ASSESSMENT OF DISCIPLINE MANAGEMENT STRATEGIES IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN NYERI COUNTY, KENYA

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DECEMBER, 2015
DECLARATION

This project is my original work and has not been presented for a degree in any other University

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This work is dedicated to my dear husband Moses Mwangi, my daughters Caroline Mwangi and Catherine Mwangi and my late grandmother Molly Wanjuku.
ACKNOWLEDGEMENT

First I want to thank Almighty God for granting me good health and strength as I worked on this project. Second, I wish to express my sincere gratitude to my supervisors Dr Norbert Ogeta and Dr. Mary Chui who took time out of their busy schedule to offer their guidance, constructive corrections and encouragement without which this work would not have been successful. I also thank my niece Grace for her assistance in typing and moral support. Lastly, I want to appreciate my colleague, Paul Ngatia for his moral support.
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ABSTRACT

School discipline has been an issue of concern to educators, parents, governments and other stakeholders. Studies on school discipline have shown that the forms of indiscipline vary from one level to another and so are the necessary strategies that could be employed to curb indiscipline. Indiscipline among students in Kenya has had detrimental effects on the efforts of educational institutions to achieve their goals. Although indiscipline cases have been reported frequently in Technical Vocational Educational Training Institutions no studies have been done to investigate the strategies used in curbing indiscipline in Technical and Vocational Education and Training Institutions (TVET) in Kenya. This study sought to evaluate the status of discipline and the discipline management strategies used in TVET institutions in Nyeri County, Kenya. The study sought to fulfill the following objectives: evaluate the status of indiscipline; evaluate the roles of the principal, deputy principal, dean of students, students’ council, head of guidance and counseling department and disciplinary committees in managing discipline in TVET Institutions; evaluate the indiscipline prevention strategies used in managing discipline among students in TVET Institutions; and assess the corrective strategies used in curbing indiscipline among students in TVET Institutions in Nyeri County. The findings of the study shed light on discipline management and provided ways for improving discipline in institutions. The study was guided by the theory of Comprehensive School wide discipline plan. The discipline management strategies were the independent variable while school discipline was the dependent variable. The study employed descriptive survey design. The target population was all the principals, deputy principals, deans of students, members of the disciplinary committee, and students in TVET Institutions in Nyeri County. The study used all inclusive sampling techniques to select 2 principals, 2 deputy principals, 2 deans of students, and random sampling to select 140 lecturers and 346 students as the study sample. Data was collected using questionnaires, interview schedule and document analysis guide. The face validity of the research instruments was determined through piloting and field work while content validity was determined using expert opinion. The reliability was tested using the Cronbach’s alpha coefficient at a level 0.7. The questionnaire was found to have a Cronbach’s Alpha coefficient of 0.78 thus it was used without alteration. Data was analyzed using descriptive statistics and presented in charts and tables. Qualitative data was analysed thematically as per objectives while quantitative data was analysed using descriptive statistics using the Statistical Package for Social Sciences (SPSS) and results presented in tables and charts. The study established that the discipline status was poor in TVET institutions, administrators played different crucial roles in discipline management. The TVET institutions used both preventive and corrective strategies in dealing with students’ indiscipline although corrective strategies were more commonly applied. The study recommends review of discipline policy to define roles for all the administrators, enhancement of use of preventive guidance and counseling and role modeling as well as improvement of peer counseling and role modeling by peers.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study and the objectives, research questions, significance of the study, limitations, delimitations, scope, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background of the Study

Students’ indiscipline in schools which portrays itself in the form of crime, violence, strikes and disorderliness have become major international issues as reported in various national surveys of school order and safety (Cotton, 2000). These problems not only endanger students and teachers but also impedes proper implementation of curriculum. Discipline is the orderly manner in which members of an organisation organize themselves in reference to set rules and objectives. It is the ability of the members to strive towards one set objective. School unrests caused by high indiscipline, has been captured as an international phenomena that has hindered major educational achievements.

Discipline in the classroom is a prerequisite if any meaningful learning is to take place and that no meaningful learning can take place in a chaotic environment (Lewis, 1999). Lewis further observes that of all the activities that comprise the role of the teacher, classroom discipline is one of the most significant. The teacher’s role is made more
problematic when classrooms and schools become unmanageable. “Teachers may waste special teaching time trying to settle disciplinary problems.” (Lewis, 1999; 19).

The issue of learner indiscipline has taken centre stage for a long time internationally and nationally. In the United Kingdom, for example, there are reports of many cases of classroom disorder. Learners are generally noisy, rowdy and disrespectful to educators (Bisetty, 2001). Such forms of indiscipline had, invariably, led to a drop in educational standards in United Kingdom schools over a period of 10 years to the year 2002 (Wright & Keetly, 2003).

In American schools, students’ indiscipline is a serious problem facing the education sector. Clarke (2002) asserts that 45% of the teachers leave teaching profession annually citing students’ behavior as the reason for doing so. School principals in America face redress wherever they expel or suspend a misbehaving student, a factor that aggravates students’ ability to misbehave. The inability of the principals to control indiscipline is also aggravated by legal policy that guides children’s rights. The legal services for children help to find lawyers for expelled students hence giving more room for indulgence in these ill mannerisms.

According to Mtsweni (2008), in South Africa, not only are schools themselves finding it difficult to keep order and control, but the delivery of state services in support of schools, learners and educators have to improve in order to attain the national vision of equality, quality education and justice in schools. In Uganda, between 2000 and 2002, there were 12 arson cases in schools. Also between 2003 and 2005, there were 10
similar cases consequently, between 2006 and 2008, 4 secondary schools had arson cases. The highest number of arson cases in schools in Uganda happened in 2002, with 7 reported cases (Mpaata, 2008).

In Kenya, the situation is not different with numerous cases of school indiscipline being reported that traverse the education system from primary schools, through secondary schools to institutions and universities. For instance, In November 2006 at Ortum Secondary school in West Pokot, students went on rampage complaining of strict rules and inadequate food. They also accused some of their teachers of being habitual drunkards (Rono & Gichana, 2006). “Violence in Kenyan schools is common” (Onyango, 2003). This statement was qualified by Kindiki (2009) by stating various incidences that were reported in the media about school unrest and violent riots. Examples of these are: Saint Kizito Mixed Secondary School in Meru, Kenya, where boys went on rampage in the night raping and maiming female colleagues in a 1.00 am incident on the 13th July 1991 in which 19 female students died and 71 received injuries; Bombolulu Girls Secondary school where 57 students perished in dormitory as a result of fire started by other students in May 1997; and Nyeri High School in 1999 in which four prefects were burnt in a dormitory among others (Kindiki, 2009).

Kindiki (2009) notes that it is this culture of indiscipline in secondary schools that translates into exaggerated exercise of freedom in tertiary institutions that translates into indiscipline of different forms. Incidences of students’ indiscipline in TVET institutions have been reported in a number of institutions. These range from disrespect for lecturers and the schools’ administration to severe, habitual alcohol and drug abuse among
students, indecent dressing, poor class attendance to violent riots (Kindiki, 2009). Kindiki (2009) further noted that the common forms of indiscipline in secondary schools tend to propagate to tertiary institutions such as Universities and middle, level colleges where discipline management is not as strict as in primary and secondary schools. Although the problem of students’ indiscipline cuts across all levels of education, studies have given much attention to indiscipline in primary and secondary schools. It is in this view that this study will seek to establish the discipline management strategies used in curbing indiscipline in TVET Institutions.

1.2 Statement of the Problem

School discipline has taken centre stage in education research with indiscipline becoming thorny issue in the lives of educators, governments, students and parents. In Kenya, indiscipline in institutions has been reported with some leading to violent riots that not only disrupt learning but cause damage to property and lives. Most studies on discipline in schools have paid much attention on discipline managements in primary and secondary schools. Not much has been done with regard to studies on indiscipline in tertiary institutions. It is against this backdrop that this study sought to bridge this gap study establishing the strategies used in management of students’ discipline in TVET institutions.

1.3 Purpose of the Study

The purpose of this study was to assess the discipline management strategies used in TVET Institutions in Nyeri County.
1.4 Objectives of the Study

1. To assess the status of discipline among students in TVET Institutions in Nyeri County.
2. To evaluate the roles of the TVET administrators in managing discipline in TVET Institutions in Nyeri County.
3. To evaluate the indiscipline prevention strategies used in managing discipline among students in TVET Institutions in Nyeri County.
4. To assess the corrective strategies used in curbing indiscipline among students in TVET Institutions in Nyeri.

1.5 Research Questions

1. What is the status of discipline among students in TVET institutions in Nyeri County?
2. What are the roles of the TVET administrators in managing discipline in TVET institutions in Nyeri County?
3. What are the indiscipline prevention strategies used in managing discipline in TVET institutions in Nyeri County?
4. What are the corrective strategies used in curbing indiscipline among students in TVET institutions in Nyeri County?

1.6 Significance of the Study

The findings of the study bring out knowledge on the status of discipline in TVET Institutions. This may serve as a basis for educational policy makers in the institutions to device ways and means of preventing further escalation of indiscipline. It also
provided a basis for establishing the possible causes of such indiscipline. Establishing the roles played by different stakeholders such as parents, students and policy makers at County and national level which may enable them understand their roles better and help reduce indiscipline. The study also highlighted the strategies used in preventing indiscipline in the institutions. This may help TVET administrators find better ways of preventing such indiscipline as well as improving on the already practiced strategies.

1.7 Assumptions of the Study
That all the respondents gave genuine, truthful and honest responses to data collection tools.

1.8 Limitations of the Study
The study obtained self-reported data which is subject to bias. The viability of the information obtained therefore largely depended on the objectivity of the respondents in filling the research instruments. To avert this problem the study used triangulation.

1.9 Delimitations of the Study
1. Although indiscipline in educational institutions cuts across all levels from primary to the University, the study will be done in TVET institutions only.
2. Although the community plays a role in shaping students discipline in schools the study will only investigate the roles played by school administrators in management of school discipline.
1.10 **Scope of the Study**

1. The study was carried out in Nyeri County only although similar indiscipline problems are witnessed in other Counties.

2. The study was done in TVET Institutions although similar problems are faced by universities

1.11 **Theoretical framework**

The study was guided by the effective school discipline policy developed by George Bear called the Comprehensive School wide Plan which is a full range of evidence based strategies and techniques. According to Bear (2010) effective school discipline plan should achieve the following goals: developing self-discipline; preventing misbehavior; correcting misbehavior and premeditating and responding to serious and chronic behaviour problems.

Self-discipline is defined as socially and morally responsible behaviour that is motivated primarily by intrinsic factors and not solely by anticipation of external rewards or fear of punishment. It can be improved by: implementation of curriculum activities that teach social, emotional and behavioural competencies; provision of multiple models of social and moral problem solving and responsible behaviour; provision of multiple opportunities for students to apply skills of social and moral problem solving; and challenge self-centered thinking.

The theory also advocates authoritative discipline procedures in correcting misbehavior. Authoritative school administrators view disciplinary situations not merely as
encounters that require punishment as a means of correction but as opportunities to teach appropriate behaviour and help develop self-discipline and prevent future behavior problems. This model requires that students, teachers, parents and board members be aware of their roles in discipline enhancement. It requires that for discipline enhancement, administrators should employ these techniques appropriately, so as not to hurt the teacher-student, student-parent, teacher parent relationship or break the discipline code. It is the failure of school members and stake holders (teachers, students, parents) to perform their duties accordingly that constitute some of the challenges in discipline enforcement in schools.

According to Bear (2010) school administrators and teachers should embrace authoritative approach to discipline enhancement as opposed to authoritarian approach. He adds that authoritative teachers set high standards and hold high expectations; enforce rules and standards in firm, fair and consistent manner; and promote autonomy by encouraging students’ active participation in decision making regarding their behaviour. Although authoritative teachers use punitive and reactive strategies when they needed to focus more on use of positive, proactive techniques for increasing the likelihood students will exhibit appropriate behaviour willingly rather than grudgingly. In this study discipline management strategies are classified into corrective and preventive strategies and the roles of different stakeholders in education is envisaged to play key roles in discipline management.
1.12 Conceptual Framework

This study investigated the strategies used in managing student’s discipline in TVET Institutions. The strategies used are deemed to reduce indiscipline while encouraging good discipline. Discipline management strategies were therefore the independent variable while students’ discipline was the dependent variable. The factors influencing students’ discipline in school such as social background, parenting styles, peer group pressure among others were the intervening variables. The relationship between the independent and the dependent variables is shown in Figure 1.1.

