FACTORS CONTRIBUTING TO STUDENTS’ DEVIANT BEHAVIOUR IN SECONDARY SCHOOLS IN KISUMU DISTRICT.

BY

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E54/0116/03

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
KENYATTA UNIVERSITY

AUGUST 2005
DECLARATION

This project is my original work and has not been presented for a degree in any other university or any other award.

ROSELINE MARY ORIYA

DATE

DECLARATION BY THE SUPERVISOR

This project had been submitted with my approval as the university supervisor.

DR. DONALD KISILU KOMBO.

DATE

EDUCATIONAL FOUNDATIONS

KENYATTA UNIVERSITY
DEDICATION

To my family: My parents the late Mzee Alfayo Gundo and Mama Norah Ayieko for their love and upbringing. My husband the late Gilbert Oriya for his love for education. My children, Judy, Joy and James for their love, encouragement and sacrifice.
ACKNOWLEDGEMENT

It would not have been possible to complete this study without the support of many people who helped me both directly and indirectly.

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Singled out is my daughter and a colleague in the study, Judy Ogweno for her support through personal sacrifice that enabled me to complete the writing of this project.

Last but not least to my God for the strength, and mercy He accorded me through it all.
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ABSTRACT

The wave of students’ deviant behaviour causing strikes and violence among other deviance had hit a number of schools in Kisumu District and disrupted learning in the recent years. The Study therefore sought to find out the factors contributing to deviant behaviour among students. The purpose of the study was to examine the causes of deviance, management and administration of the students’ discipline in secondary schools.

To carry out the research, the study employed a descriptive survey research design in order to get the perception and views of the Head teachers, Deputy Head teachers, Heads of Guidance and Counseling, and students. Related literature for this study revealed that unless appropriate measures were taken, the vice would continue. The study population constituted 65 secondary schools, 65 Head Teachers, 65 Deputy Head Teachers, 65 Heads of Guidance and Counseling, 947 Teachers and 13,707 Students in Kisumu District. The sample for the study constituted 22 Head Teachers, 22 Deputy Head Teachers, 22 Heads of Guidance and Counseling department and 275 Students. Data was collected by use of questionnaires and in-depth interview schedules.

The findings of the study showed that there were gaps to be filled in the management and appropriate measures to control deviance among students. Guidance and Counseling featured prominently as a measure to enhance management strategy for curbing deviance.
CHAPTER ONE

INTRODUCTION

1.0 Background to the Problem

Introduction

This chapter gives the background of the study, the statement of the problem, the purpose, the research questions, the significance, the assumption, the scope and limitations of the study.

1.1 Background of the Study

Examining factors contributing to deviant behaviour among students in secondary schools in Kenya is aimed at curbing cases of undesirable behaviour. The cases of deviant behaviour vary from simple to very complex ones. Instead students should concentrate on academic, social and practical aspects of life in school. Students should not use deviant behaviour as a solution to problems encountered in schools. (Republic of Kenya 1999). Many secondary schools in Kenya have been faced with cases of students' unrests as a result of deviant behaviour as far back as the beginning of the 20th century, when the first case was reported in Maseno High School, Kisumu District in 1908. (Republic of Kenya, 2001).

Of late, the concern has been about the escalating destructive tendencies in schools, which are a reflection of maladjustment and have been reported as an indication that education system is not producing socially responsible persons. (Republic of Kenya 1999). To date such tendencies have recorded in worst
incidents. For example in 1998, 26 girls at Bombolulu Girls Secondary School were burnt to death; in 1999, 17 girls at St. Kizito Secondary School were killed and 70 raped; at Nyeri Boys High School 4 prefects were burnt to death by their colleagues; and in March 2001 at Lelmolawo school seven students who acted as arsonists overpowered two watchmen guarding the school compound before petrol-bombing the 116 capacity dormitory, killing 1 student and seriously injuring 53 others (East African Standard 23rd August 2001).

Although the ministry of Education made a move to curb the destructive tendencies in schools by enacting the Children’s Act in the year 2001, the Act which provides that a child shall be entitled to protection from physical and psychological abuse by any person/people, the deviant behaviour in schools is still being reported in large numbers (Ramani 2003). The Task Force on student discipline formed in July 27, 2001, and headed by Naomi Wangai has also not completely solved the problem of deviant behaviour in schools. The trend has continued, several secondary schools have been involved.

For example, 45 students from Mwamburu Secondary School in Taita Taveta District; Ngoru Secondary School in Nyeri District; in Murang’a 40 form four students from Kiambugi Secondary School; Sinyolo Girls’ Secondary School in Kisumu District. These are just but a few cases of deviant behaviour resulting into mass indiscipline (Standard Newspaper Team 2004) Deviant behaviour by students has been in existence for a long time. President Daniel Arap Moi used to say that opposition politicians were responsible for much of the students’ deviant behaviour which caused unrests, because he insisted that
opposition parties encouraged civil disobedience (Education Supplement 2001). But analysts have different explanations. For instance, ever since Kenya banned corporal punishment in its schools, some head teachers say it is impossible to control unruly students. Kimotho (2001) reported that a head teacher in Nairobi complained that the abrupt removal of the cane usurped the head teacher’s power in dealing with deviant behaviour leaving a vacuum in its place.

One the other hand, Njenga (2002) psychiatrist in Nairobi, says tougher discipline in schools will not end the deviant behaviour. He says all aspects of life in Kenya are touched by deviant behaviour – violence, and until something is done to end the deviant behaviour in Kenya Society, deviant behaviour in schools will likely continue.

I don’t think disciplinary measures in schools themselves are the total explanation. And I don’t think a task force par se is the solution. I think a thorough going introspection by all of us as a society is the beginning of it. I think the broader issues, including issues of corruption and civil disorders and police deviant behaviour are all part and parcel of one big whole. And I think it is too simplistic to just say let us cane them and they will be alright. It is not true at all. (Cited by Education supplement 2003).

The background information does not provide the causes of the deviant behaviour, hence the need to research on factors contributing to deviant behaviour among students in Secondary schools.

1.2 Statement of the Problem

Students have resorted to disruptive activities in Secondary schools. Many incidences of undesirable behaviour also commonly known as deviant
behaviour have continued to be witnessed in schools. Not only are students protesting by demonstrations as was in the past, but their actions are premeditated to cause loss of lives and injury, to damage and destroy property, to disrupt services and cause loss of livelihood (jobs).

This behaviour is more common during the second term. Teachers try very much to contain the situation. However at the end of the day, students end up engaging in serious deviant behaviour. It was the task of this study to find out the factors that contributes to this state of affairs especially in Kisumu District.

1.3 Purpose of the Study

The purpose of this study was to examine the factors that contribute to deviant behaviour among students in secondary schools. Specifically the study attempted to:

1. Identify the causes of deviant behaviour in Secondary schools.
2. Establish head teachers’ opinion towards the factors contributing to deviant behaviour which in turn interfere with students’ discipline.
3. Investigate the modalities which teachers use in detection and early intervention of deviant behaviour among students.
4. Investigate the extent to which peer influence contributes to deviant behaviour.
5. Offer solutions to the problem of deviance in secondary schools.
1.4 **Research Questions**

The study was guided by the following questions:

1. Which are the factors contributing to students’ deviant behaviour in schools?
2. Which forms of deviant behaviour are found?
3. What kinds of actions do students with deviant behaviour display?
4. Which are possible solutions to minimize deviant behaviour?

1.5 **Significance of the study**

The findings of the study would help the education policy-makers in the Ministry of Education Science and Technology, Kisumu District to take necessary measures that would promote discipline in schools as one way of reducing deviance.

The findings would cause money not to be spent on payments for havoc done incase of students’ unrests. The findings would also enhance the proper use of guidance and counseling in secondary schools as an important management strategy for curbing deviant behaviour. The findings would assist head teachers in instilling discipline in schools, and parents would have disciplined children. Finally the findings of this study would add to available body of knowledge on students’ disciplinary management.

1.6 **The Assumptions of the Study**

The study assumed that:

(i) The head teachers in all secondary schools in Kisumu District are in control of factors contributing to deviant behaviour among students.
(ii) Each school in Kisumu District has a system of identifying the unruly students and curbing their deviant behaviour which is the cause of indiscipline.

(iii) The guidance and counseling committees have members who are trained in counseling skills and that they arrange to meet individual students to give them counseling concerning their individual problems and conflicts with a view to shape their behaviour appropriately.

(iv) There are school rules and regulations, which guard against deviant behaviour.

(v) Respondents will provide reliable data.

1.7 **Scope and Limitation of the study**

The study was limited to 22 public secondary schools in Kisumu District. Sampling of schools included boys' schools, girls' schools and mixed schools. Data was collected from head teachers/ deputy head teachers, heads of guidance and counseling departments and students. The students who were directly involved in the research were form three. Normally form ones are still very new in schools therefore they are not very knowledgeable, form twos have rebellious behaviour in most cases, and form fours are very busy with mock examinations and are anxious because of the pending National Examinations.

It was not possible to cover opinions of parents and BOG members because tracing them would have required considerable time, resources and other logistics.
1.8: Definition of Terms

**Behaviour**
- Refers to anything that a person does or says.

**Deviant Behaviour**
- Refers to the behaviour which deviates from normal, especially with reference to school rules and regulations. These types of behaviour include alcohol and drug taking, fighting, laziness, theft, rudeness, bullying, sexual decay, among others.

**Discipline**
- Refers to a state of order and control gained as a result of training which is intended to produce obedience.

**Incidence**
- Refers to the numbers of new cases occurring in a population during a specific interval of time.

**Maladjustment**
- Refers to problems for oneself even to other people.

**Media**
- Refers to all communication tools including radios, audiovisual and print.

**Guidance**
- Refers to assisting the students in order to arrive at a positive path to follow in life.

**Teacher**
- Refers to assisting in the school system that manages discipline of the students on a routine basis. Teacher includes the head teacher, the deputy teacher, the guidance and counseling teacher and the classroom teacher.

