METHODS USED TO ENHANCE STUDENTS
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS
IN KAMUKUNJI DIVISION
NAIROBI PROVINCE, KENYA

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DECLARATION

THIS IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR
A DEGREE IN ANY OTHER UNIVERSITY.

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DEDICATION
To my husband and children: Thanks for your support, steadfast belief in my abilities and unfailing love.
ACKNOWLEDGEMENTS

This work has benefited from many people both intellectually and financially. First I would like to thank my supervisors Dr. Libese and Dr. Muchira for their support. Their professionalism, dedication and help saw me through the writing of this project,

I would like to thank all members of the Department of Educational Management, Policy and Curriculum Studies Kenyatta University for all the help accorded to me.

My gratitude also goes to the P.D.E's office for all the information accorded to me.

To all the others who helped me in one way or the other, and I am unable to mention their names please accept my gratitude.
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LIST OF ABBREVIATIONS

BA   - Bachelor of Arts
B.Ed - Bachelor of Education
B. SC - Bachelor of Science
BOG  - Board of Governors
DEO  - District Education Officer
EACE - East African Advanced Certificate of Education
HMI  - Her Majesty's Inspectorate
MA   - Master of Arts
M.ED - Master of Education
PGDE - Post Graduate Diploma in Education
SDP  - School Discipline Plan
ABSTRACT

There has been a wave of violence strikes that had threatened to paralyze learning in many Secondary Schools country wide. In the month of June 2007 over 300 strikes were reported. This saw students disrupt learning, besides destroying property worth millions of shilling. Indiscipline in schools had reached unmanageable levels, as teachers were unable to enforce discipline as their hands were tied by law as corporal punishment had been banned by the Government through legal notice No. 56 of 2001 in march. In light of this problem, the study aimed at identifying the discipline problems among the students and effectiveness of the methods used in enhancing student discipline in public secondary schools in Kamukunji Division, Nairobi Kenya.

The Study was carried out in Kamukunji Division, one of the eight Divisions found in Nairobi Province. Stratified random sampling was used to select the sample of schools, which include boys, girls and mixed schools. Three self-constructed questionnaires were used to gather data pertaining to the specific methods used in enhancing student discipline. Data analysis was done and it was found out that various types of indiscipline existed in the schools. They included truancy, drug abuse, absenteeism, sneaking, stealing and use of foul language.

Methods used to deal with indiscipline included guiding and counseling, use of useful punishment (suspension) involving the ministry of education and effective communication with students. Since the study was limited to Kamukunji Division, it is recommended that a similar study be carried out in other divisions to elicit a more accurate national perception of enhancing student discipline. In depth research be carried out on effective ways of enhancing discipline. A study be carried out on the key causes of indiscipline in schools.
CHAPTER 1.0

INTRODUCTION

1.1 Background to the study

Discipline is essential for smooth functioning of schools and society. It is an important component of human behaviour which not only helps to regulate people's reactions to various situations but also their relations with others. Thus the effectiveness of any organization is largely affected by the level of discipline of its members.

According to Jones (1989) sound discipline allows an organization to function as a harmonious and humane community. Osighembe (1974) and Docking (1989) observe that in school, discipline is central to providing an environment, which is conducive to serious learning. Docking (1989) views discipline as being significant in establishing an orderly system that creates conditions conducive for learning.

Osighembe (1974) shares this view when he points out that discipline has a direct relation to academic standards with both moving in sympathy, discipline taking the lead. Cohen and Manoin (1986) state that discipline is essentially based on conformity to norms or rules of conduct that govern the behaviour of members of a group. They further point out that norms lay down the agreed forms of behaviour within a particular culture, society or group and this kind of prescription brings order to the social environment.

All social organizations have rules governing their procedures, which they serve as an overall framework that regulates behaviour declared appropriate to the ongoing purpose of an organization. The school being a social organization has norms which regulate students' behaviour as well as staff behaviour. Chamberlin (1989) suggests that school norms need to fit into the broad principles of behaviour that is valued by the society. Wilson (1971) states that as an active processing agency, the school takes the parental role of enabling the students to gain self-discipline based on generally acceptable forms of behaviour to which they are expected to conform. Similarly Tatum (1989) notes that
overt compliance to school rules by students would mostly occur when they have expressed their unanimous agreement with those rules and have consequently valued them. This agreement reinforces their commitment to those rules. Total conformity to school rules by students may not be possible.

Students being humans vary greatly in terms of the talents and interests they bring to learning. Misbehaviour among students can be attributed to students whose values and interest are antithetical to those of their schools. Such differences give rise to conflicts of interest. According to Johnson (1978), interest may refer to benefit, profit, advantage, concern, right or a claim. In this background of conflicting interests among the students, school authorities encounter a great deal of challenge in maintaining student discipline at satisfactory standards.

Ministry of Education (1979) states that in a secondary school context, the principal has an ultimate responsibility of ensuring discipline is maintained in school. The principal is directly involved in establishing the rules of behaviour, the penalties to be applied, and the approaches to be used in enforcing discipline among the students and other school members. However, as Bell (1988) recommends that principals should work in liaison with other teachers in enforcing student discipline in schools. How teachers in schools tackle discipline problems among the students is mainly a matter of judgment and experience. Different solutions will be used by different teachers.

Mbiti (1981) notes that the traditional approach to discipline lays emphasis on enforcing obedience and self-control among the students through authoritarian methods. Chamberlin (1989) observes that the traditional approach required students to have an unquestioning obedience to and trust in, the directives given by the teachers. But Mbiti (1981) claims that the traditional education didn't encourage self-expression among the students. Teachers had the attitude that they knew everything and therefore students were supposed to listen, observe and work as directed by the teachers.
Chamberlin (1989) discredits this traditional approach in that it led to forced submission, which sometimes infringe on student's rights. The method would also produce timid conformers with negative attitudes towards the issues they would be directed to observe. This is a poor preparation of productive citizens.


Similarly, Rutter et al (1979) assert that school discipline outcomes tend to be better when approaches to discipline are agreed upon and supported by the staff and students acting together. In such a collectivity, a school functions as a coherent whole, with generally accepted ways of doing things which are consistent throughout the school. Participation of students in school decision-making processes has been underscored as a better method to reinforce discipline. Student participation promoted commitment and ownership of the rules. Wilson (1971), Jones (1989), and Wynne (1980) are of the opinion that teachers and students should be closely involved in the creation and review of school rules.

Tattum (1989) concurs with this contention when he argues that an open discussion would bring about a better understanding of the purpose of school rules and the problems they create for both parties.

Wilson (1971) observes that students need to participate in situations which demand planned, co-operative behaviour. In agreement with this argument, Jones (1989) notes that when students are involved in decision-making and the execution of the school policy, they are more likely ready to behave in a socially accepted way. This contention is further supported by Chamberlin (1989) who claims that students are people with current feelings and wants, who feel oppressed or under-valued if their own views are silenced or ignored, or their wants dismissed as unimportant or irrelevant.
Kozol (1979) notes that the method of involving students and other school members in the formulation of school policies is essential in moulding schools into becoming democratic social institutions. To Galloway (1990) a school's collective approach to student discipline should allow the participation of students in decision making processes, thus enabling them to control the extent to which other school members have power over them. It should allow students to express their opinions and represent their interests. Apparently students do need rigid control and school mastery absolution which have been nursed into schools by the cultural belief in difference to age, supported by the Victorian idea that children should only be seen and not to be heard, which is outdated.

On the other hand, discipline is not achieved if a headteacher adopts a permissive approach. Mbiti (1974) views the idea that students should do what they want without adult's direction as self-defeating. This is because, good order is produced not by students' anarchy but by mutual respect and proper guidance as to what type of behaviour is expected. And as Weldy (1979, P 58) says "Young people need limits on their behaviour. Most of them expect limits. Many will be confused and insecure if adults do not set limits for them"

Therefore neither of these two extreme methods is good enough as a scheme of discipline. Of course the ideal method should be an integration of the three approaches; authoritarian, democratic and laissez-faire.

A little bit of both freedom and rules is required which is essentially a democratic approach. Another approach to school discipline is democratic approach to discipline. This approach finds its justification under the Human Resource Management Theory. Mond, Sharplin and Flippo (1988) state that this theory recognizes the contribution of all members of the organization in the running of affairs of the institution.

According to Olorsky (1984) schools are essentially humanistic organization as compared to other industrial enterprises and thus there is need to involve all the human components of the school including students in decision making if any meaningful success is to be achieved.
Kizerbo (1990) and Hanson (1995) support same view when they argue that students should be given more freedom and greater opportunity to participate in decision making as a way of democratization of the school aspects. Kinyanjui (1975) supported the need for student participation in decision making when he said that school problems are aggravated when communication fails between the teachers and students.

Ngamogo (1995) states that schools which have instituted forms of participation by students in administration enjoy a relatively smooth administrative tenure with fewer students related administrative problems. Lori (1995) supports Nyamogo's views when he says that if team approach to administration is used, then students will feel more positive towards school leaders and they will be committed to school goals and objectives. Mburu (2002) asserts that the main aims of counseling is to help the client deal with emotional difficulties by controlling his feelings rationally as well as his action.

Through counseling a client is able to alter maladjusted behaviour and fulfill potentials as well as getting skills, awareness and knowledge to enable them to confront social inadequacy. Borland (1980) felt that counseling assist the students to appraise their potentialities and free their capabilities to learn. Kilonzo (1980) insists that guidance and counseling promotes self - understanding, development of capabilities for overcoming any personal deficits and making optimal academic progress. Gorton (1983) is off the view that guidance and counseling in our schools needs to be enhanced so as to curb the indiscipline incidences among the students. In Kenya, studies on indiscipline in schools have concentrated heavily on causes of discipline problems faced in schools but little has been done on the methodologies of enhancing students' discipline in schools.