Figure 1.1: Conceptual Framework showing relation between variables

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<th>Preventive strategies</th>
<th>Corrective Strategies</th>
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<td>Discipline management strategies</td>
<td>School rules</td>
<td>Punishment</td>
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<td>Guidance and counseling</td>
<td>Guidance and counseling</td>
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<td>Orientation</td>
<td>Rewards</td>
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<td>Class attendance</td>
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<tr>
<td></td>
<td>Participation in school activities</td>
</tr>
<tr>
<td></td>
<td>Academic performance</td>
</tr>
<tr>
<td></td>
<td>Adherence to school rules and regulations</td>
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Intervening variables

- Social background
- Peer influence
- Personal character
- Parenting

Source: Researcher (2014)
1.13 Operational Definitions of Terms

**TVET Administrators:** refer to people or groups of people working in the TVET institutions charged with the responsibility of carrying out management duties of the institutions, that is, Principal, deputy principal, dean of students, students’ council, head of guidance and counseling and disciplinary committees.

**Class attendance:** Refers to the regular attendance of all the lessons as stipulated in the school time table

**Corrective Strategies:** Refers to discipline management strategies that are aimed at reforming undisciplined students or reducing indiscipline

**Discipline Management Strategies:** Refers to the specific actions or measures used in discipline management

**Guidance and counseling:** Refers to services offered to the students to help them adjust well to the physical, emotional, social, vocational and academic difficulties.

**Preventive Strategies:** Refers to discipline management strategies that are aimed at barring students from indulging in school indiscipline.

**Punishment:** Refers to punitive measures or actions aimed at restraining students from indulging in indiscipline

**Rewards:** Refers to gifts, prizes or verbal appreciation aimed at students to encourage them to continue behaving in a particular manner.

**Rules and regulations:** Refers to the laid down procedures that guide students on their conduct within the schools
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature on discipline in schools. It captures the meaning and importance of discipline in learning institutions, status of discipline in tertiary institutions, and discipline management strategies.

2.1 Status of Discipline in Schools

There are many and varied explanations for the lack of disciplined behaviour in and among students. In a research study conducted within the field of violence and indiscipline in schools across the UK, USA and Europe, Wright and Kate (2003) identify indiscipline to be related to bad parental influences, demographic composition of the school, class size, and staff cohesion, teaching material, inconsistent communication among parents, teachers and students as well as class boundaries. Similarly, Edwards (2004) notes that even though teachers can often be blamed for the disciplinary problems confronting them in school, problems emanating from administrative procedures, the home and the society cannot be overlooked. Their combined effects may sometimes make it nearly impossible to handle disruptive students effectively.

Various home experiences have influence on a child's behaviour. It is argued for instance that, if parents spend little time at home, children may seek unsuitable social experiences elsewhere that have devastating consequences on their lives (Edwards,
According to Wright and Kate (2003), even when parents are at home, parent-child interactions may be laced with conflicts, for instance, divorce and poverty as well as physical and mental abuse can adversely affect children's ability to function properly. Edward (2004) further reported that children from severely dysfunctional families in particular, face enormous adjustment problems at school because they may deprive children of attention, love or exercise excessive control. The findings by Edward reveal that various home experiences and parenting styles have influence on a child's behaviour particularly in school.

Edwards (2004) asserts that schools are microcosms of society, thus misbehaviour acquired at home can be transmitted to school sites. Therefore, the role the society plays in children's lives is sometimes more influential than that of the school. Not only the immediate home environment but also the larger social setting influences children's behaviour which parents may have little control. For example, gang activity and drugs, peer pressure and technology, racial and class conflicts may be acquired from the macro-environment in which students form a part.

Research has demonstrated that undisciplined behaviour from students may be the result of normal reactions to deficiencies in the school as an institution, and to teachers and administrators as directors of the educational enterprise (Boakye, 2006). The school does not only promote misbehaviour in students but contributes also to the creation of conditions that put children at risk generally. Teachers and administrators can invite disciplinary problems if they fail to encourage the development of individual thinking pattern in students. Indiscipline problems may also arise if teachers do not establish
rigid conditions for students to meet in order to feel accepted. Educationists should also sponsor a competitive grading system that prohibits success for the majority of the students and erodes their self-concepts (Yaroson, 2004). Yaroson (2004) also emphasized that exercise excessive control over students coupled with failure to provide an environment in which children can become autonomous and independent, and use disciplinary procedures that are punitive have proven to be counterproductive (Yaroson, 2004).

Haller (2007) on the other hand, blames the prevalence of indiscipline in schools on large school size. She argues that it is very difficult to control a school that is overpopulated and this leads to student misbehavior. In this respect it is necessary that schools maintain manageable number of students so as to be able to give relevant services such as guidance and counseling as well as addressing individual problems of the students as they occur. The community from which students are drawn has a great impact on the behaviour of students. Edward (2004) argues that the school is a sub set of the larger society and what happens in the school is a reflection of the community at large. TVET Institutions are national institutions in Kenya with students’ population drawn from all corners of the country. The TVET Institutions thus encompass a collection of cultures, diverse backgrounds and social experiences of students that may positively or negatively impact on students’ discipline.

It is also argued that failure of the school curriculum to meet the moral aspiration of the society in which it is found, the lack of good moral training by parents, the lack of good leadership in the society, idleness in school, wrong ideals learnt from peers and
electronic media, injustice/corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African schools (Yaroson, 2004). To this end, the home, school and social environment thus shape the behaviour of students in school.

Adentwi (2008) reporting on discipline issues in Ghanaian schools perceives school disciplinary problems as caused by teachers themselves. He enumerates certain teacher behaviour, which affects students' behaviour as physical appearance, lesson preparation and presentation, administration of rewards and punishment and teacher's personality (i.e. whether he or she is an extrovert or introvert). According to Adentwi (2008), shabby dressing and indecent attires by female teachers denote nudity as a cause of indiscipline. Also, included in his account are teacher communicative patterns in which the student feels disrespected. These sentiments are supported by the annotations by Yaroson (2004) who reported that unsuitable lesson delivery, unfairness and inconsistency with rewards and punishments are also found to promote indiscipline problems in schools.

According to Yaroson (2004), school authorities could also cause disciplinary problems through organisational lapses manifesting in inappropriate policies and programmes. For instance, the nature of the school curriculum, the size of classrooms, availability of teaching and learning resources, the competency of teachers handling classrooms, and the nature of time-table schedules are all factors that determine school discipline.

Appiah (2007) argued that, the behaviour of a child at any moment is the result of biological and environmental factors operating at the same time. To him, there are root
causes of every type of behaviour exhibited by children. He therefore suggests that, teachers must endeavor to always find out the rationale behind every misbehaviour in the school, in order to address it appropriately. Appiah thinks that undisciplined behaviour in school, especially from students is attributed to both out-of-school and in-school causes. As such, he asserts that, since schools exist as societal institutions they are bound to be influenced by whatever transpires outside them. He mentions child abuse and over permissiveness as two crucial out-of-school factors that bring about student misbehaviour in school.

Gyamera (2005) noted that ignorance of rules, lack of cooperation from students; frustration and peer pressure have a causative effect on the general students' behaviour. Furthermore, moribund attitude of teachers and ineffective school administration, and when rules operating in a school conflict with those operating at home, students become confused and misbehave accordingly. She contends that, in such situations children may rebel against authority. For example, children respond negatively to mockery, temper tantrums and stubbornness (Gyamera, 2005).

The literature reviewed on discipline management strategies has shown that there are various ways which can be used in combating indiscipline among students. The literature further shows that there is no universally agreed strategy that works in all situations. It therefore requires an understanding of the forms of indiscipline so as to device the appropriate strategies that could be used to address the indiscipline problem. Indiscipline is a multifaceted phenomenon, regarding its displays and causes, as well as its “meanings” and “functions” in the social, psychosocial and pedagogical fields.
Concerning the displays, Amado and Freire (2009) points out that the first level of indiscipline are those incidents of disruptive nature whose disturbance affects the good classroom functioning. The incidents that might be framed in the second and third levels, are conflicts among peers and conflicts within teacher-student relationship, which might be taken on proportions of violence and even delinquency, the latter presents a minor frequency than the former (Amado, 2005).

Concerning the causes, we can distinguish, among others, those related to student’s idiosyncrasies, his/her social and family context, external influences and of social, economic, cultural, generational nature, etc., those related to the personality and professionalism of the teacher, and those associated with school as an organisation or the educational system as a whole (Freire & Amado, 2009).

According to Amado (2005), the social, psychosocial and pedagogical “meanings” and “functions” of these actions should take, primarily; in account the “level” within which their displays are situated. Regarding the context under which cases of indiscipline may be analyzed, research has shown that behaviors are not always “offensive” (as general opinion does believe), but also “defensive” as a student’s shield to protect his/her image and “dignity”, or as a strategy of “maintenance” and “survival” towards physical, psychic and moral rhythms and constraints of school and of the classroom (Amado, 2001). This could imply that not only do unacceptable behaviors among students originate from students themselves but may be triggered by unresponsive school climate that may seem unfriendly to the leaner as he/she tries to protect him/herself within the
school. Such defensive tactics are very common in today’s world with the erosion of native cultures.

A number of researchers have emphasized link between the displays of disciplinary problems (including violence) and the ethos which is being lived inside schools. For instance, Blaya (2003) noted that school ethos or environment linked to cumulative effects of a set of variables is translated into attitudes, values, behaviors and practices that become a distinctive mark of the school as a whole. Freire (2001) further noted that school discipline is closely rooted to interpersonal relationships that are made between the various protagonists of a school, individually and collectively. These findings lead to a conclusion that discipline among students is influenced by the interpersonal relationships among all the school members and that good school environment encourages students’ sense of belonging to the school and therefore discipline.

Schools are “complex, formal organisations that, as such, include behaviors of diverse actors, organised and interconnected by a structure of authority and a network of relationships that allow partial and unfinished information, resources and products pass from one group to another” (Freire & Amado, 2009). They further noted that a school is structurally grouped in two kinds – the "elementary groups" and the "interstitial groups". The former elementary groups constitute the basic structural elements or social units (for example, the class, the group of teachers of a certain subject or field of knowledge, the administrative sector, etc.), while the interstitial are, formed by the representatives of the elementary groups, they are “connexion groups” which origin a
network of links in the system’s structure (for example, the pedagogical council, the school and/or school group assembly, the class councils, the board of the parents’ association). It is inside these interstitial groups that the contact between the members of the isolated elementary groups is established. In Kenya these interstitial groups in institution may be the student councils, disciplinary committees, management boards among others.

Giancola (2000) asserts that misbehaviour from students is a significant problem affecting schools across the world. He links indiscipline among students to the lack of trust and an increase in insecurity, thus creating unsafe learning environment. Students’ indiscipline causes much stress in teachers thereby making some resign from their profession (Gyamera, 2005). A study in US reported that 45% of the teachers who leave teaching profession annually do so citing students’ behavior as the reason (Clarke, 2002).

In Ghana, it was observed that student indiscipline discourages and compels teachers to shirk responsibilities and engage in tardiness (Salifu, 2008). In another study, Boakye (2006) noted that indiscipline leads many students to drugs, which significantly increase restlessness, excitability and hyperactivity. Chronic undisciplined students tend to take alcohol, crack cocaine and antidepressants leading to lethargic, apathetic behaviour or urge to incite erratic and dangerous behaviour thus causing sporadic outburst of violence. He observes further that, indiscipline may cause a sudden decrease in classroom achievement. According to him, student indiscipline poses a great challenge
to principals because they are saddled with how to motivate students. This may be more chronic in institutions and universities where disciplinary processes may not be so strict.

Concurring with Boakye (2006), Gyamera (2005) contents that indiscipline in schools is linked to drug abuse which in itself is a form of indiscipline. Gyamera also reveals that, drugs slow down a person's ability to think and act normally thereby weakening his or her power of reasoning. These findings are further supported by Adentwi (2008), who notes that drug abuse and other indiscipline related behavior promote poor coordination, attention deficit disorder, unpredictable mood swings, and sexual immorality which are leading factors for school dropout. Adentwi (2008) has the belief that the use of drugs carries a very high price tag, which manifests in drug dependence as well as personal and social disorganisation. This tends to have the tendency of bringing about involvement in serious crimes by the victim. Adentwi thinks that, drugs slow down a person's ability to think and act normally thereby weakening his or her power of reasoning.