**ACRONYMS**

<table>
<thead>
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<th>Description</th>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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Organization of the Study

This project is organized in five chapters. Chapter one provides introduction, background to the study, statement of the problem, the purpose, the research questions, the significance, the assumptions, the scope and limitation of the study.

Chapter two deals with conceptual framework and relevant literature.

Chapter three presents methodology and research design. This chapter also gives a detailed description of the instruments used, data collection and analysis procedure.

Chapter four presents analyzed data, discussion and interpretations of the findings.

Chapter five summarizes the research findings, presents conclusion, recommendations and suggestions for further research.
CHAPTER TWO

2.0: INTRODUCTION

This chapter is divided into two sections. Section one explores the social control as represented in the work of guidance and counseling being part of the conceptual framework on which this study is based. Section two reviews pertinent literature particularly in the area of factors contributing to deviant behaviour among the society members.

The existence of an orderly society presupposes some systems of control, therefore, an essential and integral part of every society (Kombo 1998). He explains social control further by saying that the rationale for this view is that most deviance occurs at the adolescent stage and this period is marked by emergence of strong emotional disposition which tends to depend on collective behaviour or action in the context of both self and group identity. Hence it could be curbed if a careful analysis of specific determinants is achieved.
SECTION ONE.

2.1: CONCEPTUAL FRAMEWORK

The design of this study was based on the conflict resolution on the assumption that deviant behaviour would be best controlled from the application of guidance and counseling.

Figure 1
The Conceptual Framework illustrating relationships which contribute to students' deviant behaviour and the role of guidance and counseling in promoting student discipline in schools.

The conceptual framework illustration shows that the head teachers and teachers need to employ guidance and counseling in their administrative and management styles and on their behaviour in order to promote student discipline in schools.

The society / parents also need guidance on how to help in the management of the student discipline. Home background of society can act as sources for deviant behaviour but guidance and counseling services can curb drug abuse and peer pressure.

The conflicts are demonstrated when students are influenced by the attitudes, habits and the relations of their teachers, society, colleagues at school and parents who occasionally undermine the authority of the school head teachers and teachers (Republic of Kenya 1976). Therefore the school administrators should not employ laxity but instead employ guidance and counseling services in the management of the students discipline in order to correct bad influence. This framework illustration is also emphasizing that home-background is not the only factor responsible for lack of discipline in schools. A great deal of indiscipline or deviant behaviour is basically a reflection of the social problems of an open and increasingly affluent society in which lack of insistence on strict discipline and upholding of valued social constraints exist.

Through this conceptual illustration, this study was concerned with the four main variables indicated on the diagram namely; Drug abuse, peer pressure, home background and laxity in school administration. This study therefore explored how the variables in the framework contributed to students' deviant behaviour in schools, and
how when guidance and counseling services would be employed by the schools administration, conflicts could be resolved.

SECTION TWO

2.2: LITERATURE REVIEW

It is generally perceived that deviant behaviour in secondary schools in Kenya emanates from personal conflicts, conduct disorders, abuser parents, inept parents, stress, lack of conflict resolution skills, media influence, substance abuse and mental disorders (Ramani 2003). These factors to a large extent might have contributed to the incidences which have already been witnessed in schools countrywide.

When it comes to students’ responses to situations where conflicts have not been resolved, Kenya is not the only one which is subject to this, as can be evidenced by cases of other students in the world. For instance, Anti-structural Adjustment Programme (Anti-SAP) student movement in some countries of the world.

According to ANB – BIA Supplement (2001). The Anti-SAP students’ movement throughout Africa, Asia and the Americas has organized deviant behaviour in terms of demonstrations and strikes since mid 1980s demanding the end of policies making education a commodity out of reach of the children of the working class. The movement (reminiscent of the anti colonial students movement) launched itself in the face of massive and direct police repression (whose tools are never begrudged by the World Bank to indebted governments).

Just as conflicts are numerous in the outside world Kenyan secondary schools have also had deviant behaviour since the immemorial. Different research finding have
revealed diverse causes of deviance by students. For instance study by Nkinyangi
(1981) in his article "Origin of students' disturbances". The Kenyan case," maintains
that deviant behaviour in schools could be spontaneous response to deeply routed
frustrations and feeling of powerlessness by students. The interpretation of
Nakinyangi's assertion could mean that when students realize lack of conflict
resolution skills from the relevant authorities they resort to deviant behaviour such as
hooliganism and destruction of property. This trend is becoming common in all
schools in the country. Recent cases (2004) in Nyanza alone involved Sinyolo Girls,
Gendia, Muhoroni mixed and Marani secondary schools, where there was deviance of
burning incidences (Standard Newspaper Team 2004).

According to Santrock (1995), he concurs with Nkinyangi (1981) by insisting that
schools should practice conflict resolution techniques. He observes that conflict
resolution calls for effective and creative methods of management. These involve
need to develop proper guidance counseling and management techniques which
enable a leader to remain relentlessly positive in dealing with even the most difficult
people or students.

Muchemi (2001) reasons that inept parents and abuser parents contribute to deviant
behaviour by students in schools. He explains that parents had failed to provide proper
guidance to enable children refrain from deviance. Worse still some parents always
supported their children even when the latter had made grievous mistakes Muchemi
cited some schools in Central Province where there were unruly students jeopardizing
discipline.
The subject of deviant behaviour as contained in the Wangai Report (2001) has more factors contributing to deviant behaviour in schools. These cases of deviance include homosexuality, devil worship, political interference and feud, bursary allocation anomalies, overloaded curriculum, corporal punishment; indecent dressing by female teachers, communication breakdown between students and teachers and academic oblivion.

Muchemi (2001) highlights more cases of deviant behaviour emanating from conduct disorders, substance abuse and personal conflicts. He cites the following examples; Devil worship, homosexuality, drug abuse being rampant in schools in central province. That several students had succumbed to devil worshipping affecting their academic performance. He explained that homosexuality was particularly common in Kiambu and Thika Districts, a fact attributed to their proximity to Nairobi, a city going through socio-cultural turbulence. Muchemi (2001) continued to explain that in most cases, the deviant behaviour was caused by students under drug influence or those captivated by external forces as a result of devil worshipping. Leading the pack was Nyeri, where 26 cases were recorded. Next in the line was Nyandarua with 21, Kiambu 20, Kirinyaga with 19 while Muranga and Maragwa 15 each. Thika with 6 had the least. This report was based on a survey conducted in the seven districts in 2001.

More horrifying cases of deviant behaviour were highlighted by mass media between 1999 and 2001, for instance March 2000 - Bombululu girls secondary schools 26 girls were killed; May 1999 - Nyeri High School 4 students (prefects) were killed; March 2001 - Kyanguli school, 67 boys were killed; July 2001 - Lelmokwo secondary, 1 student was killed. These causes revealed that deviant behaviour completely digressed
from normal especially with reference to loss of life. Thus deviant behaviour is the one that causes deviance, different, unusual, odd, peculiar, abnormal and unnatural (Kombo et al 2003).

Through observations, it is almost being established that when pressure and tension are unbearable, students go to the streets, sometimes, violence takes the better of them and they destroy property. (The Standard Team 2005). The team goes further to state that it is in second term that more deviant behaviour cases are witnessed.

The following are some of the cases from May 2005. Tirop (2005) admits that what is happening in our schools today is a reflection of what goes on in society. When students see adults on deviance and in the streets nothing will stop them from doing the same. He cited recent cases in Muranga, Kisii, Garissa and Machakos. However he said schools are not without blame. Poor performance in national examinations and head teachers' high handedness, too cause friction.

Tight schedules and pressure are said to be the cause of deviance in second term. This is according to assistant director of education at the Nyanza Provincial Director of Education office. He attributes the causes of deviance by students to the fact that teachers strive to complete the syllabus and students are under pressure over mock examinations. He continues to explain that it is the longest of the three terms and tension builds up among students as it progresses. (Aboka 2005).

Most school heads concur, saying the best way to avoid tension is to let students break for half-term early so that they can “cool off” students, too, go along with this view.
They say the many co-curriculum activities in the term take a lot of time that should be used for academic work. One explains; “A lot of time and effort go in ball games and music festivals. Many students fall behind in class work, performance declines and teachers get rough on us. Going on the rampage or involving in deviance becomes an escape route.” Aboka (2005) adds that to students, deviant behaviour is a way of releasing tension. But he also blames teachers and parents, saying they are often cited as inciters.

According to Education Permanent Secretary an incitement as a cause of school unrest is not farfetched, and even parents are to blame for deviance such as violence. The permanent secretary wondered how a parent worth his or her salt could be sent to buy petrol by students who have no vehicles and goes ahead to do it without asking any questions. (Mutahi 2005) this to the media’s fascination with foreign celebrity influences the youth get into drug abuse. The influence of the affluent students to the others through peer pressure makes all students vulnerable to deviance. The abundance of television programmes, video shows and internet services in urban areas expose young people to a global pop culture that links substance use to popularity, sophistication, success and independence (Ramani 2004).

Although fighting among students is low in boys’ schools, it featured higher in both mixed and girls’ schools. This posed as a great threat to schools as students who are emotionally disturbed can plan to cause havoc including burning their colleagues as it happened in the case of St. Kizito secondary school in 1999, where 17 girls were killed and 70 raped; and also in 2001, 67 boys of Kyanguli high school were burnt to death by their colleagues. The fact that these are types of deviant behaviour like
various forms of sexual immorality displayed (in homo-sexuality, lesbianism and boy/girl sexual relations), rudeness, truancy, laziness and bullying of new students exist in secondary schools, it is a true testimony that there is laxity in school administration or injury to health (including injury to or loss of sight, hearing, limb or organ of the body and any mental derangement) or by any act of omission, knowingly or willfully caused any child to become or conduces to his becoming, in need of protection or discipline. He shall be guilty of an offence and liable to a fine not exceeding five thousand shillings or to imprisonment for a term not exceeding six months or both such fine and such imprisonment.