This study sought to investigate the deliberate methods used in enhancing student discipline in Public Secondary schools in Kamukunji Division, Nairobi District and found out how effective or ineffective the methods had proved to be.
1.2 Statement of the problem

It has been observed that there has been a lot of indiscipline cases in the whole country. Researchers have been done and commissions set up to investigate the causes of unrest in schools. The worst form of indiscipline that has ever been reported in Kenya was the inhuman killings of students at S. Kizitos Mixed Secondary school in Meru on July 1991. Male students raped their fellow female students. A number of them were injured and girls died. Similarly the Sunday Nation (May 25th 1999 P.P 1-2) reported that four prefects in Nyeri High died at the hands of students arsonists. In addition in March 1998 twenty six girls in Bombolulu were also burnt to death.

Further still, in the year (2001) 68 Kyanguli High School students perished in an arson attack by fellow students. The issue of indiscipline in Kenya Secondary schools is a contemporary phenomenon for further investigation. For instance, recently Daily Nation team Amanda Muchiri and Munene (June 27th 2007) reported that: "...............Three High schools have been closed following separate riots and damage of property by students. Students at Chiga Boys High School in Nyeri South District destroyed property in a riot on Sunday night. Isunu secondary school students in Bungoma District went on rampage after a failed sports trip and smashed window panes using stones" Inline with all these occurrences, this study was purposely to come up with effective methods of enhancing students' discipline in selected public secondary schools in Kamukunji Division.

1.3 Purpose of the study

The basic purpose of this study was to determine the methods used in enhancing discipline in Kamukunji Division public secondary schools. In addition the study investigated the constrains faced by the schools in improving and maintaining student discipline. The study further sought to determine the methods that had proved to be effective in enforcing student discipline, as perceived by principals, deputy principals, teachers and head prefects in Kamukunji Division, Nairobi District public secondary schools in Kamukunji.
1.4 Objectives of the study

This study was guided by the following objectives:

1. To identify the types of indiscipline in schools in Kamukunji division.
2. To determine the nature of school rules and how they are formulated.
3. To determine the constraints faced by the schools in enhancing student discipline.
4. To determine the views of Principals about indiscipline in schools in Kamukunji.
5. To determine the views of students about indiscipline.
6. To make recommendations on the way forward.
7. To determine methods found effective in improving students discipline.

1.5 Research questions

1. What types of indiscipline were found in schools in Kamukunji division?
2. What was the nature of school rules and their formulation?
3. What constraints were faced by the schools in enhancing student discipline?
4. What were the views of the Principals about indiscipline in schools in Kamukunji?
5. What were students' views about indiscipline?
6. What were the recommendations on the way forward?

1.6 Significance of the study

The findings on specific methods used in improving student discipline in Kamukunji division secondary schools would be useful to the head teachers of secondary schools and other education administrators. The findings of the study may be useful to teachers and education administrators in making informed decisions on effective methods of enhancing student discipline, thus enabling them to cope with problems of student misbehaviour.

Furthermore the comments from the respondents in this study may be of interest to curriculum developers and other interest groups like Kenya Secondary School heads.
Association who may benefit from the advice given on effective methods of enhancing student discipline. Such advice may be useful to teacher training colleges by enriching school management curriculum which teacher trainees undergo during their training. The study will provide data for use by Kenya Education Staff Institute for training teachers in effective management of student discipline in schools.

1.7 Limitation of the study
This study was confined to the city of Nairobi, Kamukunji Division which is an urban setting and the results may be generalized to rural setting with caution.

1.8 Delimitations of the study
The study was conducted in public secondary schools in Kamkunji Division, Nairobi city. The target population for the study was Kamukunji division public secondary schools' principals, deputy principals, teachers and head prefects only. These were the respondents relevant in the study.

1.9 Basic assumptions of the study
The following were the major assumptions which had been taken for the study by the researcher:
1. Schools used deliberate and discrete methods in enhancing student discipline. It is therefore assumed that the respondents readily recalled and provided them for the study.
2. The principals, deputy principals, teachers and head prefects responses to the questionnaire items was genuine indicators of the methods used in enhancing student discipline in the schools to be covered by the study.

1.10 Theoretical Framework
This study was based on Human Resource Management theory. The Human Resource Management theory advances the views that all members of an organization are
important in the running the affairs of the institution. According to Olorsky (1984) schools are essentially humanistic organizations as compared to industrial enterprises and thus there is need to involve all the human components of the school if any meaningful success is to be achieved.

The study was also based on Behavioural Theory that states that the environment in which the client comes from also influences his behaviour. A person is what he is because of the environment where he comes from and the environment he produces. In a school setting, indiscipline students are believed to have learned their undesirable behaviour from their day-to-day experiences or from their environment. According to behaviourists, punishment as a technique widely used in school has limited success because it does not teach appropriate behaviour. It can only decrease the frequency of undesirable ones. Rather than simply punish a student, it is better to help him learn alternative ways to deal with frustrating situations.

### 1.11 Conceptual Framework

As figure 1 shows students’ discipline can be enhanced when students themselves are involved in the formulation of the school discipline plan. As Galloway (1990) contends the participation of students in school decision-making process enables them to control the extent to which other school members have power over them, facilitates their awareness and commitment towards the school policy agreed there upon. This participatory approach is further strengthened when the school discipline plan is based on reasoned argument, an ingredient, which is likely to make most of students perceive it as reasonable, fair and not needlessly infringing upon their freedom. A more open discussion will bring about better understanding of the discipline plan and the problems it could create for the parties involved.

To achieve consistency in the administration of the school discipline plan its contents would need to be communicated to all the members of the school community. Sometimes students are made to tumble in observing school codes of conduct by other adults in
school. If methods for enforcing discipline (Punitive, behavior modification, preventive) are used based on generally agreed upon and valued school discipline plan, the result is that student discipline will be enhanced.

1.11 Conceptual Framework –

Participation in formation of School discipline plan by Students, staff

Community / Staff and students Ownership of rules and Discipline plans.

Easier in enforcement and Implementation (collective Responsibility)

Disciplined staff and student

Maximum (performance) Production
1.12 Definition of significant terms

**Crisis Management Approach:** A method of enforcing student discipline, which in its reactive nature seeks to punish the student for his or her misbehaviour.

**Discipline:** Behaviour, which conforms to laid down code of conduct or rules.

**Indiscipline:** Any behaviour or action, which is not in conformity with the accepted norms.

**Interventionist Approach:** A method of modifying student behaviour according to acceptable standards through the use of negative and positive reinforcement.

**Norm:** Standard of behaviour that is regarded as average or generally acceptable in a particular society.

**Preventive Approach:** A method of managing student discipline which is anticipatory in nature and seeks to develop structures and processes which is geared towards reducing occurrences of student misbehaviour.

**Self-discipline:** This is character organization gained by student and which enables him or her to behave favourably even in the absence of a command to do so.

**School Discipline Plan:** A general statement of school codes of conduct, their expectations and consequences.

**Public Secondary School:** A secondary school managed with funds from the public.

1.13 Organization of the study

The study was organized into the following chapters:

Chapter One consisted of the introduction and entailed Background to the Problem; Statement of the Problem; Purpose of the Study; Research Objectives; Research Questions; Significance of the Study; Basic Assumptions and Definition of Significant Terms.

Chapter Two entailed Literature Review which included the Introduction; The Concept of Discipline; Factors which affect the improvement and sustenance of student Discipline; A Collective Approach to Student Discipline; The Methods of Enforcing Student Discipline; A
collective Approach to student Discipline; and the Conceptual Framework.
Chapter Three was the description of Research Methodology and covered Research Design; Target Population; Sample and Sampling Procedure; Research Instruments' Validity; Instrument Reliability; Data Collection Procedure and Data Analysis Techniques.

Chapter Four entails data analysis and discussion of the Findings, while Chapter Five includes Summary of the Findings; Conclusion and recommendations. Then the Appendices and Bibliography follows.
CHAPTER 2.0

LITERATURE REVIEW

2.1 Introduction

This section covers literature review under the following thematic sub-headings, the concept of discipline, factors which affect the improvement and sustenance of student Discipline; Literature related to methods of enhancing students discipline and a collective approach to student discipline.

2.2 The concept of discipline.

Discipline is an important issue in education. Students and their parents need to be assured that conditions in school guarantee physical safety and psychological security. The well being of the general community depends upon its young people accepting consensual values and acting accordingly. Jones (1989); Docking (1989) notes that discipline is an orderly system that creates the conditions in which serious learning takes place and that allows the objectives of the school to be achieved.

Charles (1989) notes that in the school setting, discipline helps students to do those things necessary for enhancing their education while limiting those behaviours that are self-defeating. Indeed, students require discipline for positive social development and for adequate educational progress. Asiedu-Akrofi (1978) two kinds of discipline have been identified. One exists in a situation where the rules and regulations of the school are willingly supported and obeyed by the students. They do not have reason to believe that they are being forced to comply with the rules. They understand them and sometimes participate in making them. It is believed that this kind of discipline encourages responsibility and cooperation on the part of the students.