Based on the reviewed literature, the impact of school indiscipline is not possible to easily quantify. There is widespread acceptance of the fact that indiscipline in the school setting usually affects teaching and learning. Misbehaviors from students have the tendency to make teaching an unpleasant experience especially if it occurs frequently such that the teacher has to spend most of his or her instructional time correcting them. If students decline to stay on task, they invariably do not learn, as they would have done if they were not disobedient (Wright & Kate, 2003). In this sense, the best plans, activities and materials do not as well mean anything. It is worth noting that
learning requires close and uninterrupted concentration especially in the type of environment where learning activities are planned according to time. Learning in schools require distraction-free atmosphere, purposeful directions from a teacher, and an ample time for pondering over what one is taught or has read on his own. These conditions cannot be said to prevail in schools where discipline is rife and disruption is frequent coupled with movement of students without permission. Such problems may lead to unnecessary failures by students especially in institutions where supervision may not involve strict monitoring of one’s activities in or outside the school and where rules are relaxed. It is in this view that the study wishes to establish the discipline management strategies used with the hope of making recommendations that would be effective in improving discipline among TVET institution students. Literature on the forms of indiscipline in TVET institutions in Kenya is lacking. Most studies have centered their attention on causes of indiscipline and the status of discipline in secondary and primary schools. This study thus sought to establish the common forms of indiscipline in a view to identify effective strategies for managing discipline in these institutions.

2.2 Role of Administrators in Discipline Management

Stakeholders play important role in students’ discipline enforcement. Some of these stakeholders include teachers, Principals, deputy principals, guidance and counseling. According to Mbiti (2007) the head of the school is responsible for the overall running of the school and maintenance of discipline. He is required to support teachers in curriculum implementation and maintenance of discipline. Mbiti (2007) asserts that the
school administrators should provide leadership and direction in order to maintain school discipline. Further, Mbiti (2007) identifies the following as the key roles of the school head: maintaining discipline; providing guidance and counseling to students; accounting for the students; managing curriculum administration; and identifying student’s individual problems and solving them.

In order to promote good behaviour, the school head should state school rules in clear and simple terms (Wachanga, 2003). It is the teachers duty to maintain discipline in class and maintain orderliness (Wachanga, 2003). The head of department is the overall in charge of the guidance and counseling department, he/she has the responsibility to make it certain that the department is able to fulfill its mandate (Muloki & Edwin, 2009).

The school is a community in which different people play different roles. The school administrators have therefore to maintain good public relationship with the student body. They report cases of indiscipline to the authorities (Wachanga, 2003). The head teacher should strive to improve his or her public relations to be able to nurture and negotiate with many public at various levels (Wachanga, 2003). According to Mbiti (2007) the school is not an island but a part of the community in which it is located, the public in school are members of that community. Schools are members of that community. School activities must therefore reflect as far as possible the nature and aspiration of the community.
School discipline policy should spell out among all things schools rules and regulations. It should be clear in that it shows the ‘dos’ and ‘don’ts’ in a school and the expected outcome for non conformity with the rules. This creates uniformity in discipline enhancement in all schools making easier for administrators to carry out the duty. According to Cotton (2003), the school discipline policy should be definitive in all aspects stipulating the roles and duties of the different stakeholders in discipline management. Cotton (2003) adds that clear discipline policy guidelines will guide principals and teachers on the discipline enhancement measures by clearly defining the roles of each office bearer in the institutions administration structure. This creates uniformity in discipline enhancement in all schools making easier for administrators to carry out the duty (Cotton, 2003). Similarly, Wapedia (2010) asserts that effective discipline enforcement requires the consent, either explicit or tacit, of parents and the students. Therefore, to be effective a disciplinary action should never appear arbitrary. This implies that students, their parents and the Board of Management of learning institutions should have well defined roles to play in the discipline management process that is well spelt in school discipline policy.

The discipline policy in Kenyan schools is spelled in the education act of 2009. It gives the principal the power to suspend a student from school temporarily awaiting the decision by the Board of Management (Republic of Kenya, 2009). This implies that the school principal plays a subsidiary role that can either be confirmed by the Board of Management or not. The policy fails to identify also the kind of punishment to be given a situation that gives room for arbitrary punishment for indiscipline in school. The
policy does not specify any other kind of action that could be taken by the principal or teacher acting on his/her behalf if the offence is not worth suspension.

With school policy guidelines not clearly stating school rules, school rules then vary from one school to another. Wachanga (2003) confirms when he noted that In order to promote good behaviour; the school head should state school rules in clear and simple terms. The lack of stipulated punishments that are well communicated to the parents, students and teachers results into discontent of some parties in the way discipline is being handled in the school. The discontent amounts to lack of cooperation thus posing serious challenges to the principals. In this case, school rules vary from one school to another making it difficult for school discipline enforcement to be a collective responsibility which could be discussed and solutions arrived at by school administrators.

The reviewed literature on discipline policy in Kenyan schools implies rules guiding institutions are made at institution level making them not universal. It also shows that discipline policy limits principals in terms of powers in enforcing discipline among students while at the same time not giving clear guidelines on the roles of other stakeholders. This implies that the rules and regulations governing student discipline vary from one institution to the other. Literature on roles of the key players in the discipline management process is lacking in TVET institutions thus the need for this study.
2.3 Preventive Strategies in Discipline Management

This also called the modern scheme of discipline management (Mbiti, 2007). Mbiti (2007) argues that in modern scheme, discipline is the capacity that enables the individual to use the voice of reason in making the right decisions even if the natural desires are pulling towards the other direction. The modern scheme of discipline therefore outlines great emphasis on the teaching of good conduct, the understanding of one’s responsibilities and obligations under the existing authority. It also lays emphasis on the fear for the consequences of bad conduct.

Okumbe (1999) agrees with McGregor’s “hot stove rule” on the principles of setting good disciplinary action based on the following premises:-

(i) There should be prior knowledge of rules and regulations. The educational manager should ensure that all workers are conversant with the terms and rules and regulations of the organization in which they work.

(ii) A disciplinary action should be applied immediately. All the infractions should be dealt with immediately regardless of their magnitude.

(iii) Disciplinary action must be consistently applied; the manager should ensure that similar offences are dealt with in similar ways.

(iv) Disciplinary action must be objective. An effective disciplinary action must be based on facts and not inferences. Therefore a thorough research is done to ensure that the offence was committed.

(v) Disciplinary action should be impersonal. It is not a chance to vent frustrations. Rights of appeal should also be allowed.
Although indiscipline has been common in TVET institutions, there lack of adequate literature on how disciplinary processes are carried out as well as the effectiveness of the different preventive measures that are used in discipline management. This study assessed the preventive strategies used in management in TVET institutions.

2.3.1 Discipline Control through guidance and Counseling

Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Gibson, 2008). According to Kauchak (2011) the ability to make such intelligent choices is not innate but, like other abilities, must be developed. A policy is "a kind of guide that delimits action" (Starling, 1979). Ranney (1986) defines policy as "declaration and implementation of intent". It can be a statement with guidelines that indicate how a group of people should behave in given circumstances or a statement of rules which give direction and influence behaviour in given circumstances. Put simply, we can say it is whatever government chooses to do or not to do.

In the light of the above definitions, school guidance policy gives certain guidelines or rules about how those involved in the planning, decision-making and implementation should behave in given circumstances, namely, a policy on School Guidance and Counseling (SGC) services gives direction to school counselors in managing SGC activities. The policy also gives a sense of confidence to the school counselors.

A mission statement is a short official statement that an organisation makes about the work it does and why it does it. It can be said to be a telling but concise presentation of
the philosophy that drives an organization. A mission statement for SGC services is therefore a presentation of the values of the services. It should therefore encompass all the objectives of the school guidance and counseling, detailing the services to be offered and the expected outcomes.

Countries with schools running effective SGC services have mission statements and policy documents in place. In America, SGC written policies ensure that the intervention and decisions made in schools are well considered. The policies also act as important sources of information for school communities (Borders & Drury, 1992). In America- the SGC mission statement delineates who delivers the SGC services, what competencies students should possess as a result of the students' involvement and how the service is organized. The American policy spells out the value of the SGC services as an equal partner in the education system and provides reasons why students need to acquire the competencies that will accrue to them as a result of their participation in SGC services (Gysbers & Henderson, 2001). Giving specific roles to the counselor as well as guidelines for action enables him/her to perform the duties effectively owing to accountability. It also helped prevent role conflict as the counselor does not perform any other duty that is counterproductive.

In Ireland, the National Centre for Guidance in Education (NCGE) (2003) stated that effective SGC services evolved from the Education Act of 1998 that states that students should have access to appropriate guidance to assist them in their educational and career choices. The Texas Legislature passed the Developmental Guidance and Counseling
Programmes Act in 2001 that requires the implementation of comprehensive SGC services (Reynolds & Cheek 2002).

In Hong Kong, the official policy document on SGC services lists the reasons for introducing guidance curricula in schools. SGC services are seen as a way of fostering positive behaviour and assisting students in personal, social and school adjustment. This becomes a clear guide as to the expected outcome of the services offered paving way for evaluation process which enables school guidance and counseling departments improve. School guidance is regarded as an essential aspect of the teachers' work. The Hong Kong Education Commission introduced a whole school approach to school guidance as an educational policy in 1990 (Yuksel-Sahin & Hotaman, 2007). The Hong Kong Education Commission (Hui, 1998) states that, a school's provision of guidance services is considered as an indicator of quality education.

In Scotland the official policy is that SGC services should be evaluated and students have a role to play in SGC evaluation (Howieson & Semple, 2000). Evaluation is an important aspect that tells how effective guidance and counseling is. It therefore provides for intervention measures before long making the process a success.

Some African countries (Uganda, Malawi, Zambia, South Africa, Botswana and Nigeria) also have SGC services policies. Rutondoki (2000) points out that the Ugandan White Paper on Education demands that career guidance and counseling be established in all secondary schools. Maluwa-Banda (1998), notes that the Educational Policy in Malawi has introduced SGC services in all secondary schools. Effective SGC services
have clear national and school programmes defined and communicated to both staff and students. Clear policy guidelines help school counselors, teachers and students to know what to expect from the services (Maluwa-Banda 1998). In South Africa, there is the Revised National Curriculum Statement Grades R-9 for schools of 2000 that provides guidelines for the implementation of SGC services (Department of Education, Pretoria 2003).

There is also the National Curriculum Statement Grades 10-12 Life Orientation of 2003. Life orientation is a compulsory subject for Grades 10-12 offered as from 2005. Life Orientation "prepares learners to be successful by helping them to study effectively and make informed decisions about subject choices, careers and additional and higher educational opportunities" (National Curriculum Statement of Life Orientation Grades 10-12 (Department of Education Pretoria 2003). Guidance and counseling is a psychological discipline that depends on the needs of the student. Different levels or grades in school are at different ages and therefore may have different needs for counseling. For this reason it, structuring school guidance according to grade levels is as essential as curriculum development for the counseling. Botswana has the Policy Directions in Guidance and Counseling of 1985. The Botswana Government has a Guidance and Counseling division which is headed by a Director (UNESCO, 2000).

The Ministry of Education in Zambia established a School Guidance Service Unit to spearhead the implementation of the SGC services (UNESCO, 1998). The Nigerian Government has the Third National Development Plan of 1975 and the National Policy on Education of 1981 that mandates all schools to offer SGC services (Adegoke &
Culbreth 2000). However, lack of stipulated guidelines in the policy leaves many gaps to be filled thus a hindrance to effective guidance and counseling as schools are left to decide their own policies, vision and mission statements for their departments. Similarly studies on guidance and counseling in TVET institutions are lacking thus need for this study.

2.3.2 Disciplinary Process

Okumbe (1999) outlines the disciplinary procedure as a systematic process which starts with clear preliminary investigations, followed by temporally suspension, oral or written warning and finally expulsion from school. In the investigations stage, consideration of the health of the student, family problems or whether the student is dissatisfied with the school should be made (Nyaga, 2004).

The second phase of interdiction/suspension requires the students to leave the school premises to allow the management to do thorough investigations about the allegations, (Okumbe, 1999). According to Nyaga (2004), the interdiction/suspension does not mean permanent removal of the student from school. The last stage is dismissal or expulsion from school. The verdict is given in accordance to the magnitude of the offence. The student is supposed to be accorded the right of appeal against the action taken. National policy on discipline may also be a hindrance to school discipline enforcement by being over protective to the student creating many lee ways in which students evade their duties since the school administration cannot punish them.
2.4 Corrective Strategies in Discipline Management

There are two schemes of corrective discipline management. Firstly is the traditional scheme of discipline. This was guided by the premise that the child was born naturally bad. In this view, all children were naturally inclined to do evil unless they were controlled properly by adults, a control which was effected either through harsh punishments or through rewards.

**Discipline control through punishment**

The proponents of this scheme of discipline believe that physical punishment was necessary to deter tendencies of doing wrong in a child. This theory presupposes that, children cannot develop good habits unless evil is forced out of the child through punishment. This method also emphasized that physical punishment was vital for the good nurturing of the child to be a responsible person. Although deemed useful at times, it is not appropriate in all situations. Furthermore the type of punishment should relate positively with the punishment in order to enforce admirable behaviour.