The law, however, allows teachers, parents and any person with lawful charge of a child to administer reasonable punishment to the child. The law remains unclear on what constitutes reasonable punishment.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covered research design, description of the area of study, the study population, sample and sampling techniques, and data collection instrument, data collection procedures and the methods of data analysis.

3.2 Research Design

Ex post facto research design was adopted for this study. In such a design research inferences about relationships among variables are made systematically and empirically without direct control of independent variables and also because they are inherently non-manipulated (Kerlinger, 1973). This design is suitable for fact finding in establishing factors contributing to deviant behaviour among students in Secondary School.

3.3 Locale of the study

The study was conducted in Secondary schools in Kisumu District of Nyanza Province. The district lies within longitudes 33°, 20E and 35°, 20E and latitudes 0°, 20°S and 0°, 50° S. The district covers a total area of 2,660km². Out of this 567km² is under township and 410km² is under water. The district has a total of 189 primary schools and 65 secondary schools; the Kisumu Municipality has the largest number of Secondary schools, and Miwani division has the least number of secondary schools. Having served in several schools in the district, the researcher observed that deviance causing indiscipline in schools was in the increase. The study therefore set to
investigate the factors influencing students to indulge into deviant behaviour causing lack of discipline and subsequent unrests in Secondary schools.

3.4 **The Study Population**

The study population consisted of 65 secondary schools, 65 head teachers, 65 deputy head teachers, 65 heads of guidance and counseling department 947 teachers and 13, 707 students. (D.E.O’s office statistics Department).

3.5 **Sample and Sampling Techniques**

A total of 22 secondary schools were used for the study and this was 34% of the total number of schools in the district. All the 22 Head teachers, 22 Deputy Head teachers and 22 heads of guidance and counseling from the sampled schools and lastly 275 students from all the sampled schools.

In order to sample 22 secondary schools out of the 65 schools, the researcher employed stratified random sampling technique. The procedure was used in sampling schools according to single sex schools, and mixed schools. It was also used to sample students. This procedure was relevant for the study because it helped to reduce chance variation between a sample and population presented. All head teachers, deputy head teachers and heads of guidance and counseling departments of the 22 sampled schools were used in the study. This is because their roles are important in the management of student discipline in schools.
Table 1: The Population of Schools and Students in Kisumu District

<table>
<thead>
<tr>
<th>Categories of Schools</th>
<th>Total no. of Schools</th>
<th>Sample Schools</th>
<th>Students from Sampled Schools</th>
<th>No. of Sampled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>8</td>
<td>3</td>
<td>563</td>
<td>41</td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
<td>2</td>
<td>492</td>
<td>30</td>
</tr>
<tr>
<td>Mixed</td>
<td>50</td>
<td>17</td>
<td>3515</td>
<td>204</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>22</td>
<td>4570</td>
<td>275</td>
</tr>
</tbody>
</table>

3.6 Instruments for Data Collection.

The researches used questionnaire and in-depth interview schedule to collect data. School records of students discipline like punishment books also supplied complementary data. Three different questionnaires were used namely:-

(a) Head teachers questionnaire (HTQ),

(b) Heads of guidance and counseling questionnaire (HACQ)

(c) Students Questionnaire (SQ)

3.6.1 Head Teachers Questionnaire (HTQ)

This questionnaire was used to collect data on the details of discipline management in schools. The data included finding the MOEST’S policy on matters of deviant behaviour by students in schools, there was need to establish approaches used to identify and deal with factors contributing to deviant behaviour.
3.6.2 **Head of Guidance and Counseling Questionnaire (HGCQ)**

This questionnaire collected information on the views of the heads of guidance and counseling on the role of guidance and counseling in promoting discipline, actual practice and techniques used in offering guidance and counseling services to students in schools, the frequency of guidance and counseling services to the students; the nature of cases referred the problems incurred by the guidance and counseling department, the attitude of teachers towards counseling and the ways in which guidance and counseling services can be improved in order to control deviant behaviour in schools.

3.6.3 **Students Questionnaire (SQ)**

This questionnaire collected information on the students attitude towards the factors contributing to deviant behaviour in schools. They were to name cases they had witnessed. And approaches used to control deviance, and the impact created by guidance and counseling services on the management of discipline in schools.

3.6.4 **Interview Schedules**

The head teachers / deputy head teachers were interviewed. The reason being, they are directly concerned with management of discipline and curbing of deviant behaviour. Probing through interviews made the respondents supplemented information form the questionnaires.
Reliability and the Validity of Instruments

There was great concern on the reliability and validity of the instruments used to collect data. It was necessary to ascertain these two attributes so that the research findings are believed and relied upon. The reliability of the instruments was ensured by assessing the responses from the respondents during the pilot study in three secondary schools in Kisumu District. The pilot study was conducted through questionnaires and in-depth interviews. The purpose of conducting the pilot study was to check on suitability and clarify of the questions on the instruments designed, relevance of the information being sought, the level of the language used and the content validity of the instruments from the responses given. The researcher administered the questionnaires. The purpose of adopting this approach was to offer the researcher the opportunity to clarify the respondents any outstanding issues and to cross check any misinterpretation of the questionnaires. As a result of administering the questionnaires through actual visits to the schools and talking to the respondents all of them were returned. This would not have been possible if the researcher had used posted method. The lecturers in the Educational Foundational Department, who are the authorities in the area and supervisors, further scrutinized the prepared questionnaires. Their comments were used during the adjustment of research instruments.

To ensure that the instruments were valid, the questions on the questionnaires were constructed in such away that the responses were to answer research questions. The conclusions made were based on the research questions and objectives of the study.
3.8 **Data Collection Procedure.**

Before proceeding to the field to collect data, permission was sought from the office of the president and MOEST through the District Commissioner's office and District Education Office in Kisumu District respectively. Each school was visited three times. The first was for familiarization and introduction, the second visit was for distribution of the questionnaires and the third visit was for the interviews and data collection of the questionnaires. All the data and personal interviews. To those who could not follow the questionnaires, the items were interpreted by the researcher. All the interviews conducted were noted on field notebooks.

3.9 **Methods of Data Analysis**

Data was analyzed by using simple statistics such as frequencies and percentage. In order to analyze the students disciplinary problems experienced in Secondary schools, the researchers used descriptive statistics to get the magnitude of each deviance.

The researcher perused through punishment records and to find how guidance and counseling is used in the management of various deviance cases among students in schools. A table was used to present the methods according to their frequencies of occurrence.

The study also divided he views of Head teachers / Deputy Head teachers, Head of guidance and counseling and students towards the factors contributing
to deviant behaviour in schools into categories and used descriptive statistics to get the seriousness of each form of view.

The researcher also used descriptive statistics to get the magnitude of each factor that hinders effective guidance and counseling in secondary schools.

In order to analyze the contributions of Head teachers / Deputies, Head of Guidance and counseling and teachers in controlling deviant behaviour in schools, the study used quantitative analysis. In this case the researcher divided the responses into categories and sub-categories and then used descriptive statistics to get the magnitude of each form of view.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the results, analysis and discussion of the data collected during the study. The study set out to examine factors contributing to cases of deviant behaviour among students in secondary schools, and in particular in Kisumu District. To do this, the researcher found it necessary to investigate the forms of deviant behaviour in different categories of schools; the measures taken to control the cases of deviances; the role of guidance and counseling and the views of teachers and students on the control of deviance and promotion of discipline.

4.1 Findings

In discussing the results references made to the literature reviewed in chapter two and any other literature which might have not been cited in the literature review. The core of discussion was data collected through questionnaires and in-depth interview schedules conducted during the study.

The study findings were presented under specific themes as captured in the conceptual framework of the study.

(i) The forms of deviant behaviour experienced in schools
(ii) Disciplinary methods used in schools.
(iii) Factors contributing to the deviance in schools.
(iv) Views of head teachers, heads of guidance and counseling, and students towards the role of guidance and counseling in school administration and management of student’s discipline.
(v) Factors that hinder effective control of cases of deviant behaviour in secondary school.

4.2 Students’ deviant behaviour experienced in schools

The tables 2, 3 and 4 show the types of deviant behaviour experienced in schools as was revealed through interviews and by the punishment and guidance and counseling records. The explanations that follow were the responses that emerged from interviews with Deputy Heads and Heads of
Guidance and Counseling. The researcher has therefore presented these findings and responses according to the categories of schools.

4.2.1 **Deviance in Boys’ Schools.**

**Table 2:** A list of Deviant Behaviour Cases experienced in Boys’ schools as given by (3) Head teachers, (3) Deputy Head teachers and (3) Heads of Guidance and Counseling. Schools sampled (3) = (n = 3).

**Deviant Behaviour experienced**

<table>
<thead>
<tr>
<th>1. Drug abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Laziness</td>
</tr>
<tr>
<td>3. Bullying of New Students</td>
</tr>
<tr>
<td>4. Rudeness</td>
</tr>
<tr>
<td>5. Fighting among students</td>
</tr>
<tr>
<td>6. Students not ready to open up to teachers</td>
</tr>
<tr>
<td>7. Truancy</td>
</tr>
<tr>
<td>8. Sneaking out of school</td>
</tr>
<tr>
<td>9. Homosexuality among students</td>
</tr>
<tr>
<td>10. Cheating</td>
</tr>
</tbody>
</table>

The cases of deviance were listed according to their intensity. It was clear from the data on table 2 that Boys’ schools experienced cases of deviance. During the in-depth interviews with the Head teachers, Deputy Head teachers and Heads of Guidance and Counseling in Boys’ schools. Drug abuse featured as the major problem in all the 3 (100%) boys’ schools. All the respondents attributed drug abuse to urban influence as most schools were found in the urban areas or near trading centres and beach influence. It was also attributed by most boys to the influence of day scholars who are in constant contact with dealers in the environment outside schools. Laxity of the parents and bad
examples from both the teachers and adults in our society was also cited by all (3) boys' schools as one of the contributory factors in schools. This finding also agrees with an observation made by Mwiria (2004:8) that,

Schools largely mirror the practice of the wider society.
Drug and alcohol abuse, HIV/AIDS and related social ills are a problem in our schools because they are common place outside schools. Drugs and alcohols are easily available, and relevant laws are not enforced as effectively as they should.

