachers should endeavor to improve on the discipline levels of their children since this is an effect influential on social outcomes
2. More sanguine disciplinary measures should be adopted in the societies so as to mitigate the rebellious effect of Corporal punishments among the juveniles.
3. Teachers should help students who obtain low grades to develop academic curiosity in fields which are more relevant to them.

## **AREAS FOR FURTHER RESEARCH**

Based on this study, the following titles are suggested for further research

1. Teacher quality and students' Discipline
2. School Environment and Students' Discipline
3. School Management styles and Students discipline

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## APPENDICIES

### APPENDIX I

#### TRANSMITTAL LETTER



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

**OFFICE OF THE DIRECTOR  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

January 21, 2012

Dear Sir/Madam,

**RE: REQUEST FOR EVELYNE MWENDWA MED/14777/102/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education in Educational Management and Administration.

She is currently conducting a field research of which the title is **"Students' Discipline and Social Outcomes in Selected Secondary Schools in Migwani District Kihui County, Kenya."**

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

  
Sofia T. Gaite Ph.D  
Director, CHDR

*"Exploring the Heights"*



DISTRICT EDUCATION OFFICE,  
P.O. BOX 21-90402,  
MIGWANI.

24/03/2012

**TO WHOM IT MAY CONCERN**


**RE: AUTHORITY TO UNDERTAKE RESEARCH**

The bearer of this note Evelyne M. Mwendwa is a Masters Degree in Education student of Kampala International University (KIU) in Uganda and her University admission number is MED/14777/102/DF.

She has been granted authority by this office to undertake research on "Students' Discipline and social outcomes in selected Secondary Schools in Migwani District, Kitui County-Kenya." The research will be carried out in the months of April, May and June, 2012 in the following schools:-

1. Musuani Secondary
2. Kang'uutheni Secondary
3. Thokoa Secondary
4. Itoloni Girls' Secondary
5. Kyome Boys' Secondary
6. Kyome Girls' Secondary
7. Migwani Boys' Secondary
8. Kyamboo Secondary
9. Ndaluni Secondary
10. Itoloni Mixed Secondary

Any assistance accorded to her will be highly appreciated.

  
DISTRICT EDUCATION OFFICER,  
JULIUS M. MUNYVOKI  
P.O. Box 21-90  
MIGWANI  
FOR: DISTRICT EDUCATION OFFICER,  
MIGWANI DISTRICT.

**APPENDIX: A**  
**RESEARCH INSTRUMENT**  
**TRANSMITTAL LETTER FOR THE RESPONDENTS**

Dear respondent,  
Greetings!!

I am a student at Kampala International University (KIU). I am currently undertaking a research study on **Students' Discipline and Social Outcomes in the selected Secondary Schools in Migwani District** as a partial fulfillment of the requirements for the degree of masters in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for the research purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item un answered. Any data from you shall be used only for the academic purposes and will be kept with outmost confidentiality.

May I retrieve this questionnaire in 1 week's time, after you have received it? Thank you very much in advance.  
Yours faithfully

.....  
.....  
  
Evelyne M. Mwendwa

**APPENDIX II**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of Mrs. Evelyne M. Mwendwa that would focus on Students' Discipline and social outcomes in selected secondary schools in Migwani District Kitui County Kenya.

I should be assured of privacy, anonymity and confidentiality and that I would have the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results would be given to me if I asked for it.

Initials: \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX III**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date \_\_\_\_\_

**Candidate's Data**

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study \_\_\_\_\_

---

**Ethical Review Checklist**

**The study reviewed considered the following:**

- \_\_\_ Physical Safety of Human Subjects
- \_\_\_ Psychological Safety
- \_\_\_ Emotional Security
- \_\_\_ Privacy
- \_\_\_ Written Request for Author of Standardized Instrument
- \_\_\_ Coding of Questionnaires/Anonymity/Confidentiality
- \_\_\_ Permission to Conduct the Study
- \_\_\_ Informed Consent
- \_\_\_ Citations/Authors Recognized

**Results of Ethical Review**

- \_\_\_ Approved
- \_\_\_ Conditional (to provide the Ethics Committee with corrections)
- \_\_\_ Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

## APPENDIX IV

### RESEARCH INSTRUMENT

#### TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear respondent,

Greetings!!