According to Mbiti (2007), the traditional scheme of discipline implies that good habits were imposed to children by adults. Discipline was therefore imposed behaviour that led to blind obedience to rules through fear of punishment. He asserts that the parameter to determine the degree of obedience was the judgment of the adults. The authoritative nature of the traditional scheme required that adults command and children obey without questioning. This may seem applicable but unworthy in today’s dynamic life where different students come from different background where rewards and punishment may not be used uniformly. This implies that there need to establish ways
in which these schemes of discipline are applied in TVET institutions as they may be counterproductive in discipline management.

**Discipline control through rewards**

A child was made to obey or to submit to authority by being given a reward. The traditional scheme of discipline has some drawbacks as regards to modern education theory and practice. This includes:

a) Physical punishment produces fear, anxiety, resentment and sometimes hostility towards schooling in many children.

b) One may pretend to conform to the requirement for the purposes of getting the reward and later revert to the old unacceptable behaviour.

c) Corporal punishment has been outlawed in Kenyan schools (the Daily Nation, March 14, 2000 pg 19 and of March 18, 2000 Pg 3)

**The free expression movement and the scheme of discipline**

According to Mbiti (2007), this opposes the traditional scheme of discipline. The scheme assumes that the child is considered to have been born naturally well, in view of its natural goodness; the child could develop in an atmosphere of total freedom with no restrictions or any behaviour control. Authority and rules of control for the child have been flattened. This theory may not work as the society requires some guideline in order to maintain orderliness. Mbiti (2007) asserts that rules cannot always be obeyed by everyone without existence of some form of punishment as a control measure. This supports the democratic processes in a school but caution must be taken lest students
become too free to air their views demanding what the school cannot offer or against policy making it worse.

2.5 Summary of Research Gaps

Reviewed literature has shown that indiscipline in schools is a major drawback to the achievement of the objectives of the school. Indiscipline in schools prevents active learning as well as supportive environment to the teacher duties satisfactorily. Forms of indiscipline are diverse as students behaviour are manifestations of their experiences in life and character which greatly vary from one student to another. Discipline management and enforcement is therefore a cumbersome endeavor that requires diversity of ideas as discipline management strategies may be counterproductive. Discipline enforcement in schools in today’s world is further complicated by the dynamics of changing society and freedom given to the students. This situation is worse in institutions where strict monitoring of students may not be practiced. Effective discipline management thus requires good understanding of status of discipline including the common forms of indiscipline. Although indiscipline in learning institutions in Kenya is rampant at all levels studies have focused on indiscipline in primary and secondary schools. There is therefore lack of literature on the status of discipline among students in TVET institutions. Discipline management has been shown to be a cumbersome process that requires well defined discipline policy in which the specific roles for all stakeholders are clearly indicated since discipline management is a collaborative effort of all school stakeholders. However, school discipline policy in Kenya is not explicit in this making these roles ambiguous. It is in this view that this
study sought to establish the roles played by different stakeholders in discipline management in TVET institutions. Reviewed literature has also shown that school discipline policy in Kenya does not clearly stipulate the strategies that should be used in discipline management in TVET institutions. However, the policy on discipline advocates of use of both corrective and preventive measures in combating indiscipline among students. There is also lack of literature on the used in discipline management in TVET institutions. This study therefore sought to assess the corrective and preventive strategies used in managing discipline among students in TVET institutions in Nyeri County.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used to carry out the research work. It consists of research design, target population, sampling procedures and sample size, research instruments, validity and reliability of research instruments, data collection and data analysis procedures and ethical considerations.

3.2 Research Design

This research used descriptive survey design. According to Orodho (2005), a descriptive survey strategy is useful in gathering information by interviewing or administering questionnaires to a sample of individuals to obtain data useful in evaluating present particulars which have not controlled or manipulated the situation. The researcher used a survey to collect information on the opinions of lecturers, principals, and deans of students, student councils and other members of disciplinary committees without manipulating the situation.

3.3 Location of the Study

This research was carried out in Nyeri County. Nyeri County is located in Central Kenya and borders Laikipia County to the North, Meru County to the West, Nyandarua County to the East and Murang’a and Kirinyaga Counties to the South.
3.4 Target Population

According to Orodho (2005) the term population is the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalized. The total population was obtained from the two TVET institutions data which was taken to be the target population. There were two TVET institutions with 2 principals, 2 deputy principals, 2 Deans of students and 186 lecturers, 10 disciplinary committee members and 1550 students in two TVET Institutions in Nyeri County.

3.5 Sampling techniques and sample size

The researcher adopted different sampling techniques. All inclusive sampling was used to select the principals, deputy principals, the deans of students and members of disciplinary committees because the population was not large enough to sample. Consequently, they dealt directly with indiscipline cases in the institutions thus they have the necessary information. Random sampling was used to select the lecturers and the students so as to ensure that all have equal chances of participation and avoid convenient sampling. This was done by use of cards labeled yes and no by the members of the population that were present. Those who picked cards labeled yes were chosen to participate as sample I the study. The table developed by Kathuri and Pals (1993) was used to determine the sample sizes. The sample sizes obtained are presented in Table 3.1.
Table 3.1: Sample Sizes

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Population size</th>
<th>Proposed sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Deans of students</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Disciplinary committee members</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Lecturers</td>
<td>186</td>
<td>140</td>
<td>75.3</td>
</tr>
<tr>
<td>Students</td>
<td>1550</td>
<td>346</td>
<td>22.3</td>
</tr>
</tbody>
</table>

Source: Institutions’ Records

3.6 Research Instruments

The researcher used questionnaires, interview schedule and document analysis guide for data collection.

3.6.1 Questionnaires

The study used two different questionnaires for students and lecturers with both closed and open ended questions. The student questionnaire had parts. Part 1 was demographic information while part 2 was forms of indiscipline. The questionnaire for lecturers was had 5 parts. Part 1 was used to collect demographic data of the teachers; part 2 collected data on the status of discipline; part 3 was used to gather information concerning the roles played by different administrators in student discipline management. Part 4 was
used to gather data on preventive strategies while part 5 gave data on corrective strategies used in discipline management.

3.6.2 Structured Interview Schedules

Interview schedule was used to collect information on status of discipline, the roles of the principal, deputy principal, dean of students, students’ council, head of guidance and counseling department and disciplinary committees on discipline management as well as the discipline management strategies. The interview therefore had 4 sections: forms of indiscipline; roles of stakeholders; preventive strategies; and corrective strategies. These TVET administrators interviewed were: the principal; deputy principal; dean of students; and the head of guidance and counseling department.

3.6.3 Document Analysis Guide

The document analysis guide was used to verify the information obtained through questionnaires and interviews. The information collected from the document analysis included: school rules and regulations, list of offenses and necessary disciplinary actions and the records of guidance and counseling records. The researcher analysed documents related to school discipline such as punishment books, minutes of disciplinary committees, and school rules and regulation book, guidance and counseling records and the institution daily occurrence book.
3.7 **Validity of Research Instruments**

The study tested the face and content validity of the research instruments. To test content validity piloting and field work surveys were conducted. During the pilot study, the instruments were administered to known subjects from which, the results were compared with actual or expected results. To test content validity, the instruments were subjected to a review by a panel of experts from the Department of Educational Management, Policy and Curriculum Studies of Kenyatta University. To ensure validity, the researcher used triangulation in data collection. This involved the use of a variety of data collection techniques: questionnaires, interview schedules and document analysis guides. It also involved collecting the same information from different types of respondents so as to avert the effects of subjectivity in answering questions.

3.8 **Reliability of Research Instruments**

A pilot study was carried out prior to the main study in order to ascertain the reliability of the research instruments. The researcher used the internal consistency of items of the questionnaires to test reliability. Reliability of the questionnaires was determined by calculating the Cronbach’s alpha coefficient from the results of the pilot study. According to Ary et al. (2006), an instrument must have a Cronbach’s Alpha Value of 0.8 or above to be considered to have adequate internal consistency and reliable for use with a given population. In this study a Cronbach’s alpha coefficient of 0.7 was deemed the minimum value for acceptable reliability of the research instruments. The questionnaires issued to the lecturers and students were found to have a Cronbach’s alpha coefficient of 0.85 thus it was used without adjustments.
3.9 Data Collection Procedures

An introductory letter was obtained from the school of education Kenyatta University. A research permit was then obtained from the National Commission for Science Technology and Innovations (NACOSTI) before proceeding to the field for data collection. Data collection started by introductory visits to the schools from which the researcher sought permission from the principals to carry out research in the institutions. During these visits the researcher booked appointments for interviews with respondents and issued questionnaires to the participants. Interview schedules for the administrators were carried out and analysis of punishment books, minutes of disciplinary committees, and school rules and regulation book, guidance and counseling records and the institution daily occurrence book were done during the agreed days and the filled questionnaires collected the same day.

3.10 Ethical Considerations

Due to the sensitivity of the information required the researcher held brief meetings with the institution principals in which she assured them that the data collected will be treated confidentially and used for the sole purpose of the research. Respondents were also advised not to include personal details that could reveal their identity.

3.11 Data Analysis Techniques

Data analysis started by sorting out the instruments per institution as the used as the unit of analysis. Qualitative data obtained from TVET institution administrators was analysed thematically as per research questions. Quantitative data obtained from Likert score questions on roles of administrators, status of discipline was analysed using descriptive statistics: frequencies and percentages and presented in tables and charts for interpretation.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. It consists of data analysis, presentation and discussion of the findings of the study.

4.2 Research Instrument Return Rate

This refers to the percentage of the total number of research instruments that were issued that were dully filled and returned. These presented in the Table 4.1.

Table 4.1: Instrument Return Rates

<table>
<thead>
<tr>
<th>Respondent</th>
<th>No. Issued</th>
<th>No. Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Deans of students</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Disciplinary committee members</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Lecturers</td>
<td>140</td>
<td>134</td>
<td>95.7</td>
</tr>
<tr>
<td>Students</td>
<td>346</td>
<td>327</td>
<td>94.5</td>
</tr>
</tbody>
</table>

The results in Table 4.1 show that all the principals, deputy principals, deans, disciplinary committee members dully filled and returned their questionnaires or interview schedules. However 134 (95.7%) of the lecturers questionnaires and 327
(94.5%) of students were dully filled and returned. This is above 85% which was proposed by Orodho (2005) as the minimum return rate that minimizes errors due to non response or non representation.

4.3 Demographic Information

The demographic information for lecturers were gender, administrative position held and disciplinary committee membership. It was found that 92 (68.7%) of the lecturers were male while 42 (31.3%) were female. On the other hand, only 11 (8.2%) were members of the college disciplinary committee. This could be attributed to the fact that disciplinary committees were lean with a membership of between 6 and 10 lecturers. Further 14 (10.4%) were departmental heads, 3 (2.2%) were section heads, 2 (1.5%) games coordinators while 113 (84.3%) had no administrative responsibility. The student demographic characteristics were gender and year of study. The sample consisted of 327 students of which 198 (60.5%) were male while 129 (39.5%) were female. The students were distributed among year 1, 2 and 3 of study with 96 (29.4%) being year one of study, 128 (39.1%) being year 2 of the study while third years were 103 (31.5%). This shows that the respondents were evenly distributed among the three levels of study in the colleges.

4.4 Status of Discipline among Students in TVET Institutions

The first objective of the study was to assess the status of discipline in TVET institutions. This required the study to determine frequency of the different forms of indiscipline that are prevalent in TVET institutions. The perceived common forms were assessed by the students and the lecturers on a five point Likert scale with the choices:
Never (N), Rarely (R), Sometimes (S), Frequently (F), Very Frequently (VF). Lecturers, students and administrators were also required to identify any other forms of indiscipline that are common among students. The Likert scores are presented in Table 4.2.