The research also established in all (3) schools that laziness among boys was a major problem especially by boys from affluent families, as they do not do any manual work at home. This type of deviant behaviour proves that home background has a lot of impact on ones behaviour. The reflection is that such boys have poor parenting where everything is done for them at home and so they find difficulties to do things on their own at school. This also agrees with an observation by Mwiria (2004) that,

Laziness and indiscipline in schools are a problem partly because outside of school there is strong evidence of success not backed by hard work on merit.

Bullying of the new students was also experienced from all (3) boys schools. The study established during interview in all schools that this vice was developed by students as a result of fewer firms upbringing on which children were left with maids and so developed hostile characteristics without the control of their parents.

Rudeness, on the other hand, was reported by all schools during the interviews to have been common from students who were day scholars who did take drugs. This was attributed to poor role models from adults and bad peer influence after school in the evenings. The problem of rudeness was also attributed by most (2) schools to society which exposed students to various kinds of violence and media influence which showed rudeness to adults as a way of modern life.
According to all the three boys' schools, fighting resulted partly from media influence where the students learnt various styles of fighting. Further probing during the interviews also established fighting was also due to aggressiveness of students who had poor performance and sought recognition of being strong. Fighting as a problem was an influence from peers and teachers who could not control their emotions during sporting activities.

Students, who were not ready to open up to teachers, were those with home background problems. They appeared withdrawn mostly because they were Aids orphans. Truant students were found to be faking sickness in order to enjoy life at home as opposed to boarding life. Boys who involved in sneaking out of school came from families which did not have firm rules. Parents did not mind even if their children were missing learning – some pampered their children.

Homosexuality among students was practiced in (1) school. Boys who had used drugs lured others by giving them gifts such as food to leave them into homosexuality. From the (3) schools the respondents revealed that cheating among students was existed, more so during examination time.

Students who are not ready to open up and sometimes truant were attributed by heads of guidance and counseling to poor parenting. All the heads of Guidance and Counseling noted that some parents do not take time to talk to their children while other parents are too harsh. At school also some teachers are cruel and only use cane. This trend causes students to close into their cocoons. Most (2) heads of guidance and
counseling from boys’ schools also attributed poor parenting as a cause of truancy because of laissez-faire style where students do not have control at home.

Lastly, one Deputy Head Teacher from a boys’ school noted, during interview that homosexuality, as an example of deviance and moral decay, was encouraged by media. Students were exposed to nudity, shameless dances, alcohol and other activities which stimulated their feelings towards sexuality. From the above findings, it emerged that students to deviant behaviour cases in boys’ schools were internally, externally and personally caused as captured in the conceptual framework of this study. This proved that if guidance and counseling were properly offered.

4.2.2 Deviance in Girls’ Schools

Table 3: A list of Deviant Behaviour Cases Experienced in Girls’ schools as given by (2) Head Teachers, (2) Deputy Head Teachers and (2) Head Teachers and (2) Heads of Guidance and Counseling. The Schools were (2)( n = 2). Students sampled were (30)

Deviant Behaviour Experienced.

| 1. Drug taking |
| 2. Fighting among students |
| 3. Trauney |
| 4. Laziness. |
| 5. Rudeness to teachers. |
| 6. Cheating. |
| 7. Sneaking out of school. |
| 8. Bullying of new students |
| 9. Lesbianism. |

The respondents answered questions from questionnaires and in-depth interviews. The responses were according to the intensity of each problem. Just as in Boys’ Schools, the deviant behaviour cases were caused by drug abuse, peer influence, home background and lax school administration, as captured in the conceptual framework of this study.
During the interviews with all the head teachers, Deputy Head teachers and Heads of Guidance and Counseling in Girls’ schools, drug taking was blamed on poor parenting, where parents did not talk to their children on the bad effects of drugs. All the deputy head teachers and heads of guidance and Counseling also blamed media for exaggerating the use of drugs and substance abuse, which tempted the adolescents to try them out. Equally, influence of drug abuse was noted by all head teachers to have been rampant in girls Schools due to peer influence. It was noted that the urban centres exposed the girls to drugs such as “Weed” and students smuggled the drugs into schools.

This finding on drug abuse was equated by this study as a major contributory factor to deviance on schools. This is similar to a report by Ooro (2005: 3) that the use of drugs, especially bhang contributed to a lot of school problems: He explained that:

One they are high on bhang, they feel they own world, are unstoppable and can do anything to disrupt school programme, as was the case in Wangapala Secondary School. Where delaying meals, changing the diet and serving small quantities of food made students rebel.

Fighting among students was noted as another common deviance. This was notable in students who came from affluent families who carried a lot of food staffs and expensive belongings. They ended up showing off to those who did not have. Also students fought over trivia, such as some came from rich backgrounds but academically the ones from poor homes did better. There was also bad examples from games teachers who picked up quarrels during sporting events publicly and contributed to the vice. All the respondents attributed truancy to poor parenting. They
noted that most parents did not control their daughters back at home. Some girls practiced truancy in order to get more personal effects from their boy friends. Equally all the respondents contributed laziness among students from 2(100%) girls’ Schools to upbringing where the students were not exposed to commitment to what they were doing and so had difficult in School when left alone. Most of the students with such deviance were from backgrounds which were rich where maids / house helps did everything in their homes.

The study established during the interviews with the respondents from girls schools that rudeness to teachers was common with students who had taken drugs and were academically poor; such students projected their weak academic performance on teachers who they accused of caning them or giving them manual punishment during class times. The study also established from all the respondents that rudeness to teachers was common with students from well-to-do backgrounds who looked down upon economic status of teachers; as one Deputy Head Teacher noted that, a student in form two told her friends that a particular teacher lived in a mud house at home and had a large family, therefore, he could not even afford a television set or a mobile phone.

All the respondents noted that cheating and coning fellow students were existing, but the worst cheating was when students were ill prepared for end-term examinations. Bullying of new girls was reported by the respondents reported that it was as a result of peer influence; that form Twos bullied form Ones to revenge their previous bullying. They noted that students also copied teachers in schools who used to harass new students in class.

Lesbianism was noted in one Girls’ School. The Head Teachers attributed the deviance to poor parenting and drug abuse. The Head of Guidance and Counseling of
the same school attributed the vice to naivety in terms of love making and sexual urges. It was also noted as lack of parental fore-warning on moral issues.

4.2.3 Deviance in Mixed Schools.

Table 4. A list of Deviant Behaviour Case
Experienced in Mixed Schools as given by Head Teachers, (17) Deputy Head Teachers (17) Head of Guidance and counseling (17) the sampled Schools were (17) in number. Thus (n=17).

<table>
<thead>
<tr>
<th>Case of Deviant Behaviour Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drug taking</td>
</tr>
<tr>
<td>2. Case of boy girls sexual relationships</td>
</tr>
<tr>
<td>3. Fighting among students</td>
</tr>
<tr>
<td>4. Laziness</td>
</tr>
<tr>
<td>5. Rudeness to teachers</td>
</tr>
<tr>
<td>6. Theft among students</td>
</tr>
<tr>
<td>7. Sneaking out of schools</td>
</tr>
<tr>
<td>8. Truancy</td>
</tr>
<tr>
<td>9. Bullying of new students.</td>
</tr>
<tr>
<td>10. Cheating</td>
</tr>
</tbody>
</table>

The cases of deviance on Table 4 were listed according to their intensity. The respondents answered questionnaires and interview schedules. From the Head Teachers (17) heads of guidance and counseling the researches established that drug taking was common among the students who came from rich backgrounds where they could afford to buy drugs. There was strong peer influence because the rich students could sell drugs to their colleagues at a cheaper cost.
This vice was also attributed by all (17) Heads / Deputy Heads and (17) Heads of guidance and counseling to the bad examples from adults and teachers who went to class drunk. One head teacher remarked during the interviews; “that some parents were risking deviance in Schools by drinking alcohol with their children during the weekends and holidays”

Interviews with all (17) Deputy head teachers and heads of guidance and counseling revealed that boy / girl relations results from beach and urban influence, given that most parts of the District are covered by water (Lake Victoria) and trading centres. The sexual behaviour of the adults and the youths in these areas also influenced the students to indulge in sexual relations at school.

The relations were also attributed by deputy head teachers and guidance and counseling records to poverty, where girls from poor families lacked personal effects and were lured into sex with boys to get money for personal effects. This deviance was again attributed by Heads of guidance and counseling to lack of guidance by parents. All the 17 (100%) mixed schools had day scholars who were guided by their parents on how to use evenings and weekends. Deputy Head teachers further stressed that parents could have given their children adequate work to keep them busy as the idle mind is the devil’s workshop.

Fighting was rampant among students as was reported by all (17) mixed school, Head Teachers / Deputy Head Teachers, Heads of guidance and counseling and students. They all attributed the deviance to rivalry among students in their quest to secure girl / boy friends. Fighting was also attributed to bad media influence, which portrayed
warlike people as heroes, and so students did copy so that they could be associated with such characters. Fighting was also attributed to lack of knowledge on how to cope up within the society with people from diverse cultural backgrounds. This deviance was also brought about by socio-economic segregation among students whereby students from rich background tended to despise students from poor families.