The other is considered to be externally imposed and so denies students the chances of learning to exercise their sense of judgment as well as responsibility Mbiti (1998) defines discipline as a system of guiding the individual to make reasonable decisions responsibly.
In a classroom teaching discipline means the control of a class to achieve desirable "behaviour. In modern terms, discipline is a system of arranging conditions for healthy learning and living.

Discipline implies responsibility, order and regularity. According to Mbiti (1974) the concept of discipline should not be associated with pain or fear, but rather it should be viewed as a system of guiding the students to make reasonable decisions Mbiti (1998) argues that discipline in school and at home should be that which will produce young people who will be responsible when they become adults. They should be able to make their own decisions and accept the consequences of their decisions. They should exercise self-discipline, the kind of persons who do not simply swim with the current.

Every school and every home aims at seeing its products grow into interesting effective people who will make good friends, husbands, wives, parents, neighbors and good citizens. Okumbe (1998) argues that discipline is the action by management to enforce organizational standards. In order to successfully achieve the objectives of a school, all members are required to adhere to various behaviour patterns for maximum performance.

Ukeju, Akabagu and Ndu (1992: 290) define discipline as the control of behaviour in the light of purpose. An individual has self-discipline when he or she can set a goal for him or herself and then make whatever sacrifices and efforts necessary to obtain it. Individuals ought to be trained to govern each of their conduct rather than to be dependent upon others

2.3 Factors, which affect the improvement and sustenance of student discipline
Various factors affect student discipline. These range from those related to immediate school socialization to those attributable to out-of-school influence.
2.3.1 School related factors
Research carried out by Ratter et al, (1979) Mortimer et al, (1988) indicated that school exert a profound influence over the way students behave. Ratter and his team found no consistent relationship between the characteristics of students on entering the twelve secondary schools they studied and their subsequent behaviour within each school.

On his part Mortimer et al (1988) conducted a large-scale study of London junior schools. The study showed that there was no casual relationship between difficulty and behaviour problems amongst students.

According to the findings students who had difficulties in reading were most likely to be disruptive. In both studies Rutter et al, (1979) Mortimer et al (1988), note that disruptive behaviour was infrequent and a minor problem in some schools. At other schools it appeared much more frequently and serious. As a result the researcher argues that differences could not necessarily be attributed to differences in students in each school admitted but to the influence of school ethos.

Her Majesty’s inspectorate (1988) carried an inspection of 185 maintained and voluntary secondary schools during the years 1982-1985, and found out that the general ethos of a school were evident in the ways students behaved both in lessons and outside the classroom. Where reasonable
The students. As students compete for limited resources in school, conflicts arise threatening the peaceful coexistence in the victim schools.

Authors have noted lack of student participation in school decision-making processes as a factor contributing to discipline problems in schools. Heald and Moure (1990:236) argues that it is often said that people who have a hand in deciding policy will tend more to support that policy. Conversely policy, which is imposed, will tend to receive greater scrutiny from those on whom it is imposed. Students' involvement in school administration has some positive aspects because students may become more responsible when it comes to the use of school property and are likely to be more committed to school activities such as co-curricular activities, also may provide information which could help in the promotion of good practice in school administration.

Miriam (1995: 24) Hargraves, (1982) notes that when students feel that their school has dismissed their opinions, they are most likely to establish a group identity based on opposition to the school rules and values. Reid (1986) concurs with this argument when he observes that lack of student involvement in the determination of school policy destroys their dignity and renders them inferior and powerless, a status they are likely to resent.

Other authors have claimed that the nature of school rules, the manner in which they are enforced and the extent to which they are perceived as legitimate by most students may affect the level of discipline among the students. Jones (1989) notes that apart from being legitimate, the rules and expectations should be perceived by most students as reasonable, fair and not needlessly infringing on their freedom. Tatum (1982) notes that students resent and are likely to act-up against inconsistency in rule administration by teachers.

School socialization can affect student discipline in regard to the nature of school curriculum. Bird et al (1980), is of the opinion that unsuitable and unfavorable curriculum can adversely affect student behaviour. Hargraves (1984) notes that falling behind class work can be one of the initial reasons why some students first prefer to miss
school or show disruptive symptoms. If the curriculum is irrelevant, too academic, too
demanding, it will adversely affect them.

Repeated failures in assignments set by teachers in school reduce many students academic self-
concept and tend to lower their general levels of self-esteem as well as raising their degrees of
alienation from school. Pringle (1973) notes that disruption and other behaviour problems among
the students increases in some schools associated with a curriculum which emphasizes academic
competition, places little value on non-academic pursuits or individual needs and aspiration.
Research has also shown that disaffection and indiscipline in schools sometimes increases with
the age of students.

According to Reid (1986) this situation arises when schools are unable to adjust sufficiently to
the fact that many students are young adults once they reach adolescences. Thus the fundamental
nature of the school, with demand for compliance and lack of students' power may cause some
older students to rebel. Pollard (1980) claims that this disaffection among the older students can
be exacerbated by the fact that some students exercise considerable power and freedom in their
daily lives outside school.

Pallard further argues that for such students to lead a double life by suspending their acclaimed
'adults status' power and privileges while at school, can be a difficult experience. This contention
is also supported by Jones (1989) who observes that challenges to school rules appear to increase
with age, often as students mature and begin to feel that some rules are unfair imposition upon
their maturity. It is noteworthy that of harsh school rules (Daily Nation, 21st march 1998).

The effect of peer- group pressure on an individual student's behaviour has been the subject of
much speculation. Cohen and Manion, (1981); Reid (1986) notes that in some schools anti-social
counter-cultures exist which operate their own group moves. Reid (1986) observes that various
focal interests and strong feelings among the students can bind them into identity peer groups
with each form tending to have its own heroes 'wags' or Toners'.

Such groups have particular norms which guide their respective members Willis (1977) notes that these friendship or common-culture groups can develop into strong anti-social feelings within classrooms and schools and have profound consequences upon teacher-student relationship. The groups may reject the norms and regulations sought by traditional academic schooling and engage in aggravation-testing teacher's patience to limits.

This behaviour would occur especially when the group members perceive that their particularly interests are threatened by the school authorities. In such circumstances some students may become overwhelmed by peer pressure and would rather please their peers even if it means acting irrationally.

Rutter (1975) argues that students who are socially isolated or rejected by others are considerably more likely than other students to have psychiatric problems. Lane (1983) notes that peer group norms can detract a student's self-esteem, and such a student would likely develop stress and anxiety, conditions which can affect his or her character development.

2.3.2 Home background factor
Studies have shown that a student's home background may have significant influence upon his or her behaviour in school. Mortimore et al (1983) did a study in London secondary schools aimed at investigating behaviour problems among the students and used a questionnaire as an instrument for investigation.

Mortimore and his colleagues found out that where a students home life was in any way unsettled, for example if parents were divorced, were unemployed, were poor and lived in poor housing environment, the students activities in school were likely to be affected and could have negative consequences on his or her behaviour. The researchers point out this; "Parental stress picked up by the children may make concentration difficult in school thus affecting their behaviour there as well"
Students from highly stressful families with frequent tensions in relationship between members, tend to show behaviour problems in school. This is according to a study carried out by Sammons et al (1983) involving 22,000 secondary school students. The study showed that there was an increased chance of students disturbance as other factors of disadvantage increased.

In Kenya, Rwamba (1992) conducted a study on pupils indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used questionnaires to solicit information from head teachers and teachers. The study revealed that all the teachers covered by the study felt that home background influence contributed significantly towards the pupils' behaviour in schools.

The influence of the society has a bearing on student's behaviour in schools. Reid (1986) claims that some members of the society expect their children to develop into an intelligent, decent, moral, law abiding citizens without their personal effort to work for the same. According to Reid, many parents behave very different from the standards they set for their children.

Tatum (1982) concurs with this view when he notes that some behaviors observed from the community by the students eventually take root in them. Mass media also has an adverse influence on the students e.g. large doses of violence on television, freely available pornographic literature, video nasties and sensational reporting of unsavory crimes and factual materials are to blame for perceived decline in moral standards of students In one survey, as reported in Hartshorn (1983) found that a surprising high percentage of school children in America viewed video nasties including many who were in their early teens and younger, the breakdown in the traditional parenting patterns has made students become dependent on media advice (Sunday standard, 19th July 1988).

In a survey done on Nairobi Youth, Chandran (1998) notes that there is a high degree of sexual activity among the youth that over 30 per cent of them say Aids has not deterred them from having pre-marital sex. Chandran argues that drug abuse has in filtrated
schools and that some students and school workers especially support staff and the suppliers of goods to schools are the links in drug cartel. It is not surprising that drug abuse has been blamed on many student strikes which have rocked many parts of Kenya in recent times (Daily Nation, 7th March 1998).

2.4 Literature related to methods of enforcing student discipline
Tatum (1989) notes that in school authorities three main methods of enforcing student discipline are available. These are punitive methods, behaviour modification methods and preventive methods.

2.4.1 Punitive methods
These methods are basically associated with the crisis-management approach, which is reactive in its policy and locates the problems to the student. Tattum (1989) punitive methods rely largely on the infliction of punishment with the aim of deterring the student from committing the crime. Caning out of school, suspension, withdrawal of privileges and expulsion are examples of punitive methods.

The principle underlying punitive methods is that when a response is followed by an annoying state of affairs, the connection between this response and stimulus, which preceded it, tends to be weakened. Thorndike, (1911); Jones (1989) recommends that the purpose of punishment should be explained, understood and accepted if it is to be effective in enforcing student discipline.