Table 4.2: Status of Indiscipline

<table>
<thead>
<tr>
<th>Forms of Indiscipline</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Very Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Disrespect for lecturers and other staff members e.g. rudeness, failure to follow instructions, arrogance etc.</td>
<td>12</td>
<td>2.6</td>
<td>34</td>
<td>7.4</td>
<td>189</td>
</tr>
<tr>
<td>Alcohol abuse</td>
<td>23</td>
<td>5.0</td>
<td>79</td>
<td>17.1</td>
<td>145</td>
</tr>
<tr>
<td>Drugs abuse</td>
<td>58</td>
<td>12.6</td>
<td>175</td>
<td>38.0</td>
<td>162</td>
</tr>
<tr>
<td>Absconding lectures</td>
<td>8</td>
<td>1.7</td>
<td>28</td>
<td>6.1</td>
<td>127</td>
</tr>
<tr>
<td>Failure to adhere to school routine</td>
<td>0</td>
<td>0.0</td>
<td>17</td>
<td>3.7</td>
<td>57</td>
</tr>
<tr>
<td>Irresponsible sexual relations e.g. coupling between students, engaging in premarital sex etc.</td>
<td>0</td>
<td>0.0</td>
<td>21</td>
<td>4.6</td>
<td>48</td>
</tr>
</tbody>
</table>
The results presented in Table 4.2 show that some forms of indiscipline were more prevalent than others. In order to compare the prevalence of the different forms of indiscipline, the Likert choices were awarded points as follows: never (0), rarely (1), sometimes (2), frequently (3) and very frequently (4). The scores obtained per item was used to obtain total score per form of indiscipline and converted to percentage by dividing the total item score by the maximum score per item \((\text{Number of respondents} \times 4)\) where 4 was the maximum score of the scale. The percentage scores are presented in Figure 4.1.

**Figure 4.1: Percentage Scores for Forms of Indiscipline**
The most prevalent form of indiscipline was found to be irresponsible sexual relations among students such as coupling between students, premarital sex among others with a percentage prevalence of 81.5% (Figure 4.1). This shows that a large percentage of the students were involved in such behavior. Supporting this, the administrators also reported coupling between male and female students as a common behavior among the students that was against the school rules of the TVET institutions. This could be attributed to a number of issues. Firstly, college students are mature students whose relationships are not very much restricted within or even outside the college. The administrators reported that in these institutions, male and female students are not allowed to visit one another in their respective hostels and it was against the rules and regulations a student to spend in another students’ room who are of the opposite gender. However, due to lack of strict supervision students still do it. These results were confirmed by the reports on disciplinary minutes which indicated that on several occasions students were subjected to disciplinary committees due to irresponsible sexual relationships. Further to this, the administrators admitted that they were not strict on relationships between men and women since these students were mature and some were even married. It was thus expected that through guidance and counseling the students would have responsible relationships. Secondly, the students being mostly youth and unmarried, it was the view of the institution administration that socialization was a key factor in making the students more mature and responsible as some were fresh from secondary schools where relationships are seriously restricted. The situation was further encouraged by the fact that students were staying in hostels and not dormitories where they could even share rooms with their partners though it is
prohibited. The administrators further reported that controlling such behavior was
difficult to the institution as some of the students resided outside the institution. These
findings are similar to the findings reported by Boakye (2006) who noted that the school
does not only promote misbehaviour in students but contributes also to the creation of
conditions that put children at risk generally and that teachers and administrators can
invite disciplinary problems if they fail to encourage the development of individual
thinking pattern in students.

Failure to adhere to school routine was rated as the second most frequent form of
indiscipline with a percentage of 77.8% (Figure 4.1). This implies that students were not
keen on school programmes attendance as per school schedule. This was confirmed by
the administrators who also reported that many students do not regularly attend school
functions such as assemblies, games and sports sessions, guidance and counseling
sessions among others. This could be attributed to a number of factors among them the
laxity of the school administration in enforcing adherence to school routine. It was
found in document analysis that most programmes in the institutions were laid down in
the school routine but there were no laid down procedures of ensuring that students
attend. Secondly, the school routines found to have some clashes. For instance,
guidance and counseling programmes were found to be on the same time with clubs and
societies between 4 PM and 5 PM making it difficult for all the students to attend
guidance and counseling which was an important programme for all. This also made it
difficult for enforcement and monitoring of attendance. The administrators explained
that the institutions had numerous activities that could not be planned well thus they
were forced to make majority of the activities voluntary a situation that made enforcement of strict adherence to school routine. This shows that in addition to students’ unwillingness to follow school routine, the school administration contributed a great deal to failure of the students to follow the routine. These sentiments concur with those made by Yaroson (2004). According to Yaroson (2004), school authorities could also cause disciplinary problems through organisational lapses manifesting in inappropriate policies and programmes. For instance, the nature of the school curriculum, the size of classrooms, availability of teaching and learning resources, the competency of teachers handling classrooms, and the nature of time-table schedules are all factors that determine school discipline.

Absconding lectures was rated third with 69.7% as reported by lecturers. This means that a sizeable number of students did not attend lectures regularly. It could be due to a number of reasons. For instance, it was established by the lecturers that there are no formal monitoring mechanisms of lecture attendance by the students since there were no class attendance list for the students. The lecturers further reported that lecture attendance was not deemed to be compulsory by the students since no action could be taken when a student was found absent in a particular lecture without a genuine reason. The administrators also reported that rules only required students to attend at least 75% of the lectures for them to sit for examinations thus some students felt that it wasn’t a must to attend all lectures. This shows some laxity in enforcement of lecture attendance by the school administration. When asked about this during the interviews, the administrators noted that the teaching time table was not continuous from morning to
evening and therefore it was difficult to differentiate between those who are not having any lesson at a given time and those who are absconding lessons. However, an attempt was made by introducing signing attendance lists in class but students complicated the matter by signing on behalf of the friends when absent. These suggests that the lecturers as well as the school administration were not very strict on lecture attendance a factor that contributed to the growth of this form of indiscipline among the students. These results concur with the findings reported by Gyamera (2005) who noted that school indiscipline may be enhanced by moribund attitude of teachers and ineffective school administration.

Another common form of indiscipline was disrespect for lecturers and other staff members rated at 63.0% as indicated by the lecturers. Disrespect means arrogance and rudeness to other members of the TVET institutions such as lecturers, support staff by the students. The lecturers explained that though not very common some students fail to cooperate in class or other activities in presence of the teacher which amounts to indiscipline. The lecturers attributed this disrespect by the students to a number of issues among them the fact that lecturers are not allowed to take disciplinary action against students. This makes students feel immune thus some fail to show respect to their lecturers. The disciplinary process was also noted to be lengthy thus lecturers failed to report majority of such cases to the institution authorities for action.

Other forms of indiscipline were alcohol abuse rated at 60.9% as reflected in the guidance and counselling record book as well. This high rate of alcohol abuse may be due to the fact that the college students were mature students that were allowed to drink
alcohol by the law and therefore bar owners could not deny them beer under the pretext that they were students. Drug abuse was rated lowest at 39.1% as per the guidance and counselling record book. This implies that a majority of the students are never involved in drugs and substance abuse as opposed to alcohol which was quite common. This could be due to a number of reasons. Firstly drugs are illegal and therefore the fear of contravening not only the college rules but also the law may deter students from getting involved in drug abuse. Secondly, drugs being illegal are not easily available and are expensive thus a number of students may either be unable to afford and those who can afford may find it difficult to obtain or access the drugs. However, it should be noted that drug abuse being a serious offense a prevalence of 39.1% is a worrying trend according to the administrators. These findings concur with the findings of Adentwi (2008), who noted that the use of drugs carries a very high price tag, which manifests in drug dependence as well as personal and social disorganisation. This has a tendency of bringing about involvement in serious crimes by the victim.

### 4.5 Role of TVET Administrators in Managing Discipline

The study also sought to establish the roles and duties played by different administrators in the institutions in managing students’ discipline. The respondents were required to rate the frequency of participation of the administrators in student discipline matters on a five point scale in which lower scores indicated lower participation rates. The administrators investigated were: college principal, the deputy principal, dean of students, head of guidance and counseling, disciplinary committee and the students’ council.
4.5.1 Role of the Principal

This was rated on a five point scale with choices: The choices are: Never (N), Rarely (R), Sometimes (S), Frequently (F), Very Frequently (VF). The responses given are presented in Table 4.3.

Table 4.3: Role of Principals in Students’ Discipline Management According to Administrators

<table>
<thead>
<tr>
<th>Discipline involvement</th>
<th>N</th>
<th>%</th>
<th>R</th>
<th>%</th>
<th>S</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>VF</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating rules and regulations</td>
<td>5</td>
<td>3.7</td>
<td>13</td>
<td>9.7</td>
<td>52</td>
<td>38.8</td>
<td>61</td>
<td>45.5</td>
<td>3</td>
<td>2.2</td>
</tr>
<tr>
<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
<td>23</td>
<td>17.2</td>
<td>36</td>
<td>26.9</td>
<td>31</td>
<td>23.1</td>
<td>25</td>
<td>18.7</td>
<td>19</td>
<td>14.2</td>
</tr>
<tr>
<td>Participating in disciplinary committees</td>
<td>54</td>
<td>40.3</td>
<td>51</td>
<td>38.1</td>
<td>29</td>
<td>21.6</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Participating in guidance and counseling</td>
<td>62</td>
<td>46.3</td>
<td>38</td>
<td>28.4</td>
<td>20</td>
<td>14.9</td>
<td>9</td>
<td>6.7</td>
<td>5</td>
<td>3.7</td>
</tr>
<tr>
<td>Role modelling students</td>
<td>16</td>
<td>11.9</td>
<td>28</td>
<td>20.9</td>
<td>32</td>
<td>23.9</td>
<td>41</td>
<td>30.6</td>
<td>17</td>
<td>12.7</td>
</tr>
</tbody>
</table>

The results presented in Table 4.3 show that the principals participated in discipline management in different ways by participating in different activities though the frequency of involvement in activities differed. In order to compare the principals’
frequency of participation in the different activities of discipline management, the results in Table 4.3 were used to calculate percentage frequency per activity. This was done by assigning the responses scores and using the scores to compute percentage participation for each activity. The scores were awarded as follows: Never (0), Rarely (1), Sometimes (2), Frequently (3), Very Frequently (4). The scores awarded were then used to calculate the total score per item which was converted to percentage by dividing by the maximum score per item given by the maximum score of the scale multiplied by the number of respondents\( (4 \times 134) \). The percentage participation scores are presented in Figure 4.2.

![Figure 4.2: Percentage Participation of Principals](image)

Figure 4.2: Percentage Participation of Principals
The results presented in Figure 4.2 show that principals were not very active in discipline management with a range of activity involvement 20.3% to 58.2%. The most common activity of involvement for the principals was found to be participation in formulating school rules and regulations with a score of 58.2%. This implies that the college principals took part in committees that were tasked with making rules and drawing school routine. This could be attributed to the fact that a number of school rules were standard and had been formulated as policy during the inception of the college and that amendments were not done regularly as explained by the principals. It also could be due to the fact that the task of discipline management lies in the docket of the deputy principal unless in special cases where disciplinary matters go beyond the principal and must involve the board of management. Supporting this, the principals noted that disciplinary matters were mainly handled by their deputies and therefore they needed not attend meetings in which the deputies were present.

Role modeling of students was also rated at 52.8%. The Principals reported that they met with students during special meetings such as assemblies, giving important speeches to the students which were deemed to be guiding the students towards becoming responsible people thus avoiding indiscipline. At third in rating was enforcing students discipline by taking disciplinary actions against offenders which was rated at 46.5%. This rating could be attributed to the fact that principals dedicated disciplinary matters to the deputy principals who were directly involved except in extreme cases. Supporting this, principals noted that it was not the role of the principal to monitor every single issue in the college and this lead to the formation of disciplinary
committees whose chair was the deputy principal. Other roles noted were participating in guidance and counseling 23.3% and participating in disciplinary committees which was rated at 20.3%. In regard to these it was noted that principals were not members of the disciplinary committees except when a case was severe and referred to the board of management in which case the principal would appear. Similarly, the principals were not entirely tasked with the duty of guidance and counseling and were not part of guidance and counseling team of the college. Being the chief officer in charge of discipline, involvement in guidance and counseling was deemed counterproductive as it leads to role conflict. These findings agree with the findings of Mbiti (2007) who noted that the school administrators should provide leadership and direction in order to maintain school discipline. Mbiti further notes that among the duties of the school head was maintaining discipline and providing guidance and counseling to students.