Truancy and laziness in mixed schools were attributed by all 17(100%) Head teachers 17 (100%) Deputy head teachers and 17 (100%) Heads of guidance and counseling to poor parenting and was noted to be common for the affluent students who lacked sense of responsibility for their actions. This deviance was also attributed to the existing sexual relations among students. Laziness was also seen as contributory factor to truancy. In this case lazy students who did not complete their assignments stayed out of school.

Rudeness to teachers was attributed to drug taking among students and poor parenting. Other causes were identified and included poor performance in academic work and some students accusing teachers of being biased. Sexual relations among students made the boys want to show their girl friends that they were tough. Bad examples from teachers who abused them in the classroom without understanding their problems featured as a cause. This finding also agreed with observations made by Gallagher (1983: 10),

In the case of conduct disorders, students have no respect for authority. Many times they are hostile to people such as parents, teachers, police and other authorities, such students are often cruel, malicious and at times aggressive.
Theft among students was noted to be resulting from poverty. In this case, students from poor families stole books and personal effects from others. It was also noted that theft was rampant because boys wanted to please their girlfriend friends. This was also attributed to lack of guidance at home where students were not guided to be comfortable with the little they had.

Lastly, bullying of new students was attributed to the culture, which was being passed on from one group of students to the other who followed them. It was also noted that bad examples were shown by teachers who ridiculed new students in their classes.

From the above types of deviant behaviour in schools, it emerged that drug taking was the most serious problem in schools. It ranked first in most 15(90%) schools. This finding was similar to the survey report by the National Agency for Campaign Against Drug Abuse (Nacada 2004) that substance mainly abused are alcohol, tobacco, bhang and that students are increasingly abusing even indigenous alcoholic drinks. The survey further established that drug abuse was responsible for the high incidences of violence in schools. The findings also indicated that students from rich backgrounds were prone to drug abuse than those coming from poor backgrounds. As for the study, Nacada (2004) attributed all misconduct from students to drug abuse.
4.3 Disciplinary methods used in schools

4.3.1 The Disciplinary Methods used to control deviance in Boys' schools

Table 5 shows the various methods used in boys' schools to deal with cases of deviant behaviour from students. They are listed in order of intensity. The respondents were (3) Head teachers (3) Deputy Head Teachers 3 Heads of Guidance and Counseling. Sampled schools were 3 ($n = 3$) students sampled were (41).

**Methods Used**

<table>
<thead>
<tr>
<th>Methods Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manual labour</td>
</tr>
<tr>
<td>2. Physical punishment (Slapping, kneeling, pinching)</td>
</tr>
<tr>
<td>3. Corporal punishment</td>
</tr>
<tr>
<td>4. Suspension and calling of parents</td>
</tr>
<tr>
<td>5. Putting misbehaving students out of class</td>
</tr>
<tr>
<td>6. Guidance and counseling</td>
</tr>
<tr>
<td>7. Imposing fines</td>
</tr>
<tr>
<td>8. Detention</td>
</tr>
<tr>
<td>9. Expulsion</td>
</tr>
</tbody>
</table>

All the respondents in boy's schools responded to the questionnaires and interview schedules. They confirmed the findings from the punishment books and guidance and counseling record books. From the table, it emerged that boys' schools widely used manual punishment (pinching, kneeling and slapping), corporal punishment and suspension to discipline errant students. In 2 (67%) schools cases of putting students out of class while others were learning were found. Cases of Guidance and Counseling were carried out in the 3 (100%) schools, but the only short fall was that Guidance and Counseling followed another punishment. Fines were imposed on
students in all 3(100%) schools, when students destroyed or lost school items and more so in the cases of sneaking out of school compound. In such a case a student was forced to bring to school a roll of barbed wire. Cases of detention were common when students performed poorly in end-term examinations as was noted in all 3(100%) schools. After schools closed, poor performers remained for ten days. Expulsion was minimal in the 3 (100%) schools, only 1(33%) school was noted for 4 cases.

Deputy Head teachers and Head teachers were noted by heads of Guidance and Counseling to be the main advocates of these methods of punishments. Guidance and counseling became subsidiary as a method to control deviance.

This finding of the study was contrary to Wangai Report (2001) which called for strong guidance and counseling departments. The Human Right Watch (2004: 17) also concurred with the Report by stating that students should be encouraged to learn by praising their good behaviour, counseling them and involving them in making the school rules, to significantly reduce deviance behaviour.
4.3.2 Disciplinary Methods Used to Control Deviance in Girls’ School.
The respondents were Head Teachers (2) Deputy Head Teachers (2) Head of Guidance and Counseling (2). Sample schools (2) (n=2) students were (30)

Table 6

<table>
<thead>
<tr>
<th>Methods Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physical punishments (Pinching, kneeling, slapping)</td>
</tr>
<tr>
<td>2. Putting misbehaving students out of class</td>
</tr>
<tr>
<td>3. Withdrawing misbehaving from popular activities</td>
</tr>
<tr>
<td>4. Calling parents</td>
</tr>
<tr>
<td>5. Guidance and counseling</td>
</tr>
<tr>
<td>6. Manual work</td>
</tr>
<tr>
<td>7. Corporal punishment</td>
</tr>
<tr>
<td>8. Ignoring the student</td>
</tr>
<tr>
<td>9. Suspension</td>
</tr>
<tr>
<td>10. Imposing fine</td>
</tr>
<tr>
<td>11. Expulsion</td>
</tr>
</tbody>
</table>

Table 6 indicates that Girls’ schools used physical punishment more than other ways of managing students’ deviant behaviour. From the girls’ schools it emerged that the teachers did not observe the MOEST policy on school discipline management as evident in the continual use of corporal and physical punishment. However, the study established that the Heads of Guidance and Counseling did not support the use of physical punishment and putting students out class. The punishments were, however, very popular with Head teachers and Deputy Head teachers.

In one girls’ school, the researcher found that a head teacher had summoned the parents and forced them to pass a written resolution that the school would continue
using corporal punishment on the students. Both the students and their parents signed the document as an act of commitment.

This finding was contrary to those of Human Rights Watch (2004:21) that:-

Educators and Psychologists who oppose the use of corporal punishment state that teachers should impose non-physical disciplinary measures such as requiring students to write a statement describing the negative effects of their behaviour, or to apologize for the mistake in front of the class mates. They can require the misbehaving student to sit at the back of the classroom and to think about his mistake and ways to improve his behaviour.

4.3.3 Disciplinary Methods Used to Control Deviance in Mixed Schools

Table 7 shows the methods used in mixed schools to address various cases of deviance. The respondents were (17) Head teachers (17) Deputy Head teachers and (17) Heads of Guidance and Counseling.

The sampled schools were 17 (n = 17) The Students sampled were (204).

Methods Used

<table>
<thead>
<tr>
<th>1. Manual labour</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Suspension</td>
</tr>
<tr>
<td>3. Corporal punishment</td>
</tr>
<tr>
<td>4. Physical punishment (Slapping, kneeling, pinching)</td>
</tr>
<tr>
<td>5. Calling parent.</td>
</tr>
<tr>
<td>6. Guidance and counseling</td>
</tr>
<tr>
<td>7. Withdrawal from popular activities</td>
</tr>
<tr>
<td>8. Imposing fine</td>
</tr>
<tr>
<td>9. Putting misbehaving students out of class</td>
</tr>
<tr>
<td>10. Detention</td>
</tr>
<tr>
<td>11. Expulsion</td>
</tr>
</tbody>
</table>

It was observable that mixed schools used manual work, corporal punishment and suspension. The study established through an in-depth interview with the Heads of Guidance and Counseling that the punishments given to the students were so heavy
that the students had either to submit without raising questions, or if a student he refused was sent home on an indefinite suspension term.

The study attributes the way disciplinary problems were handled in mixed schools to lack of knowledge of children’s Act and lack of policy on Guidance and counseling in schools.

From all the methods used in handling various disciplinary cases among students, manual labour, physical punishment and corporal punishment featured as the most used method. Suspension and calling of parents also featured more frequently in 17(100%) schools. The study established that guidance and counseling was not highly used in handling disciplinary cases. The respondents indicated that guidance and counseling was used after a punishment had been administered on a student.

The study concluded that the disciplinary managements in mixed Schools were only leading to suppressed discipline that did not promote the full social adjustment of an individual.

4.3.4 The role of guidance and counseling in schools

Table 8. A list showing guidance and counseling tenets

<table>
<thead>
<tr>
<th>What to do:</th>
<th>What not to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Judging</td>
</tr>
<tr>
<td>Giving direction</td>
<td>Scorning</td>
</tr>
<tr>
<td>Lead-enrichment, reorganize</td>
<td>Conditioning</td>
</tr>
<tr>
<td>Assist/help-empower</td>
<td>Condemning</td>
</tr>
<tr>
<td>Information(acquiring)</td>
<td>Misleading</td>
</tr>
<tr>
<td>Advice-Assurance</td>
<td>Sympathizing</td>
</tr>
<tr>
<td>Caring and empathizing</td>
<td></td>
</tr>
<tr>
<td>Encouragement</td>
<td></td>
</tr>
<tr>
<td>Instilling Confidence</td>
<td></td>
</tr>
</tbody>
</table>
4.4 Other Disciplinary Methods Used in Schools.

The study further established that secondary schools in Kisumu District benefited from the School B.O.Gs, PTAs and School Sponsors who organize tours annually to Secondary Schools in the district to advice students on academic discipline and welfare matters. The tours focused on schools that had experienced cases of deviant behaviour in the course of the year, those that dropped in academic performance as well as performing schools.

The study also found that most 16 (90%) schools did use the suggestion box to collect views on issue that affected the students on a weekly basis. This helped the administration to address the issues before they became explosive. It was only on 4 (20%) schools that the study found the parenting system where students were assigned to teachers so that the teachers concerned could help a student with a problem. This system assisted the administration on dealing with individual student's problem.