According to Jones, students in instinctively expect the punishment for breaking rules will be applied fairly and consistently, otherwise punitive methods may reinforce the occurrences of misbehavior among the students. Docking (1987) agrees with this contention when he notes that although punishment has propensity to deter, to reinforce the importance of school rules and teacher expectations and to prompt culprits to see the error of their ways, unless it is administered sensitively it can alienate, reinforce attention-seeking behaviour, encourage avoidance tactics and induce feelings of rejection among the victim students.
A Belgian research carried out in 20,000 secondary school students in the province of Luxembourg in 1984, as reported by Montgomery (1982) it was found out that punishment only aggravated bad behaviour at school and led to greater alienation of the victim students who were most at risk were found to have gained little prestige at school, made poor relationships with teachers, and developed a negative self-image.

Montgomery (1992) is of opinion that punishments and telling-offs are sometimes the only attention some students ever receive, and those deprived of attention, any form of it is better than none at all, and so they act up to be noticed and become a nuisance. He argues that for something to be truly punishing it has to be aversive and philosophically to be accepted by the student as such. The author suggests that punishments should be used sparingly so that their effect can be maximized.

**2.4.2 Behaviour modification methods**

Behaviour modification methods are basically associated with the interventionist approach, which though reactive in that it responds to problems of misbehavior as they arise it also looks beyond the students for understanding and aims to construct more beneficial relationships helpful to the victim students in observing acceptable codes of conduct. West et al, (1989) notes that behaviour modification approach is concerned with modifying behaviour through positive or negative reinforcement.

Behaviorists advocate for the rewarding of good behavior and ignoring the one considered inappropriate. The assumption of this method is that any action that is rewarded will tend to be repeated and learned, whereas actions, which have no favorable consequences to the individual, will cease to be done Thorndike (1911)

Studies have shown that rewards are more effective in producing desirable behavior that sanctions. Becker, (1967); Sharp et al, (1987) conducted a study through which they sought to find out the attitudes of secondary school students towards the use of rewards.
As reported in Montgomery (1992). A questionnaire was used to gather information from a sample of 396 secondary school students. The researchers found that students generally perceive praise and rewards as appropriate and desirable. Attention praise and nearness produced by teachers help maintain the pro-social behaviors among the students.

A survey carried out in England by Her Majesty's Inspectorate (1988) showed that students appear to achieve more, to be better motivated, and to behave well when teachers commend and reward their successes and emphasize their potential rather than focusing on failures and shortcomings.

In Kenya, Rambo (1992) conducted a study on pupils' indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used a questionnaire to gather information from teachers and head teachers. Rambo found that teachers considered rewards as important in enforcing good behavior among the pupils. Jones (1989) argues that reward system fulfills a number of functions for a school. It may promote the institutional aims of a school and provide a mechanism for competition; offer incentive and reinforcement for the approved behavior.

2.4.3 Preventive methods
Preventive methods aim at developing structures and processes which are geared towards reducing problems and anticipating crises within the school itself (Duke 1989) Kounin (1970) is of the opinion that a key to preventing discipline problems among the students is the improving of the conditions that lead to their occurrence rather than stressing on rules and punishments.

Duke (1989) agrees with this contention when he notes that in improving discipline among students, the emphasis should not be on reactive measures but on policies and strategies, which minimize the risk of disruption in the first place and make it more likely that students will want to behave well. Tattum (1989) suggests the following conditions as being necessary minimizing discipline problems in schools;
(a) Teachers and students should be closely involved in the creation as well as review of
school rules. Having a more open discussion will bring about a better understanding of
their purpose and problems they create for the parties involved.
(b) The rules should be communicated to teachers, parents, students and other involved
adults. Students should be made to understand the reasons for implementing the rules.
When students are unaware of school rules, they will either fall foul of them unwillingly
or test out limits to find out what behavior is acceptable to staff.
(c) There should be clarity of expectations; that students and other members of school
community understanding, and are aware of what is expected of them.
(d) In school there should be a general demonstration of sensitivity and consistency in the
administration of school rules. Students need to observe, feel and believe for themselves
that their teachers care about them and know something about them as individuals.

Reid (1986) claims that one of the reasons for conflicts in secondary schools is the object failure
of pastoral care in many of them. To Reid, teachers need to be diagnostic of students' need to be
diagnostic through the use of pastoral care, Reid (1986) observes that students needs are likely to
be met in time, thus reducing disaffection which can lead to misbehavior among them.

In a special study carried out on discipline problems affecting secondary schools in Thika, a
study which used a questionnaire to solicit information from principals, Wangeri (1986) found
that 27.7 per cent of the 11 secondary schools covered in the study, Principals made extensive
counseling to enforce discipline among the students. From the findings it is clear that majority of
principals never prioritized the use of counseling in schools. Republic of Kenya (1991:78) says:
Guidance and counseling programmes are essential in order to help students grow towards
responsible adulthood. When effectively carried out, guidance and counseling programmers
could lead to a reduction of incidences of students' unrest and indiscipline (Wangai Report)
2.5 A collective approach to enhancing student discipline

In enhancing student discipline the following factors play a vital role.

2.5.1 The school factors

In school, the principal bears the ultimate responsibility for school discipline (M.O.E 1979, P.35) he/she is directly involved in expectations to be met and the consequences to be applied for those who do not conform to the school rules. According to education act (1980) chapter 211 the school principal is empowered to ensure that any student behavior is not habitually or continually endangering the maintenance of a proper standard of moral and social conduct in the school.

From the study carried out by Her Majesty's inspectorate (1985) they concluded that the quality of leadership of the principal is the most significant factor contributing to a good school. It is the principal who sets the tone and style of a school. Blandford (1998) argued that a good head teacher will be democratic when deciding on which methods are required to promote discipline in school. An effective head teacher ensures that every one in school community feels the responsibility for ensuring that discipline in the school is good.

In essence, effective leadership is marked by non-confrontational style where decisiveness is combined with the ability to delegate, listen, enthuse, support and unite the team of staff. The head teacher needs to be a good listener whom teachers and pupils should feel free to talk to in confidence, the head teacher should aim at discussing discipline periodically with staff, pupils and the wider community emphasizing on the need for every person to keep the school functioning smoothly and to keep morale at a higher level.

All teachers are responsible for managing discipline in school. Teachers need to have a sense of self-worth in order to recognize students' needs. Tattum (1989) recommends that teachers and students should be closely involved in the creation of school disciplinary.
Codes that list what school considers to be misbehaviour and punishment teachers and principals can administer.

Tatum's formulating implies that principal need to seek the support of teachers in handling the case of student's discipline. Duke (1989) contends that consistency in the administration of school disciplinary policy emerges as all teachers accept the responsibility for all students, all the time, and everywhere in the school. In Kiambu District, Maina (1986) conducted a research on the role of head teachers, teachers and parents in school discipline in Kikuyu Division. 40 teachers were chosen at random from five different schools, and 20 parents involved in the study, which used questionnaires as a tool for data collection.

The findings of the study showed that 50 per cent of the teachers played a practical role in school discipline. 40 percent of teachers felt they played an adequate role. A lowly 10 percent of the teachers indicated that they played a minimum role in school disciplinary matters, a case which signifies that some teachers are not involved, or are reluctant, in participating in school disciplinary policies. This tendency is not consistent with their role as moulders of students' character.

Schools, boards of governors are created through the education act cap 211 section 10. One of their functions is students' discipline. The education act chapter 211 provides that the board of governors of a school may make administrative rules pertaining to the discipline of students and may prescribe appropriate punishment for breach of or non-adherence to such rules. This provision indicates that it is the statutory right of school board of governors in managing discipline in schools.

Good behavior and discipline in a school involves all members of the school community. Students, teachers and other staff, showing mutual respect and consideration for one another Rosenbaum, (1989). This collectivity facilitates the development of an atmosphere in schools, which promotes learning and enables students to develop their talents and personality, bad behavior, which may come from the adults.
Jones (1989) argues that sometimes students become victims of misbehavior as a result of provocation by adults in school, including the subordinate staff. He points out that rules of behavior in a school should not be focused on students alone, but need to place obligation on all its members, with each individual understanding and accepting the rules to govern their own behavior. Chandran (1998) notes that drug abuse has infiltrated schools, with some students and school workers, especially the support staff, and suppliers of goods to schools having links in drug cartel.

2.5.2 Home factors
Parents play an important part in the moral development of the students. Actually some social problems experienced in schools are blamed on the parents. This implies that parents have a role in promoting responsible behavior among the students. Laurence and Steed (1996) carried out an inquiry involving 85 primary schools, as reported in Jones (1989). The study had the purpose of investigating the roles school heads play in managing discipline in schools.

The findings of the study showed that the school heads identified parental liaison as the most effective method schools could use in reducing student indiscipline. In order to enhance student discipline a joint venture by both teachers and parents is required.

2.5.3 Students
The involvement of students in the formulation of school disciplinary policy has been viewed as an approach, which most likely can influence them into accepting and showing commitment towards it. (Hargreaves, 1982,) argues that lack of student involvement in the determination of school disciplinary policy destroys their dignity and renders them inferior and powerless.

Goodland (1989) concurs with this contention when he claims that when students feel involved in decision-making and execution of school policy, they are more likely to want to behave in a socially accepted way. Tattum (1989) is of the opinion that a more open
discussion will bring about a better understanding of the rules' purpose and the problems they create for them.