4.5.2 Role of the Deputy Principal in Discipline Management in TVET Institutions

The involvement of deputy principals in discipline management was rated on the same scale as for the principals. The scores are presented in Table 4.4
Table 4.4: Role of Deputy Principal According to Administrators

<table>
<thead>
<tr>
<th>Roles</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating rules and regulations</td>
<td>8</td>
<td>6.0</td>
<td>8</td>
<td>6.0</td>
<td>15</td>
</tr>
<tr>
<td>Enforcing rules and regulations by taking</td>
<td>10</td>
<td>7.5</td>
<td>18</td>
<td>13.4</td>
<td>31</td>
</tr>
<tr>
<td>disciplinary actions against offenders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in disciplinary committees</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>3.7</td>
<td>14</td>
</tr>
<tr>
<td>Participating in guidance and counseling</td>
<td>45</td>
<td>33.6</td>
<td>51</td>
<td>38.1</td>
<td>20</td>
</tr>
<tr>
<td>Role modelling students</td>
<td>26</td>
<td>19.4</td>
<td>35</td>
<td>26.1</td>
<td>52</td>
</tr>
</tbody>
</table>

The results shown in Table 4.4, show that deputy principals participated in all the perceived discipline management roles but at different rates. In order to compare the frequency of involvement the results were converted to percentage scores as indicated in section 4.5.1. The results obtained are presented in Figure 4.3.
Figure 4.3: Percentage Participation of Deputy Principals

The results presented in Figure 4.3 indicate that deputy principals were more actively involved in disciplinary matters as compared to principals with a percentage participation in different roles ranging from 28.7% to 85.1% with an average of 59.2%. This could be attributed to the fact that school discipline was a role that was delegated by the principals to the deputy principals as indicated by the principals during interviews and therefore most disciplinary cases were handled by the deputies without involving the principal directly.

Participating in disciplinary committees was the most highly rated role with 85.1%. This could be attributed to the fact that deputy principals were the heads of disciplinary committees and were supposed to chair all the disciplinary committees and report to the principal. Similarly deputy principals were also allowed to sit in Board of Management
meetings involving disciplinary matters giving them more time to be involved in discipline related issues. The second rated was formulating school rules and regulations at 78.2%. This implies that deputy principals were involved in developing the school routine and also managing the daily running of school activities by setting standard rules that would allow the college to function normally. The principals supported this by noting that apart from discipline policy, there were other minor adjustments that were done to curb emerging malpractices among the students which were formulated by the disciplinary committees chaired by the deputy principal.

The third rated was enforcement of discipline among students by taking disciplinary actions against offenders which was rated at 66.2%. This meant that deputy principals frequently took part in applying corrective strategies to compel in disciplined students to change their behaviour. Deputy Principals were the chairs to the disciplinary committees which were mandated to organize and carry out investigations on indiscipline matters as well as make necessary judgments as per college rules on action to be taken against undisciplined students through a judgment panel. Based on this, the deputy principal recommends suspension of a student to the principal. It was also noted that the deputy principal could also writes warning letters to repeat offenders before disciplinary actions were taken. It was also reported that deputy principals had a key role in recommending to the guidance and counseling department on matters that required guidance and counseling of the students.
However, the deputy principals scored low on participation as role models to the students (37.7%) while involvement in guidance and counseling was the least rated with 28.7%. This is because in the colleges there were well established guidance and counseling departments with trained personnel especially lecturers who were not supposed to be involved in disciplining students so as to avoid conflicting roles. The deputy principal being the head of discipline in the college was thus not allowed to sit in guidance and counseling sessions except during normal meetings with students in which the deputy may give advice to students and therefore act as a role model. These findings concur with the findings of Muloki and Edwin (2009) who noted that school administrators should be engaged in disciplinary matters and to ensure that they identify and provide solutions to disciplinary issues concerning students.

4.5.3 Role of Dean of Students in Discipline Management

The respondents were required to rate the involvement of the dean of students on a number of discipline management issues on a scale of five with higher scores indicating more frequent involvement. The results of the responses are presented in Table 4.5
Table 4.5: Role of the Dean of Students According to Administrators

<table>
<thead>
<tr>
<th>Role</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating rules and regulations</td>
<td>19</td>
<td>14.2</td>
<td>27</td>
<td>20.1</td>
<td>59</td>
</tr>
<tr>
<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
<td>82</td>
<td>61.2</td>
<td>52</td>
<td>38.8</td>
<td>0</td>
</tr>
<tr>
<td>Participating in disciplinary committees</td>
<td>40</td>
<td>29.9</td>
<td>47</td>
<td>35.1</td>
<td>28</td>
</tr>
<tr>
<td>Participating in guidance and counseling</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>20</td>
</tr>
<tr>
<td>Role modelling students</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>21</td>
</tr>
</tbody>
</table>

The results presented in table 4.5 show that dean of students was an active member of the discipline management team in a college. However, keen observation indicates that more of the deans participation was concerned with guidance and counseling of the students. The scores in table 4.5 were used to calculate percentage scores for each role. The results are presented in Figure 4.4.
The results in figure 4.4 shows that the most common role of the dean of students was role modeling of students rated at 88.8%. This could be attributed to the fact that the Dean of Students is an administrative office in a school that looks at the welfare of the students. This includes mentoring students both socially and academically to ensure they live a holistic life through guidance and counseling. Similarly, the dean of students is expected to play a key role of enhancing discipline through preventive measures by ensuring students are aware of school rules and the expected consequences when the rules are broken.

Figure 4.4: Percentage Participation of Dean of Students

The results in figure 4.4 shows that the most common role of the dean of students was role modeling of students rated at 88.8%. This could be attributed to the fact that the Dean of Students is an administrative office in a school that looks at the welfare of the students. This includes mentoring students both socially and academically to ensure they live a holistic life through guidance and counseling. Similarly, the dean of students is expected to play a key role of enhancing discipline through preventive measures by ensuring students are aware of school rules and the expected consequences when the rules are broken.
The other important role was participating in guidance and counseling of students rated at 86.0%. This is because the office of the dean of students was a mediation office that linked the students and the college management. It was thus the role of the dean by policy to enhance good discipline which will culminate to effective running of the institution. It was further explained that the department of guidance and counseling was under the office of the dean of students. The dean was tasked to prepare, in liaison with the head of guidance and counseling, guidance and counseling sessions for all the students as well as sessions for students with special problems that needed to be addressed. The respondents further added that deans were in charge of organizing for peer counseling as well as career and motivational talks for the students either by inviting external speakers or internal counselors.

Other roles that were identified were the formulation of school rules and regulations rated at 44.2%. This shows that deans were required to represent the interests of the students and ensure that the rules are not oppressive to the students thus averting conflicts between students and the administration which could further deteriorate discipline in the institution. Others that were lowly rated were participating in disciplinary committees rated at 29.9%. This could be attributed to the fact that deans as welfare officers are expected to represent the interests of the students and therefore were required to attend disciplinary committees.
4.5.4 Role of Head of Guidance and Counseling

The respondents were required to establish the role of guidance and counseling head by rating the perceived roles on a scale of five. The results obtained are presented in Table 4.6.

Table 4.6: Role of head of guidance and counseling according to administrators

<table>
<thead>
<tr>
<th>Role</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating rules and regulations</td>
<td>13</td>
<td>9.7</td>
<td>17</td>
<td>12.7</td>
<td>22</td>
</tr>
<tr>
<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
<td>91</td>
<td>67.9</td>
<td>36</td>
<td>26.9</td>
<td>7</td>
</tr>
<tr>
<td>Participating in disciplinary committees</td>
<td>87</td>
<td>64.9</td>
<td>41</td>
<td>30.6</td>
<td>6</td>
</tr>
<tr>
<td>Participating in guidance and counseling</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>Role modelling students</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>3.0</td>
<td>7</td>
</tr>
</tbody>
</table>

The results presented in Table 4.6 reveal that the head of the department of guidance and counseling was involved mainly in two roles: role modeling of students and guidance and counseling. The Likert scores were converted to percentages for comparison as explained in section 4.4. The results are presented in Figure 4.5.
Figure 4.5: Participation of Head of Guidance and Counseling

The results presented in Figure 4.5 show that the head of guidance and counseling department participated mainly in guidance and counseling of students which was rated at 98.1%. This was supported by document analysis results which showed that the guidance and counseling sessions held within the college were all chaired by the head of guidance and counseling department. Secondly, the interviewee also reported the head of guidance and counseling was charged with the responsibility of coordinating guidance and counseling activities in the college including the training of peer counselors as well as selection of specific specialized counselors for students with special problems such as drug abuse, distress among others. These deter the head of guidance and counseling from participating in discipline management matters related to punishing of offenders such as participating in disciplinary committees so as to avoid counter productivity due to role conflicts.
Another key role was role modeling (91.2%). This referred to guiding students by example to live in a way that agrees with the college rules and regulations as well as nurturing them to discover their potential and exploit it to the fullest. These results were in agreement with document analysis guide which showed that mentorship programmes were organized regularly by the guidance and counseling department. Supporting these findings the interview schedule results showed that it was the document duty of the head of guidance and counseling to organize mentorship through career talks and motivational speaking either internally or by hiring an external agent.

Similar results have been reported by Gysbers and Henderson (2001) who noted that giving guidance and counseling personnel in schools specific roles that do not contradict with their other duties enable them work effectively in transforming students. Yuksel-Sahin and Hotaman (2007) also concur with these findings by asserting that school guidance and counseling services are seen as a way of fostering positive behaviour and assisting students in personal, social and school adjustment through preventive, corrective as well as mentorship strategies.

It was also noted that the head of guidance and counseling participated in discipline management through formulation of school rules and regulations which was rated at 64.4%. The findings further agree with what was reported by the principals during interviews that the guidance and counseling department played a moderation role in school rules formulation to ensure that students are not oppressed or the rules do not cause a rift between the school administration and the students’ fraternity. The department was also charged with the duty of ensuring smooth introduction of new
rules in a manner that was acceptable to all members thus their participation in formulation of school rules review committee was necessary.

4.5.5 Role of Disciplinary Committee

It was established that the TVET institutions had formed disciplinary committees that were responsible for student discipline management in the college. The study sought to establish the roles that were played by the disciplinary committees. The respondents were required to rate the involvement of the disciplinary committees in perceived disciplinary management activities or processes on a five point scale with the choices: never, rarely, sometimes, frequently and very frequently. The results are presented in Table 4.7.

Table 4.7: Role of Disciplinary Committees According to Administrators

<table>
<thead>
<tr>
<th>Role</th>
<th>N</th>
<th>%</th>
<th>R %</th>
<th>S %</th>
<th>F %</th>
<th>VF %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating rules and regulations</td>
<td>12</td>
<td>9.0</td>
<td>14</td>
<td>10.4</td>
<td>22</td>
<td>16.4</td>
</tr>
<tr>
<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>9.0</td>
</tr>
<tr>
<td>Participating in guidance and counseling</td>
<td>76</td>
<td>56.7</td>
<td>48</td>
<td>35.8</td>
<td>9</td>
<td>6.7</td>
</tr>
<tr>
<td>Role modelling students</td>
<td>31</td>
<td>23.1</td>
<td>21</td>
<td>15.7</td>
<td>39</td>
<td>29.1</td>
</tr>
</tbody>
</table>

The obtained results show that disciplinary committees participated in discipline management in a number of ways with some roles being more common than others. In order to compare the frequency of participation, the scores were converted into
percentage involvement such that high scores represented more frequent participation.

The results are presented in Figure 4.6.

![Figure 4.6: Participation of Disciplinary Committees](image)

The results presented in Figure 4.6 show that disciplinary committees were most actively involved in enforcing rules and regulations by recommending disciplinary actions against offenders which was rated at 86.8%. This could be attributed to the fact that disciplinary committees were created purposely to manage discipline of students through imparting punitive measures when other avenues such as guidance and counseling have failed to work. In support of this were the results obtained in document analysis that showed that the school discipline policy gave the disciplinary committees the following roles: first was to investigate on the trends in behavior of learners and recommend review of rules so as to curb emerging malpractices that may not be well
covered in the school rules and regulations document issued to the students during reporting to the institution.

Secondly, disciplinary committees were responsible for carrying out investigations into alleged indiscipline practices by students to ascertain the truth and recommend to the school management the necessary disciplinary action as per policy. This implies that disciplinary committee members were more of prosecutors in the college dealing with corrective measures that do not entail guidance and counseling. Another key role was to interrogate alleged offenders and judge them accordingly and report to the school administration for appropriate action.

Supporting this, the principals further reported that disciplinary actions were recommended by disciplinary committees after keen investigations and hearing of the matter from the student for justice and fairness. The findings of this study are supported by the findings of Nyaga (2004) who noted that the disciplinary process should be carried out by a committee that should begin with investigations stage in which consideration of the health of the student, family problems or whether the student is dissatisfied with the school should be made. Upon conclusion on investigation, keen judgment should be made whether to suspend or dismiss the student or forgive after hearing of the case.

The second role disciplinary committee was formulation of school rules and regulations which was rated at 67.7%. This percentage implies that disciplinary committee members were involved formulation of rules of the TVET institutions. The principals
reported that disciplinary committees were in charge of the overall discipline process and held meetings to discuss emerging issues in students’ behavior that would lead to either formulation of new rules or adjustments of the existing ones to suit the current situation. Role modeling was lowly rated at 44.4%. This implies that though conflicting with the other roles, disciplinary committee members acted as role models to the students. This could be attributed to the fact that disciplinary committee members are lecturers who have the role of nurturing the learners both career wise and socially. Thus informally, such members would do mentorship to their respective students in class.