Another method schools used to solve cases of students' deviant behaviour was peer counseling in all 22 (100%) schools. The study found that the guidance and counseling department in all schools had organized peer counseling club, which even offered spiritual guidance. Once they identified a child with a problem they offered him/her spiritual guidance counselor for records and follow-up purposes. Such guidance efforts greatly helped to address otherwise difficult deviance problems among students. Only 02 (10%) Schools invited guest speakers to talk to students on a wide range of virtues related to harmonious living and discipline for good academic performance in Schools.
4.5 **Factors That Hindered Effective Control of Deviance in Secondary Schools**

In this section, the researcher presents the factors that hindered effective control of students' deviant behaviour in schools. The presentation was done under three subsections as follows; school based factors, teachers related factors and Home background or society related factors.

The study found that effective control of deviance was not realized in schools because of lack of the MOEST policy in schools. This had made the head teachers to appoint heads of guidance and counseling department who did not have personality, academic and professional qualifications for that office. It had also made the department to operate in Schools without guidelines as was noted by all 22(100%) heads of guidance and counseling, hence the department of guidance and counseling had ended up duplicating the role of the disciplinary committee in schools when it came to students' deviant behaviour management.

The study also established that there was no harmony between the disciplinary Committee and the guidance and counseling department in schools. This resulted from lack of knowledge of the role of guidance and counseling in the management of students' deviant behaviour by both the head teachers and deputy head teachers who chaired the disciplinary committee and heads of guidance and counseling department.
Lastly the study found that most 16 (90%) schools lacked facilities. For instance schools lacked rooms for guidance and counseling. There were also no materials like handbooks, magazines, video cassettes and audio cassettes. There were also no programmes or barazas which could be used to discuss the dangers if deviance.

4.4.1 Teacher Related Factors

When the heads of guidance were asked about the guidance approaches used in the schools, all 22(100%) noted that they did not have specific approach they used in guiding the students. This showed lack of conflict resolution management. This data revealed that although both head teachers and heads of guidance and counseling department noted that guidance and counseling programme were offered in their schools, none or very little if any was offered which could control students’ deviant behaviour.

The study also established that all the 22 (100%) schools displayed the administrators as ignoring the counseling department. The head teachers and deputy head teachers used punishment on students with cases of deviant behaviour. The head teachers referred the students with deviant behaviour to the guidance and counseling department only after punishment had been administered. This made guidance and counseling to have very minimal influence on the management of the students’ deviant behaviour.

From the findings the head teachers were expected to know that when a student failed to meet the standard of behaviour as stipulated by Rules and
Regulations in schools, the first step should have been to investigate the case thoroughly.

This would have enabled the leaders to find out whether it was the first offence, or another in a series, or whether there were underlying reasons for the offence like peer influence, family background, or expressing dissatisfaction with the lax administration. If the educational manager took a hastily disciplinary action against a student without establishing the relevant background information or the factors contributing to the deviant behaviour, the consequences could be outrageous and not easy to curb.

The study also established that the composition of the guidance and counseling department members had been a hindrance to effective control of deviance. This was virtually in schools all members of the department were male teachers and in Girls’ schools where all members of the department were female teachers. This gender discrimination had led to ineffectiveness, as issues were not given gender considerations when being handled. This factor had also made students (girls) not to be ready to disclose their personal problems especially in mixed schools.

Data collected by in-depth interviews interviewers also disclosed that some teachers when they had scores with head teachers they incited students to involve in acts of violence. This indicated that there was no cooperation between the head teachers and other teachers, with such kind of situations in schools controlling deviance from students was not possible because success
requires teamwork from all staff members. The irony of it all was that those teachers claimed the head teachers harassed them, one teacher noted that:

School managers also need in-service education in order to discourage them from coercing us.

Data collected by interview also established that the heads of schools and heads of guidance and counseling did not know the roles of religious societies such as Christian Union (C.U) and Young Christian Society (Y.C.S) as vessels for discouraging deviant behaviour among students.

All the 22(100%) heads maintained that guidance and counseling were only very necessary when offering career guidance to students when choosing subjects in form three and also in form four and when choosing University courses.

Teachers and parents did not meet frequently to discuss the general behaviour and problems which students incurred while schooling. This was revealed by 02 (9.1%) schools, they only noted the arrangement in their schools where parents were referred to subject teachers to discuss the poor performance of their children on various subjects.

The study also found that all head teachers and their deputies emphasized the use of coercive methods to control deviant behaviour among students but in some mixed schools the students rebelled and become rude.
In most 20 (90%) schools the study found role conflict between teaching duties and guidance and counseling duties. This made negative impact on counseling students with deviant behaviour. The students did not therefore take teachers counselors seriously as the administration gave weight to academic and believed deviant behaviour could be settled through punishment.

The study also revealed that teachers and schools were sometimes the source of deviant behaviour among students. For instance a child who was punished or ridiculed by the disciplinary committee for poor performance in mathematics would grow up to believe that he was a failure. The student would fulfill the teacher’s cruel prophecy by not taking part in lessons and could channel his or her efforts else where. The energy could be diverted to bullying, fighting and rudeness.
4.5.2 Home Background Related Factors

Source of Deviant behaviour

Home Background Factors

Table 9. A list of sources of deviant behaviour originating from Home Background.

<table>
<thead>
<tr>
<th>1. Inept parents</th>
<th>6. Use of drugs and alcohol.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Abuser parents</td>
<td>7. Media influence</td>
</tr>
<tr>
<td>3. Low moral standards</td>
<td>8. Beach influence</td>
</tr>
<tr>
<td>5. HIV/AIDS orphans</td>
<td></td>
</tr>
</tbody>
</table>

Data collected by interviews found that home background influenced school as this included parental influence. This was from all the 22(100%) schools. All the factors listed formed the basis for students' deviance. For example the study found that parents discussed the teachers with their children in negative ways. This was a hindrance to control students' deviant behaviour.

All the 22 (100%) heads of guidance and counseling noted that most students did not take them seriously because their parents had advised them not to relate with some teachers whom they perceived were poorly trained or had low academic level. Some parents when their children reported to them that teachers were guiding them on the effects of being given a lot of pocket
money in school told them that teachers earned very little salaries and therefore should not bring their frustration to the students. This made students not to take the teachers' advice during guidance seriously.

The study established from all 22(100%) deputy head teachers during interviews that the violent nature of the society, which is orchestrated by workers' strikes and political animosity contributed considerably to deviant behaviour in schools. In this case the deputy head teachers noted that students copied what they saw happening in the society.

Lastly the study established from all 22 (100%) head teachers that influence of urban life and beach life which are typical of Kisumu District and characterized by violence and sexual immorality from both adults and youths hindered the control of deviant behaviour in secondary schools' attitude towards the teachers hence, not ready to be guided by the same teachers.

The study also established from all 22(100%) schools that students were deviant because of media influence. While at home they spent a lot of time watching television sets or listening to radios and reading magazines. Such media information were always taken by the students as being in line with modern lifestyle which sometimes showed questionable behaviour.

Peer influence outside school featured on 20(91%) boys and mixed schools which were day schools or both day and boarding schools. This hindered control of deviant behaviour in schools because students were influenced after school hours or during holidays and led their lifestyle, which was marred by sexual immorality, violent ways of settling issues and drug abuse.
Data collected by interviews with all 22 (100%) heads of guidance and counseling revealed that parental influence was a great hindrance to guidance and counseling in secondary schools. In this case all Heads of Guidance and Counseling suggested that it was necessary to approach parents.

4.6 **Views of Head Teachers, Deputy Head Teachers, Heads of Guidance and Counseling towards factors contributing to students’ Deviant Behaviour in secondary schools.**

**Table 10:** Views of the above respondents

<table>
<thead>
<tr>
<th>Deviance in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Origin</strong></td>
</tr>
<tr>
<td><strong>Societal factors</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>School factors</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Students factors</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

In all 22 (100%) schools the Head Teachers, the Deputy Head Teachers, and the Heads of Guidance and Counseling noted that students’ Deviant Behaviour raised a big concern and the origin, manifestation and remedy were to be established. This was because deviant behaviour digressed from normal especially with reference to school rules and regulations. The respondents named cases of deviant behaviour by students to include alcohol and drug
taking, fighting, laziness, theft, rudeness, truancy, bullying and immoral acts which involved homosexuality and lesbianism.

The respondents, who were also leaders in their own rights, expressed the view that they were expected to help students understand the ultimate goals of deviant behaviour.

All the respondents who are teachers represented the central figures in the school. They were therefore expected to lead exemplary life by:

1. Setting good examples and demonstrating empathy, acceptance, respect, trust and integrity so that students can imitate these qualities.
2. Making the school experience interesting, challenging and exciting.
3. Making students feel important, unique, worthwhile and invited. Important to establishing these goals is correcting students’ deviant behaviour privately and individually.
4. Dealing with improvement of students’ deviance from a positive basis.
5. Establishing parameters of expected behaviour in the school.
6. Giving attention to the deviant behaviour, the symptoms and the possible cause.

The researcher asked the head teachers whether their schools had any policy on guidance and counseling to deal with deviance. All 22(100%) head teachers maintained that their schools did not have policy. From the data above, 22(100%) head teachers were not aware of the government policy on guidance
and counseling in the management of students' deviant behaviour. This contradicted the earlier assumptions of the study, that all head teachers in secondary schools in Kisumu District were aware of guidance and counseling services in the management of students' deviant behaviour in schools. It also implied that head teachers were equally not aware of the objectives of guidance and counseling in schools. The study therefore established that guidance and counseling was not taken seriously and therefore the goals could not be achieved. The finding led the researcher to establish whether the secondary schools had any policy on guidance and counseling programmes to deal with deviance. All the 22(100%) head teachers maintained that their schools did not have policy on guidance and counseling. This fact reflected that schools only relied on the heads of guidance and counseling to organize for the provision of guidance and counseling to the students.