A collective whole-school approach to students discipline requires that all members of school community understand schools codes of conduct and accept them as significant in creating a harmonious and humane climate instrumental for serious learning Jones, (1989) It would be essential for these codes to be communicated to teachers, school board of governors, parents, students and other involved adults. This would facilitate the understanding of, and most likely commitment to the expectations of the school discipline plan by those who are to be directly or indirectly affected by it.
CHAPTER 3.0
RESEARCH METHODOLOGY

3.1 Introduction
This chapter outlines research methodology which is presented under the following headings: Research Design; Target population; Sample and Sampling Procedure; Research Instruments; Instruments Validity; Instrument Reliability; Data Collection Procedure; and Data Analysis Techniques

3.2 Research design
The study used a descriptive survey approach. Borg and Gall, (1989) state that a basic aim of survey research is that the information is collected at one point in time. Gay (1981) defines descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subject in the study. Best and Khan (1982) assert that descriptive research involves describing, reading, analyzing and interpreting condition that exists.

3.3 Location of the study
The place of study was Kamukunji Division, Nairobi Province Kenya. It is one of the eight divisions found in Nairobi Province. According to the Ministry of Education Kamukunji has six public secondary schools out of forty eight in the district. The division is well served by tarmac roads; therefore most areas can easily be reached by road. Most people in the division are low income earners. The neighbouring divisions are Central, Kasarani and Makadara. Unfortunately the division doesn't have any factory compared to her neighbouring Makadara Division.

3.4 Target population
Moser and Kalton, (1971); Borg and Gall, (1989) state that target population refers to all members of real or hypothetical set of people or events or objects to which the result of a research would be generalized. The target population for this study consisted of 5 Principals, 152 teachers and 5 head prefects of public secondary schools in Kamukunji Division. There are 6 public secondary schools in Kamukunji Division.
Among the 6 public secondary schools in Kamukunji Division, there are 3 mixed secondary schools. The Division has 2 public secondary schools for boys and 1 (one) public school for girls only. All the public secondary schools have a total of 177 teachers including Principals and deputy Principals who form the target population. Each of the public secondary schools in Kamukunji Division has a single position for deputy Principal and Head prefect.

3.5 Sample and sampling procedures

A research sample refers to the portion of the population that was used by the researcher to represent the entire population in the study. Sampling is the process of selecting this portion Polit and Bernadette, (1995). For this study purposive sampling was used. According to Mulusa (1988) purposive sampling involves the selection of a population, which provides the information required for the study.

All Principals, deputy Principals, teachers and Head prefects of the public secondary schools in Kamukunji Division participated in the study. These sub-groups are directly involved in the execution and administration of school discipline plans. The head prefects act as immediate agents of school authorities in implementing school disciplinary policies over the student body. Kamukunji Division has a total number of 6 public secondary schools with each school having a single position for deputy principal and head prefect. Thus there are 6 principals, 6 deputy principals and 6 head prefects in these schools.

3.6 Sampling Procedure

Sample of 152 out of the 177 possible subjects was sampled. Simple random sampling was used to select 5 out of the 6 public secondary schools in the district whose principals, deputy principals, teachers and head prefects participated in the study. The names of the public secondary schools were obtained from the Provincial Director of Education office and their names were written on separate papers which were folded and placed in a container. With the shaking of the containers, simple random sampling with replacement was used to pick the name of the school which was not be involved in the main study.
In regard to the number of the sampled schools, this study involved 6 Principals, 6 deputy Principals and 6 Head prefects. The division has 177 teachers including 6 Principals and 6 deputy Principals; there are 152 teachers who form part of the target population.

3.6 Research instruments
Data pertaining to the specific methods used in enhancing student discipline will be gathered through the use of three self-constructed questionnaires. One of the questionnaires will be designed to collect data from school principals and deputy principal. This questionnaire will contain the following sectional areas. Part A will contain 10 question items on school and demographic data which will include gender, age, administrative position, and academic qualification, administrative experience of the principal / deputy principal, the category and type of the school.

The items will also seek to solicit information on the general state of student discipline in schools. Part B of the questionnaire will contain a open ended items seeking to gather information on serious discipline problems among students faced in schools and the methods used in enhancing student discipline. These items will also seek to gather information on methods, which have proved to be effective in enhancing student discipline as perceived by the principal, deputy principals, teachers and head prefects.

Other information sought will be the advice the respondents will give towards the effective methods of improving student discipline. The other questionnaire will involve teachers; this questionnaire will be divided in to two parts. Part A will contain items on school and demographic data of the respondents. This data will include age, gender, academic qualifications, category of school and the current state of student discipline in schools.

Part B had open-ended items endeavouring to solicit information on common discipline problems among the students faced in schools, the methods used in schools to improve student discipline. The items sought to gather data on possible methods, which had proved to be effective in improving students’ discipline, as perceived by teachers. Other
information sought in this part was the advice teachers gave on effective ways of enhancing student discipline.

The third questionnaire targeted the school head prefects. This questionnaire was divided into 3 parts; part A contained 3 question items on school and demographic data of the respondents. This data included gender, category of school, and the current state of student discipline in school.

Part B of the questionnaire had a Likert-type scale of 10 items seeking to gather information on the extent students were involved in matters pertaining to students' discipline. The head prefects were asked to indicate their opinion towards each statement on a 4 - point scale (4, 3, 2 and 1) for always, often, rarely and never opinions respectively.

Part C had 8 open-ended items endeavouring to solicit information on common discipline problems among students in schools; and methods head prefects used in enhancing student discipline. The items sought to gather data on possible methods, which had proved to be effective in improving student discipline, as perceived by head prefects. In addition the items sought to gather information on the advice head prefects had given on effective ways of enhancing discipline among the students.

3.7 Piloting
Malusa (1990) points out that the final step in preparation for the fieldwork is to pretest the data collection instruments on a population that is similar to the target population. The researcher pre-tested the questionnaires using two randomly selected public secondary schools from among the six in the division. The purpose of pre-testing the instruments was to assess their clarity, the validity and reliability of each of the items in the instruments and the suitability of the language used.

During the pilot study the researcher looked for inaccurate responses, inconsistencies and other weaknesses that could be exhibited by the respondents. Mugenda and Mugenda 0
(1986) suggest that we may use these two cases to analyze the questionnaire and verify if the method of analysis is appropriate. The results of the pretest would indicate the need to review the instruments or to use them as they are. Items which respondents were not willing to answer were substituted with more appropriate ones.

### 3.8 Instruments validity

Validity is the degree to which a test measures what it purports to measures. Galloway, D. (1990). For this research, content validity was established. Content validity is the degree to which the sample of the test items represents the content that the test is designed to measure. A pilot study was carried out in two schools to improve question items and identify kinds of probes needed.

### 3.9 Instrument reliability

This study used the split half method to test the coefficient of internal consistency of the questionnaire for school head prefects. According to Roscoe (1969) the split-half methods involves splitting the statements of a test into two halves (odd and even items) The odd-numbered items are placed in one sub-test while the even numbered items are placed in another test.

Then the scores of the two-subtests are computed for each individual and those two sets of scores are correlated. The correlation obtained nevertheless represents the reliability coefficient of only half the test, and because reliability is related to the length of the test, a correction must be effected so as to obtain the reliability of the whole test to make this correction, the spearman Brown Prophecy formulae is applied. The following is formulae statement.

\[ R_{xx} = \frac{2 \times \text{roe}}{1 + \text{roe}} \]

\[ R_{xx} \] is the reliability of the original test and \( \text{roe} \) is the reliability coefficient resulting from correlating the scores of the odd statements with scores of the even statements.
Roe =Stands for reliability of coefficient obtained by co-relating the scores of the odd statements with s
To obtain (r) the Pearson's product moment correlation (r) coefficients was used
\[ r = \frac{\sum x}{\sqrt{\frac{n \sum xy - n \sum x \sum y}{n - 1}}} \]
\[ r = \frac{\sum (n \sum x) - (\sum x) \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \]

x= the sum of score of x distribution
y= the sum of the score in y distribution
xy= sum of the product of both x and y
n= no of x and y scores

3.10 Data collection procedure
The researcher got a permit to conduct this study from the ministry of education. She later made
arrangement to carry out the study by use of letters addressed to head teachers of schools of
interest. Having obtained the permit, a pilot study was carried out in two public secondary
schools in Kamukunji division after which the research instruments were refined. On fixed dates
the researcher visited all the public secondary schools in the Division to administer the
instruments to the principals, Deputy Principals, Teachers and Head prefects. A period of two
weeks was given for the filling in of the questionnaires after which they were collected for data
analysis.

3.11 Data analysis techniques
Inspection of the data pieces was done first. This involved the identification of those items
wrongly answered, spelling mistakes in the answers given by the respondents, and the spaces left
unfilled. Data was organized into categories of code statements. This study used descriptive
statistics such as frequency counts, mean, standard deviation and percentages to provide answers
to the questions set for the study. The results were presented in form of tables and written
narratives.
CHAPTER 4.0

DATA ANALYSIS, PRESENTATION OF THE FINDINGS AND DISCUSSION

4.1 Introduction

The main focus of this chapter is to report the results of data collected in the study. The data analysis was obtained by administering questionnaires to head prefects, teachers and principals in selected secondary schools. The aim of the research questions was to provide data on:
1. Types of indiscipline in schools in Kamukunji division
2. Nature of school rules how they are formulated
3. Constraints faced by the schools in enhancing student discipline.
4. Views of principals about indiscipline in schools in Kamukunji
5. Views of students about indiscipline
6. Recommendation on the way forward.