### 4.5.6 Role of Student Councils

Student councils refer to elected leaders of the students who represent the students in matters concerning management of the institutions so as to cater for the students’ welfare. The administrators were required to rate their involvement in discipline management roles on a five point scale. The results are presented in Table 4.8.

<table>
<thead>
<tr>
<th>Role</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating rules and regulations</td>
<td>7</td>
<td>5.2</td>
<td>13</td>
<td>9.7</td>
<td>42</td>
</tr>
<tr>
<td>Participating in disciplinary committees</td>
<td>41</td>
<td>30.6</td>
<td>53</td>
<td>39.6</td>
<td>33</td>
</tr>
<tr>
<td>Participating in guidance and counseling</td>
<td>24</td>
<td>17.9</td>
<td>18</td>
<td>13.4</td>
<td>20</td>
</tr>
<tr>
<td>Role modelling students</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>21</td>
</tr>
</tbody>
</table>

The results in Table 4.8 show that student councils participated in a number of ways in discipline management in TVET institutions. In order to compare the level of participation, the scores in Table 4.8 were used to compute percentage scores that
showed the frequency of participation in each perceived role. The results are presented in Figure 4.7.

**Figure 4.7: Participation of Student Councils**

The results presented in Figure 4.10 show that most frequent role of the students council was role modeling of students rated at 88.8%. This high rating could be attributed to the fact that student councils are democratically elected leaders by the students and therefore have the good will of their peers. Secondly, the school administrators noted that the student council works hand in hand with the office of the dean of students in enhancing the students’ welfare in a number of ways. Among these, is the development of students wellbeing by role modeling or mentorship and counseling. Also common
among their duties is to identify students with specific problems and report to dean or guidance and counseling department for the necessary action.

The second frequently played role by the student councils was formulation of school rules and regulation rated at 65.5%. This implies that the school management involved students in making rules that govern the institution to ensure that they own the rules and do not feel oppressed by them. This was supported by the administrators who noted that they involved the student council in all matters affecting the students’ life within the college. In addition, it was noted that the students council comprised of students representatives on all matters that concern the students’ fraternity thus they were consulted during formulation of rules and regulations for the institutions. For instance on issue of academic work, the council had a representative called minister for education who was allowed to attend all meetings on academic issues while for sports, the students were represented by a sports minister.

Participation in guidance and counseling was also noted as a role played by the student councils with a percentage rating of 58.0%. This implies that students were involved in coordinating guidance and counseling services in collaboration with the office of the dean of students. This was supported by document analysis of the guidance and counselling record book. This showed that the guidance and counseling members were found to include student council members as peer counselors which showed that it was the role of student councils to assist in developing a peer counseling group with help of the dean of students. Similarly, as voiced out by the school administrators it was noted that student councils were responsible for mentoring new students by assigning them
responsible existing students to guide them through orientation process. The participation of student councils in guidance and counselling concur with the words of Mbiti (2007) who noted that in modern scheme of discipline is the capacity that enables the individual to use the voice of reason in making the right decisions even if the natural desires are pulling towards the other direction. The modern scheme of discipline therefore outlines great emphasis on the teaching of good conduct, the understanding of one’s responsibilities and obligations under the existing authority. It also lays emphasis on the fear for the consequences of bad conduct (Mbiti, 2007).

4.6 Indiscipline Prevention Strategies Used in TVET Institutions

These refer to the measures adopted by the institutions in their efforts to prevent students from engaging in indiscipline activities. On this, respondents were required to rate the perceived preventive strategies on the basis of frequency of practice within their college. This was done on a five point Likert scale with the choices: Never (N), Rarely (R), Sometimes (S), Frequently (F) and Very Frequently (VF). The Likert scores are presented in Table 4.9.
Table 4.9: Preventive Strategies used in TVET institutions

<table>
<thead>
<tr>
<th>Strategy</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation of new students in line with school rules and regulations</td>
<td>4</td>
<td>25</td>
<td>32</td>
<td>46</td>
<td>27</td>
</tr>
<tr>
<td>preventive guidance and counseling</td>
<td>36</td>
<td>41</td>
<td>24</td>
<td>37</td>
<td>25</td>
</tr>
<tr>
<td>Role modeling of students by peer counsellors</td>
<td>7</td>
<td>19</td>
<td>37</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Role modeling of students by lecturers</td>
<td>18</td>
<td>38</td>
<td>33</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Issuing school rules and regulations for students to read</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td>18</td>
<td>97</td>
</tr>
</tbody>
</table>

The Likert scores presented in Table 4.9 suggest that a number of preventive strategies were applied. However, for comparison purposes the scores were converted to percentages by assigning the choices marks as follows: Never (0), Rarely (1), Sometimes (S), Frequently (3) and Very Frequently (4). The percentage scores are presented in Figure 4.8.
The most common preventive strategy for reducing indiscipline was found to be issuing of school rules and regulations booklets to new students with a percentage rating of 87.7%. Similarly, document analysis guide showed that discipline policy guidelines required that as a matter of policy before admission students were supposed to be issued with rules and regulations documents which they are requested to read, understand and sign that they are committed to adhering. The institution deans, principals and deputy principals during interview also reported that no student was admitted into the college before signing the rules and regulations commitment adherence form. The

Figure 4.8: Percentage Scores for Use Preventive Strategies Used in TVET Institutions
administrators further explained that, these rules vary from one college to the other. They also expected college students to conduct themselves maturely thus a written document to show that the rules and regulations are binding.

On the other hand, the institutions’ rules and regulations acted as guidance and part of orientation to the students as they clearly outline what is expected of any student as well the school routine necessary for the smooth running of the institution. In this study, issuing of booklet on school rules and regulations serves as orientation to the values and norms of the institutions, aimed at preventing indiscipline due to lack of knowledge of what is expected or discrepancy between the college expectations of the students conduct and the student perception of the dos and don’ts within the institution.

The second highly rated strategy was orientation of new students in line with the school rules and regulation which was rated at 62.5%. This refers to systematic induction of the new students to the school routine in a practical manner. The findings agree with the sentiments of the school administrators who noted that due to the variation of rules from one place to another, it was deemed necessary to acquaint the new students with the operations of the college including the school rules and regulations so as to allow them fit into the system easily. It was further explained, a general orientation was done the first week after reporting of new students in which students are taken through the process from one department to the other with the dean of student’s office clearly outlining the school rules and expected penalties to defaulters.
Role modeling of students by lecturers was third rated at 45.5%. This implies that, lecturers though only about 20% of them that were directly tasked with the duty of enforcing learners’ discipline took part in students discipline management. The study further established that lecturers were involved in maintenance of order and enforcement of routine by the management especially lecturers on duty. Supporting this, the school administrators noted that lecturers were selected as members of disciplinary committees as well as the guidance and counseling committees thus directly involved in discipline management. The study further sought to establish from the administrators, ways in which lecturers were involved in role modeling of students. It was reported in the interviews with administrators that lecturers were assigned duties that required them to counsel students as well as role model them, as per courses being taken, in which the lecturers acted as career advisors with the duties of career advice and nurturing students career ambitions. The findings on involvement of lecturers in role modeling of students are similar to the findings of Adentwi (2008) who reported that in Ghana shabby dressing, poor communication and lack of guidance by teachers resulted to poor understanding of the benefits and ways in which learners should conduct themselves in order to succeed in education thus indiscipline.

Role modeling by peer counselors was found to be rarely practiced with 41.0%. This was supported by the fact that there were peer counselors who were trained among the students fraternity and who were members of the guidance and counseling team. It however shows that the peer counseling was not very active. This could be attributed to
the fact that peer counselors were students and only participated in counseling when called upon by the guidance counseling head.

The school administrators also noted that preventive guidance and counseling was done on weekly basis as a regular routine for all students. The situation was complicated by the fact guidance and counseling sessions were held at same time with other activities such as clubs and societies thus not all attended. It could also be attributed to the fact that guidance and counseling sessions were optional for the students and therefore not everyone attended. Document analysis also revealed that guidance and counseling sessions were not monitored as no attendance by students was kept except for special sessions for specific students with certain needs. These findings contradict what was observed by Gysbers and Henderson (2001) giving specific roles to the counselor as well as guidelines for action enables him/her to perform the duties effectively owing to accountability. Gysbers and Henderson (2001) also noted that guidance and counseling should have a clear policy, time plan and program.

4.7 Corrective Strategies Used in Discipline Management in TVET Institutions

The respondents rated perceived corrective strategies that were used in enhancing discipline among students on a five point scale with the choices: Never (N), Rarely (R), Sometimes (S), Frequently (F) and Very Frequently (VF). The Likert scores are presented in Table 4.10.
Table 4.10: Corrective Strategies Used in TVET Institutions

<table>
<thead>
<tr>
<th>Corrective Strategies</th>
<th>N</th>
<th>%</th>
<th>R</th>
<th>%</th>
<th>S</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>VF</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment through suspension, expulsion etc.</td>
<td>18</td>
<td>13.4</td>
<td>36</td>
<td>26.9</td>
<td>32</td>
<td>23.9</td>
<td>26</td>
<td>19.4</td>
<td>22</td>
<td>16.4</td>
</tr>
<tr>
<td>Corrective guidance and counseling</td>
<td>3</td>
<td>2.2</td>
<td>11</td>
<td>8.2</td>
<td>22</td>
<td>16.4</td>
<td>40</td>
<td>29.9</td>
<td>58</td>
<td>43.3</td>
</tr>
<tr>
<td>Role modeling of students by peer counsellors</td>
<td>9</td>
<td>6.7</td>
<td>29</td>
<td>21.6</td>
<td>28</td>
<td>20.9</td>
<td>42</td>
<td>31.3</td>
<td>26</td>
<td>19.4</td>
</tr>
<tr>
<td>Role modeling of students by lecturers</td>
<td>0</td>
<td>0.0</td>
<td>8</td>
<td>6.0</td>
<td>46</td>
<td>34.3</td>
<td>62</td>
<td>46.3</td>
<td>18</td>
<td>13.4</td>
</tr>
<tr>
<td>Rehabilitation of students with psychological problems such as drug addiction</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>59</td>
<td>44.0</td>
<td>48</td>
<td>35.8</td>
<td>27</td>
<td>20.1</td>
</tr>
</tbody>
</table>

The Likert scores in Table 4.10 were used to calculate percentage by assigning scores to the choices as follows: Never (0), Rarely (1), Sometimes (2), Frequently (3) and Very Frequently (4). The percentage scores obtained are presented in Figure 4.9.
The results presented in Figure 4.9 show that corrective discipline strategies were more common with a percentage application ranging from 49.6% for punishment through suspension or expulsion to 75.5% for corrective guidance and counseling. This implies that discipline management in TVET institutions was mainly based on handling indiscipline as it occurs by correcting offenders.

Offering corrective guidance was rated at 75.5%. This shows that TVET institutions considered guidance and counseling of the students with indiscipline problems as key to discipline management. This was supported by the document analysis in which inspection of the guidance and counseling minutes indicated that there were frequent...
guidance and counseling for students with different problems such as alcoholism and drug abuse and absconding classes leading to failure in examinations among others. The administrators supported this in interviews by noting that special guidance and counseling services were provided by three different groups. These were peer counselors for cases that needed continuous monitoring or mentoring especially for addicts in alcoholism and drugs. It was also noted that the institutions had trained counselors who were mainly lecturers coordinated by the head of department of guidance and counseling in the office of the dean of students who were assigned different roles in the counseling depending on their specializations. It was further noted that under special circumstances severe cases were referred to external counselors. The rehabilitation of students as a corrective measure concurs with the findings of Yuksel-Sahin and Hotaman, (2007) who noted that schools should have guidance and counseling policy structured to handle different students’ problems.

The second highly rated strategy was rehabilitation of students with psychological problems rated at 69.0%. This referred to offering extra care and special counseling to students with special problems. It implies that the guidance and counseling departments had organized for special services for severe indiscipline cases that seemed to be psychological. Supporting this the dean of students reported that a number of indiscipline cases resulted from psychological problems such as trauma, distress and burn out of students which may result in to drug abuse or evading classes which would at times become severe. The administrators noted that this was handled by specialist hired by the institution or counseling centers which offer continuous counseling to the
victims as the guidance and counseling department offered evaluation of the progress coupled with assigning mentors to the affected student to help in rehabilitation. The findings of this study are echoed by the findings of Adegoke and Culbreth (2000) who reported that guidance counseling should help students with special problems reform through a careful mentorship and counseling program.