All cases of deviance whether personal or academic were handled at the discretion of the teachers. Serious cases were forwarded to the school's administration or Board of Governors (BOG). This confirmed the fact that guidance and counseling was not given the prominence as a tool for solving problems or conflicts.
4.7 The Experiences of the Head Teachers and their independent views.

Table 11. The Period of Service as Head Teacher

<table>
<thead>
<tr>
<th>School category</th>
<th>No. of Head teachers</th>
<th>No. of years in current school</th>
<th>No. of years in other schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls' Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1 year</td>
<td>2 Years</td>
<td></td>
</tr>
<tr>
<td><strong>Mixed Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3 Years</td>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1 Year</td>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys' Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2 Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
</tbody>
</table>
The data revealed that none of the 22 (100%) head teachers had served as heads of schools beyond three years. The data revealed that 15 (68%) head teachers had served in their current schools as head teachers for a period between 2 to 3 years and they had not served as head teachers in other schools. The remaining 7 (31.8%) of the head teachers had served as heads in other schools for a period of 1 to 2 years before they were transferred to their current schools by the time this study was conducted. It however emerged from the study that they were aware of guidance and counseling as a necessary measure to minimize cases of deviant behaviour among students.

In all the 22(100%) schools the heads showed their perception of deviant behaviour among students to mean students going against the laid down rules and regulations. The views from the majority of the head teachers indicated that apparent causes of deviant behaviour in the individual schools included peer pressure, influence of drugs, confusions and problems emanating from homes and continuous poor academic performance. On the other hand the 7(32%) agreed that in order to curb the vice, strong guidance and counseling departments could have been established in schools, peer counseling was to be encouraged together with involvement of parents / guardians in guidance and counseling and empowering students through guidance.

The 15(68%) of the heads named the measures they had put in place to minimize deviant behaviour cases among students as strong guidance and
counseling department where teachers were to be assigned to classes for the purpose. Other measures included frequent guidance / talks to student by the principal, invited speakers and peer counseling.

Although 7(31.8%) agreed that it was possible for guidance and counseling to promote student discipline, they had reservations that it should have been supported with other measures of correcting the students’ deviance if it was to succeed in the administration and management of students’ discipline in schools. These heads went ahead to state that at times, students were unwilling to open up for counseling and in such cases, punishments would be the right way of correcting the deviant behaviour and in the end would help in administering and managing students’ discipline.

The (31.8%) head teachers also noted that some students had poor parenting, which meant their parents were too harsh and so they were punished as a way of correcting their deviant behaviour, or their parents had a laissez-faire parenting style and so they were neither counseled nor punished at home. In such instances the head teachers recommended the system of punishing first then counseling later. They argued that using guidance alone would not succeed in promoting discipline. These views left the head teachers in confusion as to what exactly should have been done in the cases of students’ deviant behaviour.
4.8 Views of the Heads of Guidance and Counseling towards factors contributing to Students’ Deviant Behaviour.

To get this information, it was first necessary to understand the professional background knowledge and skills of the heads of guidance and counseling department so as to establish their knowledge on the role of guidance and counseling in the management of students’ deviant behaviour.

Table 12: The years of service as heads or members of Guidance and Counseling Department

<table>
<thead>
<tr>
<th>School category</th>
<th>No. of Heads who trained as counselors</th>
<th>No. of heads who served as members</th>
<th>No. of heads on current post as heads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ Schools</td>
<td>0</td>
<td>1 (2 years)</td>
<td>2 (1 Year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed Schools</td>
<td>0</td>
<td>0</td>
<td>7 (3 Years)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>2 (2 Years)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>8 (1 Year)</td>
</tr>
<tr>
<td>Boys’ Schools</td>
<td>0</td>
<td>1 (1 Year)</td>
<td>2 (1 Year)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1 (2 years)</td>
</tr>
</tbody>
</table>

It emerges from table 12 that none (0%) of the heads of guidance and counseling had served for over 3 years, only 2 (9.1%) had served as members of guidance and counseling department before being elevated to head the department. The rest 20 (90.9%) had never been members of the guidance and counseling department and so
were heading the department without any prior experience. It therefore revealed that people without skills, knowledge and experience offered guidance and counseling in secondary schools. This state of affairs called for urgent action of strengthening the guidance and counseling services by the MOEST in order to help curb the many cases of deviant behaviour happening in secondary schools.

When asked about the necessary skills that were needed for one to be able to successfully guide and counsel a student with deviant behaviour, all 22 (100%) noted that they were not aware of specific skills as they were not adequately trained so they did not handle disciplinary problems, instead such cases were referred to the disciplinary committee in their schools.

When asked about the qualifications needed for one to be a head of guidance and counseling, all heads of guidance and counseling stated that one ought to have been a trained teacher counselor. To this point all 22 (100%) noted that they lacked that qualification and blamed the MOEST for failing to organize in-service training so as to update them on the techniques of guidance and counseling. However, only 2 (9.1%) claimed to have attended a few seminars from Kenya Institute of Professional Counseling. As a result of this finding it appeared that there was need for the Teacher Training Institutions and specifically the Universities, to enrich the content of guidance and counseling unit so that they can produce teachers who are prepared to offer all forms of guidance and counseling in secondary schools.

The study further discovered that the guidance and counseling programme offered by the training institutions was not sensitive to the teachers’ needs in its design and
implementation. It did not equip the teachers with the knowledge and skills required to offer guidance and counseling to students with varied problems.

The fact that all the Heads of guidance and counseling department sampled for the study could not identify other qualifications from training revealed that their pre-service training course did not cover guidance and counseling. There was therefore need to in-service the teacher counselors so that they could obtain professional skills, as claimed by Otieno (1998:6) that:-

> Any profession including teaching requires the practitioner to continue his education, throughout his entire professional life. This included attendance of courses frequently. The rationale for this requirement derives from the need to help the teachers to gain the knowledge and competencies he must master if he is to avoid lapsing into rapid professional obsolescence.

When asked about their appointments as head of departments they responded that they were on acting capacity as none of them had been appointed by the TSC. When asked about the duration they had served as heads of guidance and counseling department, their responses were as in Table 12.

When asked about members in the department, the head of guidance and counseling department gave the number ranging between 6 to 12 members (teachers). All heads of guidance and counseling however disclosed that none of the members had been trained to offer guidance and counseling services apart from what they covered during their teachers’ training which took a few hours and without adequate details and was only meant for examinations and not for practice.
When asked about their opinions on what were the causes of deviant behaviour in schools, they concurred with deputy head teachers and head teachers that the main contributory factors included drug or substance abuse, students' home background, peer influence and other environmental factors. They also suggested that parents should have been role models and co-partners in guidance and counseling of their sons and daughters.

When asked if guidance and counseling could stop cases of deviant behaviour in secondary schools, most 14 (63.6%) heads of guidance and counseling department agreed that guidance and counseling, if well offered with the guidelines from the Ministry of Education would stop students' deviance and instead promote discipline. These respondents also noted that guidance and counseling if well offered to students with examples of good role models of their teachers would reduce cases of deviant behaviour. They also explained that using punishment and other disciplinary measures to correct mistakes would lead to more cases of deviant behaviour as modern students know their rights.

When asked about the type of counseling offered to students, the heads of guidance and counseling explained that their schools had not developed policies on guidance and counseling, similarly they noted that their departments had not received guidance from Education Ministry on how the department should operate. They therefore maintained that their schools did offer guidance and counseling services to students without policy guidelines, and as such they only concentrated on offering career guidance to the learners, which they claimed was the type of counseling they had some knowledge about, although they indicated that the department did offer
sociological and personal guidance, they indicated that the services were not offered frequently as they were not trained to handle deviant problems.

Concerning the effects of cases of deviant behaviour by students in schools, the respondents cited the cases of school drop outs because of drug abuse, early marriages and prostitutions. Also the 22(100%) respondents expressed fear that students cause serious havoc leading to destruction of property, injury or even death.

The study found that students had positive attitude towards the use of guidance and counseling in promoting discipline. The counselors should be friendlier to the students and at the same time maintain confidentiality of their problems.

9 (41%) heads of guidance and counseling mainly from mixed and Boys schools, maintained that through guidance and counseling many students had benefited and many more continued to go for the services
4.9 Views of the Students towards Factors Contributing To Deviant Behaviour among Students.

The researcher decided to get the details of students' background before they gave their views on the deviance. The tables below illustrate the background information.

Table 13 Genders of the students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>55%</td>
</tr>
<tr>
<td>Female</td>
<td>125</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14 Homes of the Students

<table>
<thead>
<tr>
<th>Home</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>164</td>
<td>62%</td>
</tr>
<tr>
<td>Rural</td>
<td>70</td>
<td>30%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td></td>
</tr>
</tbody>
</table>

Table 15. Parents / Guardians of the Students

<table>
<thead>
<tr>
<th>Both Parents</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mothers alone</td>
<td>53</td>
<td>19%</td>
</tr>
<tr>
<td>Father alone</td>
<td>39</td>
<td>14%</td>
</tr>
<tr>
<td>Guardians</td>
<td>63</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 16. Age of the Students

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Years</td>
<td>230</td>
<td>82%</td>
</tr>
<tr>
<td>17 Years</td>
<td>21</td>
<td>8%</td>
</tr>
<tr>
<td>18 Years</td>
<td>21</td>
<td>8%</td>
</tr>
<tr>
<td>19 Years</td>
<td>3</td>
<td>2%</td>
</tr>
</tbody>
</table>

In order to get the students views towards the factors contributing to students' deviant behaviour in schools, the researcher first sought their views on their concept of deviant behaviour. They responded positively by naming what they had witnessed their fellow students' do. 100(36%) of the students mainly the girls noted that they involved into counter productive activities such as drug taking, rudeness, fighting, laziness and bullying new students. The other 175 (64%), with boys as the majority attributed deviant behaviour to peer pressure; electronic and print media; involvement with some of their colleagues in boy / girls relationships; and copying bad behaviour from outsiders when they were off school.