I am a student at Kampala International University (KIU). I am undertaking a research study on **Students' Discipline and Social Outcomes in selected Secondary Schools in Migwani District Kitui County -Kenya** as a partial fulfillment of the requirements for the degree of master in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for research purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it?

Thank you very much in advance.

Yours faith fully

Evelyne M. Mwendwa

## APPENDIX VI

### QUESTIONNAIRE FOR THE TEACHERS

**Section one: please check on your best answer.**

**1. Age**

☐ 20-29                      ☐ 31-40  
☐ 41-50                      ☐ 51 and Above

**2. Gender**

☐ Male                      ☐ female

**3. Education qualification**

☐ Masters degree                      ☐ diploma                      ☐ Certificate  
☐ Bachelors degree                      others (specify) .....

**4. Teaching experience**

☐ 0-5 years  
☐ 5-10 years  
☐ 10 years and above

5. Number of teachers in a school\_

**Please choose the response that you feel best represents the extent to which the following are problems for you**

Range	legend	Interpretation
1	Strongly disagree	Never
2	disagree	sometimes
3	agree	often
4	Strongly agree	Always

<b>Indicators of Students' Discipline</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
Your students do not have Disruptive behavior				
You have no problem Deciding whether you should call certain behaviors discipline problems versus letting a behavior "slide"				
You have no problem of Withdrawn students				
You don't have a problem of Winning over students' feelings				
You don't Sarcastic nonverbal reactions from students				
You don't Getting the lessons done on a time schedule				
You don't Experience Cursing by the students				
You don't have a problem deciding the best seating arrangements				
You have no discipline problem with Bathroom going and a proper bathroom policy				
You have no problem with Homework not being done				
You have no problem with Marking all the home works handed in.				
You don't have a problem with Late homework				
You don't have a problem with homework policy in general				
You don't have Latecomers				
You don't have a problem with Calling out				
You don't have Class clowns				
You have no problem with Students talking to each other during lessons				
You don't have a problem with Fighting among students				
You don't have problems Students involved in drug abuse				
You don't have a problem with Students with weapons				
<b>Total</b>				

## **Questionnaire on the Social Outcomes**

### **Health**

- ☐\_your students have high self esteem
- ☐\_most of your students have high self efficacy
- ☐\_most of your students tend to have a more positive outlook to life
- ☐\_you think that most of your students have a positive attitude towards risk taking
- ☐\_your learners generally have less emotional problems
- ☐\_Most of your learners look physically fit
- ☐\_Your learners have less psychological disorders
- ☐\_most of your lessons are not missed as a result of learners' health related problems
- ☐\_your learners regularly take medical examination
- ☐\_your learners' dental conditions is good
- ☐\_malaria attacks are less frequent among your learners
- ☐\_influenza and cough less frequently attack your learners
- ☐\_stomach upset and other related illnesses less frequently attack your learners
- ☐\_your learners have less frequent eye infections
- ☐\_skin infections less frequently attack your learners
- ☐\_your learners are well informed about HIV/ Aids

### **Civic and social engagement (CSE)**

- ☐\_ your learners have no problems relating with each other despite of their different backgrounds
- ☐\_your learners generally have respect for rules and regulations
- ☐\_you think your learners have high level of patriotism
- ☐\_your learners are aware of the political system and structure of your country
- ☐\_your learners appreciate the essence of unity in diversity



## **HOBBIES**

- ❖ Making friends
- ❖ Helping orphaned and vulnerable children (OVCS)
- ❖ Guiding and counseling
- ❖ Studying for more knowledge

## **REFEREES**

1. Muimi Musee

The Nursing Officer I/C

Migwani sub-district Hospital

Mobile: 0723326943

2. Aggrey Nyangweso

The District Youth Officer

Mwingi West

Mobile: 0722216890

Or 0151232229

3. Walter Moses

The Director

Kenya Counseling Mission College Walter Moses

mobile: 0722441233