Role modeling of students by lecturers was rated as the third most frequent corrective strategy with a percentage score of 66.8%. This could be attributed to a number of issues. Firstly, teachers were assigned mentoring duties as advisors in order to take care of students with indiscipline issues affecting academic performance of students. This was supported by administrators in the interviews who noted that it was the duty of individual lecturers to provide mentorship to students in his or her course although class advisors had the role of general academic mentorship and advisory. Secondly, the guidance and counseling members were all lecturers assigned to different mentorship programmes. The heads of guidance and counseling noted that special cases requiring mentorship in career or academic issues were assigned to lecturers for special guidance.

Role modeling of students by peer counselors was rated at 58.8%. This was due to the fact guidance and counseling departments had peer counselors whose role was to help other students in rehabilitation. Punishment through suspension or expulsion from the institution was rated least frequent with a percentage score of 49.6%. This implies that punishing students through suspension was taken as a last option in discipline management and had a lengthy process that had to involve the Board of management of the institution. Supporting these sentiments the administrators reported that suspension
was considered as a severe punishment. The administrators also reported that punishments were given to students with serious offences and those notoriously failed to change even after guidance and counseling thus they were rare. Supporting the findings of this study are the sentiments of Nyaga (2004) who noted that the suspension is given when the gravity of the offence is beyond the threshold of retaining the student in the school and does not mean permanent removal of the student from school. The last stage is dismissal or expulsion from the school. The verdict is given in accordance to the magnitude of the offence. The student is supposed to be accorded the right of appeal against the action taken.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents a summary of the findings of the study, conclusions made from the findings, recommendations of the study and suggestions for further studies.

5.2 Summary of Findings
The first objective of the study was to assess the status of discipline in TVET institutions in Nyeri County. This was done by assessing the prevalence of different forms of indiscipline in the institutions. The most prevalent forms of indiscipline were found to be:

- Irresponsible sexual relations among students such as coupling between students, premarital sex among others
- Failure to adhere to school routine
- Absconding lectures
- Disrespect for lecturers and other staff members
- Alcohol and drug abuse

The second objective of the study was to establish the roles and duties played by different administrators: the Principal, the Deputy Principal, The Dean of Students, The Head of Guidance and Counseling, Disciplinary Committees and Student Councils in the institutions in managing students’ discipline.
The principal was found to play the following roles in order of priority:

- Participation in formulating school rules and regulations
- Role modeling of students
- Enforcing students discipline by taking disciplinary actions against offenders
- Participating in guidance and counseling
- Participating in disciplinary committees

The Deputy Principal played the following roles:

- Participating in disciplinary committees
- Formulating school rules and regulations
- Enforcement of discipline among students by taking disciplinary actions against offenders and
- Role modeling of students

The Dean of Students was found to participate in:

- Role modeling of students
- Participating in guidance and counseling of students
- Participation in formulation of school rules and regulations

The roles of guidance and counseling head of department were found to be:

- Participating in guidance and counseling of students
- Role modeling and
- Formulation of school rules and regulations
Disciplinary committees were found to participate in discipline management by:

- Enforcing rules and regulations by recommending disciplinary actions against offenders
- Formulation of school rules and regulations and
- Role modeling

The student council played the role of discipline management by:

- Role modeling of students
- Participating in formulation of school rules and regulation and
- Participating in guidance and counseling

The third objective of the study was to establish the preventive strategies used in curbing indiscipline in TVET institutions. The preventive strategies identified were:

- Issuing of school rules and regulations booklets to new students with
- Orientation of new students in line with the school rules and regulation
- Role modeling of students by lecturers
- Role modeling by peer counselors
- Preventive guidance and counseling

The fourth objective was to establish the corrective strategies used in enhancing discipline. The following strategies were identified:

- Offering corrective guidance
- Rehabilitation of students with psychological
- Role modeling of students by lecturers
• Role modeling of students by peer counselors

• Punishment through suspension or expulsion from the institution

5.3 Conclusions of the Study

Based on the findings the following conclusions were drawn:

i. The discipline status in TVET institutions was poor with the most common forms of indiscipline being irresponsible sexual relations among students such as coupling between students, premarital sex among others, failure to adhere to school routine and absconding lectures.

ii. The principals, deputy principals, deans of students, guidance and counseling departmental heads, disciplinary committees and student councils played key roles in discipline management. However, some roles were conflicting such as discipline enforcement through punishment and role modeling.

iii. The Indiscipline preventive strategies used in discipline management in TVET institutions were: issuing of school rules and regulations booklets to new students; orientation of new students in line with the school rules and regulations; preventive guidance and counseling; and role modeling of students

iv. The Indiscipline corrective strategies used in discipline management were: corrective guidance; rehabilitation of students with psychological problems; punishment through suspension or expulsion.
5.4 Recommendations

Based on the conclusions the following recommendations were made:

i. School administrators should enhance preventive social guidance and counseling to reduce immorality and maladjustments by the students leading to other social related problems.

ii. School policy should be reviewed and roles of different administrators defined well to avert role conflict which could be counterproductive in discipline management.

iii. Use of preventive strategies should be enhanced to reduce indulgence of new students into indiscipline especially preventive guidance and counseling and role modeling.

iv. Peer counseling and peer role modeling should be enhanced to aid rehabilitation of affected students.

5.5 Suggestions for Further Study

i. There is need for a study to assess the effectiveness of the different discipline management strategies in TVET Institutions.

ii. There is need for a similar study in other tertiary institutions.

iii. There is need for a study on the effectiveness preventive strategies used in all tertiary institutions in enhancing discipline among students.
REFERENCES


APPENDICES

Kenyatta University

Department of Educational Management,

Policy and Curriculum Studies

Master of Education

My name is Anne N. Mwangi, I am a masters Student from the Department Of Educational Management Policy And Curriculum Studies at Kenyatta University. In order to fulfill the requirements of this degree programme, I am carrying out a study on “ASSESSMENT OF DISCIPLINE MANAGEMENT STRATEGIES IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN NYERI COUNTY, KENYA”

Appendix 1: Questionnaire for Lecturers

Part 1: Demographic information

1. State your gender: Male [ ] Female [ ]

2. State the administrative position or responsibility you hold in the institution if any

3. Are you a member of the disciplinary committee?

   Yes [ ] No [ ]
Part 2: Status of Discipline

Section A

This section details the perceived common forms of indiscipline that occur in your institution. You are required to indicate your opinion on their prevalence by ticking the most appropriate answer. The choices are: Never (N), Rarely (R), Sometimes (S), Frequently (F), Very Frequently (VF).

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Indiscipline</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disrespect for lecturers and other staff members e.g. rudeness, failure to follow instructions, arrogance etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Alcohol abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Drugs abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Absconding lectures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Failure to adhere to school routine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Irresponsible sexual relations e.g. coupling between students, engaging in premarital sex, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section B

List any other forms of indiscipline that are not captured in section A above.

.................................................................................................................................................................................................................................................................................................................................................................................................
Part 3: Roles of TVET administrators in discipline management

This section details the perceived roles of TVET administrators’ indiscipline management you are required to indicate your opinion on the frequency of their involvement by ticking your appropriate answer. The choices are: Never (N), Rarely (R), Sometimes (S), Frequently (F), Very Frequently (VF).

**Principal**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Role</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formulating rules and regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Participating in disciplinary committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Participating in guidance and counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Role modeling students</td>
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**Deputy Principal**

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<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
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<tr>
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<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Participating in disciplinary committees</td>
<td></td>
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<tr>
<td>4</td>
<td>Participating in guidance and counseling</td>
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<tr>
<td>5</td>
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### Dean of students

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<th>F</th>
<th>VF</th>
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<tr>
<td>2</td>
<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
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<tr>
<td>3</td>
<td>Participating in disciplinary committees</td>
<td></td>
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<tr>
<td>4</td>
<td>Participating in guidance and counseling</td>
<td></td>
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<td>5</td>
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### Student Council

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<th>F</th>
<th>VF</th>
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<td>4</td>
<td>Participating in guidance and counseling</td>
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### Disciplinary committee

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<th>S</th>
<th>F</th>
<th>VF</th>
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<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
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</tr>
<tr>
<td>3</td>
<td>Participating in disciplinary committees</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Participating in guidance and counseling</td>
<td></td>
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<td></td>
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<tr>
<td>5</td>
<td>Role modeling students</td>
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</table>
Head of guidance counseling department

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Role</th>
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<th>R</th>
<th>S</th>
<th>F</th>
<th>VF</th>
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<tbody>
<tr>
<td>1</td>
<td>Formulating rules and regulations</td>
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<tr>
<td>2</td>
<td>Enforcing rules and regulations by taking disciplinary actions against offenders</td>
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<tr>
<td>3</td>
<td>Participating in disciplinary committees</td>
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<tr>
<td>4</td>
<td>Participating in guidance and counseling</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Role modeling students</td>
<td></td>
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</tbody>
</table>

Part 4: Indiscipline Prevention Strategies

This section gives the different ways that could be used in preventing indiscipline among students in TVET institutions. You are required to indicate your opinion on their application in preventing indiscipline among student in your institution by ticking one of the Choices. The choices are: Never (N), Rarely (R), Sometimes (S), Frequently (F), Very Frequently (VF).

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Indiscipline</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>V</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation of new students in line with school rules and regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Preventive guidance and counseling</td>
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</tr>
<tr>
<td>3</td>
<td>Role modeling of students by peer counselors</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Role modeling of students by lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Issuing school rules and regulation booklets for students to read</td>
<td></td>
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</tr>
</tbody>
</table>
What other preventive measures do you take to ensure that disciplined students are not influenced into engaging in indiscipline?

Part 5: Indiscipline Corrective Strategies

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Indiscipline</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>V</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punishment through suspension, expulsion etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Corrective guidance and counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Role modeling of students by peer counselors</td>
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</tr>
<tr>
<td>4</td>
<td>Role modeling of students by lecturers</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rehabilitation of students with psychological problems such as drug addiction</td>
<td></td>
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</tr>
</tbody>
</table>

What other corrective strategies do you employ in correcting indiscipline among students?
Appendix 2: Questionnaire for students

Part 1 Demographic information

1. State the course that you take ...........................................................................................................

2. State your year of study .....................................................................................................................

3. State your Gender Male [ ] Female [ ]

Part 2: Common Forms of Indiscipline

Section A

This section details the perceived common forms of indiscipline that occur in your institution. You are required to indicate your opinion on their prevalence by ticking the most appropriate answer. The choices are: Never (N), Rarely (R), Sometimes (S), Frequently (F), Very Frequently (VF).

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Indiscipline</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>V</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disrespect for lecturers and other staff members e.g. rudeness, failure to follow instructions, arrogance etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Alcohol abuse</td>
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</tr>
<tr>
<td>3</td>
<td>Drugs abuse</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Absconding lectures</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Failure to adhere to school routine</td>
<td></td>
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<tr>
<td>6</td>
<td>Irresponsible sexual relations e.g. coupling between students, engaging in premarital sex, etc.</td>
<td></td>
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</tbody>
</table>
Appendix 3: Structured Interview schedule-Administrators

Part 1 Status of discipline

What are the common forms of indiscipline that are witnessed among students in institution

Part 2 Duties of the different stakeholders in discipline management

Principal

Deputy Principal

Dean of students

Student Council

Disciplinary committee

Head of guidance and counseling department
Part 3 Indiscipline Prevention Strategies

1. What measures do you take as an institution to ensure that new students do not engage in indiscipline?

2. What measures do you take to ensure that disciplined students are not influenced into engaging in indiscipline?

Part 4 Indiscipline Corrective Strategies

1. What corrective measure do you take as an institution to ensure that undisciplined students reform?

2. What steps do you follow in disciplinary procedures?
Appendix 4: Document analysis guide

Part 1: School rules and regulations

Part 2: School discipline policy document

<table>
<thead>
<tr>
<th>Offence</th>
<th>Disciplinary action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Part 3: Guidance and counseling record book

<table>
<thead>
<tr>
<th>Indiscipline problem</th>
<th>Guidance &amp; counseling action</th>
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</thead>
<tbody>
<tr>
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# Appendix 5: Time Plans

<table>
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<tr>
<td>Proposal writing</td>
<td>15th February to 30th August 2014</td>
<td>6.5 Months</td>
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<tr>
<td>Pilot study and pretesting of research instruments</td>
<td>October to November 2015</td>
<td>1 month</td>
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<tr>
<td>Data collection</td>
<td>23rd January to March 31st 2015</td>
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<td>Data analysis and project report writing</td>
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<td>Submission of the project</td>
<td>August 2015</td>
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# Appendix 6: Research Budget

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