The students also admitted that they experienced problems which were of academic nature; therefore they resorted to cheating in examinations. They attributed the cheating to lack of prior preparations because of destructors. Lack of school fees caused a lot of stress for 138 (50%) of them. The implementation was that they appeared truant as they missed classes for a long period of time. 32 (13%) of students noted that a social problem of unfair treatment by guardians caused them depression which in turn made them
appear withdrawn and not ready to open up. At times people interpreted that to be rudeness consequently their academic performance kept on declining.

When asked about the services of guidance and counseling in their schools, all the 275 (100%) students confirmed that individual guidance and counseling services were available to students at any time, but students were not going for the services. This data revealed that schools did not exploit the proactive nature of guidance and counseling in the management of students’ problems.

The research also found that no external speakers were invited to schools to offer guidance to students. This was contrary to what the Head teachers had said that they often invited external speakers to offer guidance to students. 30(11%) of the students stated that heads of guidance and counseling considered inviting external speakers as a waste of school funds.

According to all 275 (100%) students who participated on this study, schools were not effectively using guidance and counseling services in the management of deviance, in this case the research established that students were punished for minor deviances which only required counseling. This finding was contrary to the expectations of the students as one of them noted:

I believe that the teachers’ role is to create a caring culture towards us as a preventive measure against violence; instead they should learn peaceful conflict resolution strategies and skills but not punishing us even for petty offences.

The study therefore found that students did have positive attitude to relinquish deviance, but the teachers preferred to use punishment which had made
students to be stubborn to teachers. The study also established that students were not guided on what to do and how to face different challenges outside school. They were only given the school rules which were not even properly explained when they joined their respective schools for the first time. 249(89%) of students from Boys and Mixed schools said rules were lost and there were no copies of the same even on the notice boards, yet they were still expected to follow those rules.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Findings

5.1.1 The study established that both boys and girls had similar deviance with drug abuse as the leading example. The measures taken to control the deviance in all schools were also similar.

5.1.2 Teachers who comprised of Head Teachers, Deputy Head teachers and Heads of Guidance and Counseling departments put measures to curb students' deviant behaviour.

5.1.3 Guidance and Counseling as one of the methods used in students' deviant behaviour was not very effective because teachers noted that MOEST policy was lacking. Worst still, Guidance and Counseling was used after a punishment had been administered on a student.

5.1.4 The research established that there was conflict between the Head teachers and the Heads of guidance and Counseling Department concerning the methods used by schools' administration to punish students with deviant behaviour.

5.2 Conclusion

5.2.1 Given the findings, the Head Teachers and the Deputy Head Teachers emphasized the use of coercive methods to manage students' deviant behaviour.

5.2.2 The study concluded that the students' deviant behaviour management in secondary schools in Kisumu District was only leading to suppressed discipline that did not promote the full social adjustment of an individual, consequently the problem of deviance is most likely to continue.
5.2.3 **Recommendations.**

The researcher made the following recommendations in accordance with the findings of the study.

- Schools should take the initiative to sensitize parents, sponsors, and community and opinion leaders on the negative effects of drug abuse.
- TSC should send trained Counselors to head the counseling department in secondary schools.
- The MOEST should provide a policy, blue print to schools giving guidelines on how guidance and counseling should be offered to students.
- Schools should avail rules and regulations to students and even display some copies on the schools' notice boards.
- MOEST should organize in-service courses to all teachers on behaviour modification modalities that are appropriate.
- Schools should encourage invitation of guest speakers to guide students.
- The MOEST should advise the media to moderate their programmes so that they may not have negative impacts like immorality, drug abuse, and violence on students.
- Schools should provide physical facilities like counseling offices, electronic and print media to facilitate guidance and counseling.
- Finally, MOEST should organize in-service training (INSET) for Head Teachers and Heads of guidance and counseling in all schools so as to equip them with necessary knowledge on guidance and counseling.
5.4 Suggestions for further research.

The study has the following suggestions for further research:

1. Conduct a study on effects of deviance on academic performance.

2. Undertake a study on behaviour modification strategies.
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<table>
<thead>
<tr>
<th>YEAR</th>
<th>MONTH</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>September</td>
<td>Shaping the Research Problem</td>
</tr>
<tr>
<td>2004</td>
<td>October</td>
<td>Review of the Related Literature</td>
</tr>
<tr>
<td>2004</td>
<td>November</td>
<td>Writing the proposal</td>
</tr>
<tr>
<td>2004</td>
<td>December</td>
<td>Presentation or the Proposal to the Department</td>
</tr>
<tr>
<td>2005</td>
<td>January - March</td>
<td>Field work, data collection</td>
</tr>
<tr>
<td>2005</td>
<td>April - May</td>
<td>Data Analysis/Writing</td>
</tr>
<tr>
<td>2005</td>
<td>June</td>
<td>Submission of the Draft Project</td>
</tr>
<tr>
<td>2005</td>
<td>July</td>
<td>Correction</td>
</tr>
<tr>
<td>2005</td>
<td>August</td>
<td>Submission of the Project</td>
</tr>
</tbody>
</table>
AAPENDIX A

THE HEADTEACHER'S DEPUTY TEACHER'S QUESTIONNAIRE

Please kindly read the instructions for each question before giving the responses required. It is important that you give true and accurate responses.

The information given would be strictly confidential and used only for research purposes.

1. Please indicate by tacking the type of your school:
   Girls Boarding ( )
   Boys Boarding ( )
   Boys Day ( )
   Mixed Boarding ( )
   Mixed Day ( )

2. Please indicate the number of years you have served as a teacher.
   Between 0 - 5 years ( )
   6 - 10 years ( )
   Above 10 years ( )

3. What is your perception of deviant behaviour among students.

4. What are the apparent causes of deviant behaviour by students? Name at least five causes?

5. In your school what measures have you put in place to minimize deviant behaviour cases among students?

6. Why is it that deviant behaviour by students is very rampant in our schools nowadays?

7. Give suggestions that would help curb the vice

END

THANK YOU FOR COMPLETING AND RETURNING THIS QUESTIONNAIRE.
APPENDIX B

HEAD OF GUIDANCE AND COUNSELING QUESTIONNAIRE

Please kindly read the instructions for each question carefully then give required responses. It is important that you give true and accurate responses. The information given would be strictly confidential and used for research purposes only.

1. Have you attended Guidance and Counselling Course? If yes, state the duration and the year (s).

2. Are you appointed as head of Guidance and Counseling by:
   TSC ( )
   BOG ( )
   Acting ( )

3. For how long have you been offering Guidance and Counseling Services in
   Current School ( )
   Other Schools ( )

4. How many members are in your department?
   Trained in counseling ( ) untrained in counseling ( )

5. In your opinion what are the causes of deviant behaviour in schools?

6. Is it possible for Guidance and Counselling to stop cases of deviant behaviour in secondary schools? (Give explanation)

7. State the types of counseling your department offers to the students.

8. What are effects of cases of deviant behaviour by students in schools?

9. How can student’s attitude towards Guidance and Counseling be improved?

10. What would you say are the achievements of your department so far?

11. What support does the department get from the school administration?

END

THANK YOU FOR COMPLETING AND RETURNING THIS QUESTIONNAIRE
APPENDIX C

STUDENTS QUESTIONNAIRE

SECTION A
1. Age ........................................ Form ....................................................
(Please tick inside the brackets where necessary)

2. Male ( ) Female ( )

3. Do you live in (a) Urban ( ) (b) Rural ( )

4. With whom do you live?
   Parents ( )
   Mother ( )
   Father ( )
   Guardian ( )

5. Have you witnessed fellow students involve in bad behaviour?
   Yes ( ) No ( )

SECTION B

6. Name at least five bad behaviour that you have witnessed from your fellow students.

7. State why students do undesirable things?

8. Identify some of your problems and list them according to:
   (a) Academic .............................................................
   (b) Economic ............................................................
   (c) Social .................................................................
   (d) Personal ..............................................................
   (e) School Problems ..................................................


9. Have you ever gone to Guidance and Counseling teachers for assistance?

10. After consulting Guidance and Counseling teachers were your problems solved or minimized?

11. Do you think students who involve in undesirable behaviour perform well academically? (Explain more)

12. What do you think should be done to students who are indisciplined?

NOTE: The information given will be strictly confidential

END

THANKS YOU FOR COMPLETING AND RETURNING THIS QUESTIONNAIRE
APPENDIX D

INTERVIEW SCHEDULE FOR HEADTEACHER

1. Does the Ministry of Education, Science and Technology have a policy on how to deal with students' deviant behaviours?

2. What are the objectives of school rules and regulations?

3. What are the objectives of Guidance and Counseling?

4. Which are factors contributing to cases of student's deviant behaviour in secondary schools?

5. What measures can be taken to improve discipline in secondary schools?
APPENDIX E

HEADS, GUIDANCE AND COUNSELING DEPARTMENTS' INTERVIEW SCHEDULE

1. Does the Ministry of Education, Science and Technology have a policy on Guidance and Counseling services in schools?

2. What is your schools’ policy on Guidance and Counseling?

3. What are the forms of students’ deviant behaviour experienced in secondary schools?

4. How does your school handle these problems?

5. What are the contributions of the administrators and teachers in the promotion of Guidance and Counseling services to students in your school?

6. What are the students’ attitudes towards the role of Guidance and counseling in controlling deviance in your school?

7. Give problems you normally face when offering guidance and counseling services to students.