4.2 The first research question was to determine the types of indiscipline in Kamukunji schools.

From the findings 39% of the respondents indicated that truancy was one of the highest discipline problems experienced. This was followed by drug abuse at 21% respondents. Absenteeism was third highest problems experienced in the sampled schools at 17%. Sneaking and stealing was at 7% while use of foul language was at 5% Bullying was at 4% respectively. All this concurs with Mbiti (1998) who notes that incidences of high rates of indiscipline in secondary schools has an adverse effect on the students who are being prepared to become future leaders.
The table 4.2 summarizes the findings.

**Table 4.2 : Types of discipline problems experienced in the Kamukunji Division**

<table>
<thead>
<tr>
<th>Kind of indiscipline</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Abuse</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Sneaking</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Stealing</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Truancy</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Foul Language</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Bullying</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Truancy was highest since most of schools involved were day school and drug abuse was second. The above concurs with a survey done on Nairobi Youth Chandran revealed that drug abuse has infiltrated schools and that some students and school workers especially support staff and the suppliers of goods to schools are the links in drug cartel. It is not surprising that drug abuse has been blamed on many student strikes which have rocked many parts of Kenya in recent times *(Daily Nation, 7th March 1998).*

The fact that drugs are readily available in the school neighborhood has also contributed to increased consumption of drugs hence indiscipline in schools. According to Siringi *(Daily Nation, 31st May 1999)* drug abuse has not spared even the high cost schools like Lenana and Nairobi schools. According to him many
students take bhang and cocaine at pretext of academic pressure and believe that the drugs will enhance their academic prowess.

4.3 The second research question sought to identify the nature of school rules and how they are formulated.

From the findings it was noted that teachers and students are closely involved in the creation as well as review of school rules. Rules are communicated to teachers, parents, students and other involved adults. Students are made to understand the reason for implementing the rules. This is because when student are unaware of school rules, they tend to fall foul of them willingly or test out limits to find out what behaviour is acceptable to staff.

There is clarity of expectations, which students and other members of school community are expected of. There is consistency in the administration of school rules. There is participatory formulation of school discipline plan by students, staff and other involved adults. Jones (1989) concurs with the above when he points out that rules of behavior in a school should not be focused on students alone, but need to place obligation on all its members, with each individual understanding an accepting the rules to govern their own behavior.

The deputy principal is involved in the formulation of school rules as he/she is in charge of discipline in the school. The discipline committee is involved as they are responsible and accountable for the general discipline at large. They hold discipline committee meetings regularly and consult with prefects as well as the P.T.A and B.O. G. discipline committees in view of improving high standards of discipline in schools.

Teachers were also involved as they are responsible for managing discipline in school Tatum (1989) recommends that the principal need to seek the support of teachers in handling the case of students discipline. Duke (1989) contends that consistency in the administration of school disciplinary policy emerges as all teachers accept the responsibility for all students, all the time and everywhere in school.
Prefects are involved in the formulation of school rules. This enhances student's discipline. Galloway (1990) contends the participation of students in school decision making process enables them to control the extent to which other schools members have power over them. A more open discussion will bring about better understanding of the discipline plan.

All the principals interviewed said that the school rules in their school were revised. The involved parties were the principal deputy principal, teachers, discipline committee, academic committee and prefects.

From the finding it is clear that it is important to involve students in the formulation of rules. Olorsky 1984 notes that since schools are essentially humanistic organizations and thus there is need to involve all the human components of the school if any meaningful success is to be achieved.

Hargraves (1982) notes that when students feel that their school has dismissed their opinions; they are most likely to establish a group identity based on opposition to the school rules and values. Reit (1986) concurs with this argument when he observes that lack of student involvement in the determination of school policy destroys their dignity and render them inferior and powerless, a status they are likely to resent.

Jones (1989) notes that a part being legitimate, the rules and expectations should be perceived by most students as reasonable, fair and not needlessly infringing on their freedom. Tatum (1982) notes that students resent and are likely to act-up against inconsistency in rule administration by teachers.
4.4 Constraints faced by the schools in enhancing student discipline.

<table>
<thead>
<tr>
<th>Constraints</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative attitude by students towards G/C</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Poor upbringing</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Parents interference</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Demotivated prefects</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lack of support from teachers</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Some punishment not allowed like caning</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings it shows that parents interfere most in student's discipline 60%, as stated by teachers while students have negative attitude towards guidance and counseling and also they don't co-operate. 19% and the least was absenteeism. Head prefects thought that they were demotivated 3% and that they don't get the support they need from teachers 4%. From the above table, it is clear that a student home background has adverse effect on his/her behaviour.

A study done by Mortimore and his colleagues found that where a student’s home life was in any way unsettled, for example if parents had divorced, were unemployed, were poor and lived in poor housing environment, the students activities in school were likely to be affected and could have negative consequences on his or her behaviour. The
researcher point out this parental stress picked up by the children may make concentration difficult in school thus affecting their behaviour there as well.

A study done by Rwamba (1992) on pupil’ indiscipline in Mathare slum revealed that all the teachers covered by the study felt that home background influence contributed significantly towards the pupils behaviour in schools. Students from highly stressful families with frequent tensions in relationship between members, tend to show behaviour problems in school.

4.5 View of principals on indiscipline in Schools in Kamkunji
From the research it was discovered that 85% of those interviewed said they were satisfied by the current state of discipline in their schools, while the 13% were unsatisfied with the state of discipline. The remaining 2% said they were very satisfied with the state of discipline as shown below.

Highest percentage (85%) of respondents were just satisfied by the state of the discipline in their school.
4.6 If the school experienced Problems

When asked on whether their schools experienced indiscipline problems 92% of the respondents said yes while 8% said no.

From the above it is clear that various types of indiscipline experienced were truancy, Drug abuse; Absenteeism, sneaking out of school, stealing, and use of foul language and bullying.

Ayieko (1988) concurs with the above when he says that indiscipline can be observed in many forms. First there is self-destructive behaviour expressed by students. This involves smoking and abusing drugs. The other form involves the destruction of property such as burning of school buildings, Truancy, theft, defiance to authority are problems which nearly every school experiences. In another study done by Mitambo (1986) on strategies for improvement of discipline in five secondary schools in Meru also concurs and states that some problems encountered in most secondary schools are late coming, smoking, drinking, truancy, skipping lessons and strikes.

Wandeo (2002) says that the soundness of discipline in any school depends largely on the head teacher’s policy; he ought to give clear sense of direction and transmit high expectations to staff and students, whilst also involving all teachers in the determination of policy. Discipline is not achieved if a head teacher adopts a permissive approach.

The table below summarizes the findings.
Majority 92% (69 respondents) of the teachers and principals had experienced a discipline problem in their school.

4.7 Head prefects Opinion on issues relating to students Discipline.

The table below shows the prefects opinions when interviewed on issues relating to students discipline. The numbers shows how many prefects stated as given on a certain issue. For example all the prefects interviewed stated that there was ALWAYS communication on school rules once created. Students have freedom to seek assistance from teachers when faced with problems.

Guiding and counseling services are offered to students as shown on the table.
Majority 92% (69 respondents) of the teachers and principals had experienced a discipline problem in their school.

4.7 Head prefects Opinion on issues relating to students Discipline.

The table below shows the prefects opinions when interviewed on issues relating to students discipline. The numbers shows how many prefects stated as given on a certain issue. For example all the prefects interviewed stated that there was ALWAYS communication on school rules once created. Students have freedom to seek assistance from teachers when faced with problems.

Guiding and counseling services are offered to students as shown on the table.
<table>
<thead>
<tr>
<th>S/No</th>
<th>Issues</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are involved in the formulation of school rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students are involved in the revision of school rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Once created, school rules are communicated to the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Full meeting are held between teachers, and students to discuss school rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Full meeting are held between teachers, students and other staff to discuss problem facing the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Meetings are held between teachers, students and parents to discuss discipline problems among students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students are consulted when major decisions (e.g. on diet, cancellation of trips) affecting them are made</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students are allowed to elect prefects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Guidance and counseling services are given to students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students have freedom to seek assistance from teachers when faced with problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the prefects opinions on the issues asked about on issues relating to students discipline. The numbers shows how many prefects stated as given on certain
Issue. For example all the prefects interviewed stated that there was ALWAYS communication on school rules once created.

From the above discussion it is clear that school administrators should develop school ideals and spirit, develop favourable relation between teachers and students in order to enhance discipline and school cooperation when dealing with defiance students Morris, (1975) is emphatic on this: The time is now upon us when it is necessary to ensure that decisions are acceptable before they are ever made; and this means among other things that many and varied sections of the community will have to feel they have been able to play some part in actually making the decisions.

4.8 Methods used to deal with Indiscipline
The method mostly used by principals and teachers to deal with indiscipline in their school was guidance and counseling 45%, followed by suspension 26%, then least used method was involving the parent 13% as per above table. Caning though banned by the Government nine years ago through legal notice No. 56 of 2001 in March also emerged as another method of punishment as shown by 16% of the respondents. When the principals were asked how effective were the methods used. All of them thought that the methods were effective. The table below summarizes the findings

<table>
<thead>
<tr>
<th>Methods used to deal with Indiscipline</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling</td>
<td>31</td>
<td>45</td>
</tr>
<tr>
<td>Suspension</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Caning/punishment</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Involving the parent</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The method mostly used by principals and teachers to deal with indiscipline in their school was guidance and counseling 45%, followed by suspension 26%, then least used method was involving the parent 13% as per above table. When the principals were asked how effective the methods used were, all of them thought that the method was effective.

From the above table it's clear that guiding and counseling is the most effective in dealing with student's indiscipline as shown by 45% of the despondence. Republic of Kenya (1991: 78) says: Guidance and counseling programmes are essentials in order to help students grow towards responsible adulthood. When effectively carried out, guidance and counseling programmes could lead to reduction of incidences of student’s unrest and indiscipline (Wangai report).

Mburu (2002) asserts that the main aim of counseling is to help the client deal with emotional difficulties by controlling his feelings rationally as well as his action. Kilonzo (1980) insists that guidance and counseling promotes self-understanding, development of capabilities for overcoming any personal deficits and making optimal academic progress.

4.9 If teachers were involved in student discipline

The above shows that 63% of the teachers were involved in student discipline while 37% were not involved. The teacher plays various roles in the discipline of students which
Include guidance & counseling among others. All teachers are responsible for managing discipline in school. Teachers need to have a sense of self-worth in order to recognize student's needs.

Tatum (1989) recommended that teachers and students should be closely involved in the creation of school disciplinary codes that list what school considers being misbehavior and punishment teachers and principals can administer. Tatum's formulating implies that principal need to seek the support of teachers in handling the case of student's discipline.

Duke (1989) contends that consistency in the administration of school disciplinary policy emerges as all teachers accept the responsibility for all students, all the time and everywhere in school.

The table below summarizes the role played by the teachers in student discipline.

### 5.0 The Role of Teachers in student discipline.

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>Class teacher</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Member of discipline committee</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table above shows that 64% of the teachers involved in discipline matters were involved in guidance and counseling then another 27% of them were class teachers then 9% were members of discipline committee.
5.1 Main causes of discipline problems among students

<table>
<thead>
<tr>
<th>Causes of Discipline Problems</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer pressure</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Poor relationship between students and teachers</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Students refuse punishment</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Poverty</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Poor family background</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

All respondents pointed that the possible cause of discipline problem is Poor family background 46% examples given as single parenthood, students being given a lot of money. Then peer pressure was also seen as a cause 26% while drug abuse contributed 12%. Poor relationship between teachers and students contributed 7%.

Head prefects thought that students refuse punishment 3%. Poverty contributed 7%. Guidance and counseling was mostly used to improve students discipline in the classroom. This concurs with Borland (1980) who felt that counseling assists the students to appraise their potentiality and free their capabilities to learn. Suspension though though not positive was ranked as the second method used.

5.2 Methods found effective to improve student discipline

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling</td>
<td>28</td>
<td>46</td>
</tr>
</tbody>
</table>
The results of the analyzed data on table above shows that 46% of both teachers and head prefects thought that guidance and counseling was effective for enhancing student discipline.
The results of this research collaborates with those of Gitau (2002 which points out that guidance and counseling programmes are important in students lives as they assists them to deal with academic and development concerns.

The above table also reveals that giving useful punishment or even suspension was important as shown by 33%. 11% involve parents of the students concerned and 6% good relationship between the students and teachers and dialogue 2%. Both teachers and head prefects thought that guidance and counseling was effective for enhancing students discipline 46%, others thought that giving useful punishment or even suspension was also important 33%. One prefect thought dialogue was effective and one teacher thought that caning the student was effective both 2%.

Bull and Solily (1996) stated that the use of classroom punishment as a strategy helps a teacher calm circumstances, which are potentially distracting. However such punishment must not involve shouting, shaming or corporal punishment, all of which are detrimental to the relationship between the teacher and his/her students. Suspension from class is viewed as ultimate and should only be used as a last resort. Bickerstaffe (1972) states that it is like surgery, which though cures the disease, could kill the patient. In this case

<table>
<thead>
<tr>
<th>Method</th>
<th>Teachers</th>
<th>Prefects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful punishment/Suspension</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>Caning the students</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Good relationship between students and teachers</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Dialogue</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Involving the parents</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
control is re-established but the pupil is not taught. He suggests that the parent of the pupil is invited to discuss the behaviour problem of his/her child.

Montgomery (1982) found out that punishment only aggravated bad behaviour at school and led to greater alienation of the victim students. He is of the opinion that punishment and telling offs are sometimes the only attention some students ever receive. He suggests that punishments should be used sparingly so that their effect can be maximized. If teachers are going to achieve the desired result by using those strategies, then they too ought to be good role model for children learn better through imitating.

### 5.3 Problems with Disciplinary methods Used

<table>
<thead>
<tr>
<th>Problems with Disciplinary Method used</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High population of students</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Rebellious students</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Teachers not consistent with punishment</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Ineffective methods currently used</td>
<td>44</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Most teachers 63% thought that the methods currently used in their schools were ineffective. While rebellious students contributed to 18% and only 3% thought high population was a problem.
5.4 **Report from the principals on Disciplinary Committee, formulation and revision of school rules and student council.**

All the principals interviewed said that their schools have disciplinary committees composed of the deputy principal, teachers, heads of department and house masters. In formulating school rules the deputy principal, discipline committee, academic committee, teachers and prefects were involved.

In revising school rules, the discipline committee, the principal, deputy principal and teachers were involved. Others include academic committee and prefects. The study having been based on Human Resource Management Theory advances the views that all members of an organization are important in the running of the affairs of the institution.

5.5 **Ways to Enhance Students Discipline in the School**

From the discussions it is clear that discipline is an important issue and it is an important component of human behaviour which not only helps to regulate people's reaction to various situations but also their relations with others. Discipline is essential for smooth functioning of schools and society it is therefore important to come up with ways which will help in enhancing students discipline in schools.

The following ways have proven to be effective in enhancing students' discipline. They include guiding and counseling, involving the Ministry of Education, use of punishment and good communications with the students.

The table below summarizes the findings.
<table>
<thead>
<tr>
<th>Ways to enhance discipline</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good communication with students</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Punishment</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td>Involving the MOE</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Guidance and counseling was thought to be the way forward in enhancing discipline as 46% of the respondents interviewed stated. According to Mburu (2002) the main aims of counseling is to help the client deal with emotional difficulties by controlling his feelings rationally as well as his action. Through counseling a client is able to alter maladjusted behaviour and fulfill potentials, as well as getting skills, awareness and knowledge to enable them to confront social inadequacy.

Guiding and counseling promotes self-understanding, development of capabilities for overcoming any personal deficits and making optimal academic progress. While 23% said involving the ministry of education would help, punishment also was seen as a useful way to enhance discipline as stated by 22% and at least 9% thought good communication with students was important. All the above combined would enhance student discipline in schools. It is also important to note that a joint venture by both teachers and parent is required to enhance student discipline.
CHAPTER 5.0

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction
This chapter presents the summary of research findings, the conclusions and recommendations on the methods used to enhance student discipline in public secondary schools in Kamukunji Division, Nairobi District.

SUMMARY
The study was interested in finding out methods used to enhance student discipline. The respondents agreed that discipline was a major area of concern to administrators of schools in the area and highlighted some of the manifestations of indiscipline in their schools, how they dealt with them and finally gave suggestions to effective methods of enhancing discipline among the students in the schools. There has been a serious outcry on indiscipline in schools coupled with numerous strikes and student unrest, drug abuse, bullying etc.

Many educationists have set out to research on the effective methods of controlling these behaviours. This is one of the factors that has necessitated this research. The researcher developed research objectives and corresponding research questions in order to carry out the study. Related literature review on developing and maintaining high standards of discipline in schools was reviewed. This was reviewed on the need for effective methods of enhancing student discipline in secondary schools in Kenya.

There has been a serious outcry on indiscipline in schools, coupled with numerous strikes and students unrest, drug abuse, bullying etc. Many educationists have set out to research on the effective methods of controlling or curbing these behaviours. This is one of the factors that necessitated this research. The researcher developed research objectives and corresponding research questions in order to carry out the study. Related literature review
on enhancing student discipline in schools was reviewed on the need for effective methods of enhancing student discipline in schools in Kenya.

The study used the ex-posto approach. A targeted population of 6 principals, 177 teachers and 6 head prefects was used for the study from which 5 head teachers 132 teachers and 5 head prefects were sampled randomly. 3 questionnaires, one for principals, one for teachers and one for head prefects were developed. Data was personally collected by the researcher after conducting a pilot study to validate the research instrument.

The data was then analyzed. The respondents reported the need for proper and effective methods to deal with student indiscipline which has become a pain in the heads of administrators. Further the respondents argued for guiding and counseling, involving the Ministry of Education and good communication with students be used to enhance student discipline. Teachers indicated that there was need for them to be involved in decision-making on discipline in their schools.

CONCLUSIONS OF THE STUDY
Based on the research findings, the following conclusions were made

• Guidance and counseling was effective in enhancing student discipline.
  This is because students of secondary schools fall under the category of adolescents ranging from thirteen years. Guidance provides experiences that help students understand themselves,

• Use of usual punishment / suspension

• Involving the ministry of Education

• Effective communication with students

• Teachers and students be closely involved in the creations as well as review of school rules. There should be clarity of expectations.

• There should be participatory formulation of school discipline plan by students, members of staff and other involved adults.

• Home background influence has adverse effect on the students behaviour.
RECOMMENDATIONS

Based on the study, the following recommendations were made

1. Affirmative policy formulated/action should be done to abolish outlawed disciplinary measures while replacing them with more friendly measures like in-school suspension accompanied by guidance and counseling.
2. Teachers training curriculum should be modified to incorporate school discipline studies to enable teachers to effectively employ appropriate disciplinary measures (preventive discipline) during teaching.
3. Guiding and counseling should be emphasized when enhancing student discipline by sensitizing the teachers and students on the importance of counseling. More and more teacher counselors should be trained in guidance and counseling.
4. Schools must provide recreational facilities that encourage character building.

FURTHER RESEARCH

The researcher proposes further research on the following areas;

1. The research was carried out in only one division. Further research could be carried out in more divisions in order to increase the generalizability of the findings to the nation as a whole.
2. The study focused on secondary schools only. The researcher suggests that further research be conducted in primary schools to determine methods used to enhance student discipline.
3. There is need for a study to be carried out on the key causes of indiscipline in schools and how they can be curbed.
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Mwiria K. Constraints and Challenges to Effective School management in Eritrea. Unpublished study for UNICEF and M.O.E Eritrea


Nation team. Daily Nation June 27th, *Three High Schools closed down*. 
Mrs. Ekombe N. Redempta  
Kenyatta University  
NAIROBI

AUTHORITY TO VISIT SECONDARY SCHOOLS IN NAIROBI

Your request to visit Secondary schools in Kamkunji Division, Nairobi has been approved.

Please report to the Provincial Director of Education Nairobi and give him the dates of your visits to enable him assign an officer to assist you as you go to the schools.

ENOS O. OYAYA, OGW.,  
DIRECTOR, QUALITY ASSURANCE AND STANDARDS
Dear Respondent

I am a post-graduate student registered at the Department of Education Administration and Planning and Curriculum Development, Kenyatta University. I am currently carrying out a study on "methods used in enhancing student Discipline in Kamukunji Division Public Secondary Schools.

The questionnaire attached herewith is meant to gather information for this study from you. All responses will be confidentially treated. The results will be reported only in terms of entire population. Therefore do not provide your name or the name of your school in this questionnaire. You are kindly requested to respond to all items in the questionnaire.

Your positive response will be highly appreciated.

Yours faithfully,

EKOMBE NASIRUMBI REDEMPHA
M.ED STUDENT
DEPARTMENT OF EDUCATION ADMINISTRATION
KENYATTA UNIVERSITY
APPENDIX C

QUESTIONNAIRE FOR SCHOOL PRINCIPALS/DEPUTY PRINCIPALS

INSTRUCTIONS

This questionnaire is divided into two parts; Part A and B. Please indicate by putting a tick (✓) on the correct option, or fill in appropriately the blanks provided as applicable to you.

PART A

1. Please indicate your gender
   a) Male (    )
   b) Female (    )

2. Indicate your age in years
   a) over 51 (    )
   b) 41-50 (    )
   c) 31-40 (    )
   d) 30 or below (    )

3. Please indicate you administrative position
   a) Principal (    )
   b) Deputy Principal (    )

4. Indicate your highest academic qualification
   a) EACE (    )
   b) KCSE (    )
c) BA with PGDE ( )

d) BSC with PGDE ( )

e) B.ED ( )

f) MA ( )

g) M.ED ( )

5. Please indicate your professional experience as a school Principal/Deputy Principal.
   a) 1-5 years ( )
   b) 6-10 years ( )
   c) 11-20 years ( )
   d) Over 20 years ( )

6. Specify the category of your school
   a) Boys Secondary School ( )
   b) Girls Secondary School ( )
   c) Mixed Secondary School ( )

7. Indicate the size of your school
   a) Single stream ( )
   b) Double stream ( )
   c) Triple stream ( )
   d) Four stream ( )
   e) Five stream ( )
   f) Over five ( )

8. Please indicate the number of students in your school.
   Boys__________________
   Girls__________________
   Total__________________

9. Please rate the current state of student discipline in your school.
a) Very satisfactory
b) Satisfactory
c) Unsatisfactory
d) Very unsatisfactory

PART B

1. Has your school experienced indiscipline problems?
   Yes (  )
   No (  )

2. If yes, what kind of indiscipline
   a)__________________________________________________
   b)__________________________________________________
   c)

3. How did you deal with the problem?
   a) Punishment (  )
   b) Expulsion (  )
   c) Suspension (  )
   d) Guidance and counseling (  )
   e) Withdrawal of privileges (  )
   f) Others (specify)

4. How effective is the chosen method
   a) Very effective
   b) Effective
   c) Fairly effective
   d) Not effective
5. Please give your opinion on what you consider to be the main cause of discipline problems among the students in your school.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. i) Does your school have a disciplinary committee?
   a) Yes (  )
   b) No (  )

ii) If 'Yes' in (i) who are its members?
Please list down
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Who are involved in the exercise of formulating school rules in your school? Please specify by listing them down.
   ■________________________________________________________________________
   ■________________________________________________________________________
   ■________________________________________________________________________
8. i) Are school rules revised in your school?
   (a) Yes     (   )  (b) No     (   )

   ii) If school rules are revised in your school, who are involved in this exercise? Please list them down

9. i) Does your school have a student council?
   (a) Yes     (   )
   (b) No      (   )

   ii) If 'Yes' in (i), kindly explain how it is composed (created)

11. Please state the advice you would give towards effective methods of enhancing student discipline.
Thank you, for your co-operation.
APPENDIX D

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

This questionnaire is divided into two parts; Part A and B. Please indicate by putting a tick (✓) on the correct option, or fill in appropriate the blanks provided as applicable.

PART A

1. Please indicate your gender
   a) Male (   )
   b) Female (   )

2. Indicate your age in years
   a) Over 51 (   )
   b) 41-50 (   )
   c) 31-40 (   )
   d) 30 or below (   )

3. Indicate your academic qualifications
   a) Diplomas/SI (   )
   b) ATS (   )
   c) B.Ed (Arts) (   )
   d) B. ED (Science) (   )
   e) BA with PGDE (   )
   f) BSC with PGDE (   )
   g) BA with Diploma Ed. (   )
   h) BSC with Diploma ED (   )
f) MA (  )
g) M.ED (  )

Any other, please specify_______________________________________________________

4. Indicate your length of service as a secondary school teacher in years ________________
5. For how long have you taught in your present school? _____________________________
6. Indicate the size of your school.
   a) Single stream (  )
   b) Double stream (  )
   c) Triple stream (  )
   d) Four Stream (  )
   e) Five stream (  )
   f) Over five streams (  )

7. Specify the category of your school.
   a) Mixed Secondary School (  )
   b) Boys Secondary School (  )
   c) Girls Secondary School (  )
   d) Day and Boarding Secondary School (  )
   e) Full Boarding Secondary School (  )

8. Please rate the current state of student discipline in your school.
   a) Very satisfactory (  )
   b) Satisfactory (  )
   c) Unsatisfactory (  )
   d) Very unsatisfactory (  )
PART B

1. Has your school experienced problems?
   a) Yes (  )
   b) No (  )

2. If Yes, What kind of indiscipline?
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

3. Kindly explain the methods your school uses to deal with each of the discipline problems you have listed in (2).
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

4. Are you involved in students discipline matters?
   Yes (  )     No (  )

5. If Yes, what is your role?
6. Please give your opinion on what you consider to be the main causes of discipline problems among the students in your school.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. i) Are there deliberate methods that you use to improve student discipline in the classroom?
   a) Yes  (   )
   b) No   (   )

ii) If 'Yes' in (i) kindly explain these methods

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. What common constraints (obstacles) does your school face in enhancing student discipline?
Please list them down in rank order

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

9. i) Are there methods that you have found to be effective in improving discipline among the students?
   a) Yes (   )
   b) No (   )

ii) If yes in (i) please explain the methods

10. In your opinion what are the problems if any, with disciplinary methods used in your school?
    Please explain.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

11. Please suggest ways to enhance student discipline in secondary schools.
Thank you for your co-operation
APPENDIX E

QUESTIONNAIRE FOR SCHOOL HEAD PREFECTS

INSTRUCTIONS

This questionnaire is divided into three parts; Part A, B and C. Please indicate by putting a tick (    ) the correct option or fill in appropriately the blanks provided as applicable to you.

PART A

1. Please indicate your gender
   a) Male (  )
   b) Female (  )

2. Specify the category of your school
   a) Mixed Secondary School (  )
   b) Boys Secondary School (  )
   c) Girls Secondary School (  )

3. Indicate the size of your school.
   a) Single stream (  )
   b) Double stream (  )
   c) Triple stream (  )
   d) Four Stream (  )
   e) Five stream (  )
   f) Over five streams (  )

8. Please rate the current state of student discipline in your school.
a) Very satisfactory
b) Satisfactory
c) Unsatisfactory
d) Very unsatisfactory

PART B

In this part, you are kindly requested to indicate what extent, in your opinion, (Always, often, rarely, never) each of the statements given below applies to your school regarding issues relating to student discipline

<table>
<thead>
<tr>
<th>Statement</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are involved in the formulation of school rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students are involved in the revision of school rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Once created, school rules are communicated to the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Full meetings are held between teachers, and students to discuss school rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Full meetings are held between teachers, students and other staff to discuss problems facing the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Meetings are held between</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>In your opinion what are the serious discipline problems among the students that your school face?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list them down
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
2. Please give your opinion on what you consider to be the main causes of discipline problems among the students in your school

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What common constraints (obstacles) do you face in your efforts to improve discipline among students? Please list them down in rank order

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. i) Are there methods you consider to be inappropriate as used in your school in enforcing students discipline?

   a) Yes       (  )
   b) No        (  )
ii) If 'Yes' please write them down giving your reason for each method you list down.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. i) Are there methods that you have found to be effective in improving student discipline?

   a) Yes (       )
   b) No (       )

ii) If 'Yes' Please explain the methods

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Please state the advice you would give towards the best ways of improving discipline among students.
Thank you for filling the questionnaire.