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**EFFECTIVENESS OF THE STRATEGIES USED IN MANAGING
STUDENT INDISCIPLINE IN SECONDARY SCHOOLS - A CASE OF
MAARA DISTRICT, KENYA**

By

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E55/10520/2007

**A research project report submitted to the department of Educational Management,
Policy, and Curriculum Studies in partial fulfillment of the requirements for the
degree of Master of Education, Kenyatta University**

May 2009

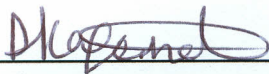
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*Effectiveness of the
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DECLARATION

This is my original work and has not been submitted for any other study programme in any other institution of higher learning.

Sign 

Date 5.10.2009

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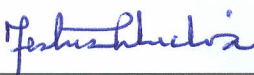
This project report has been submitted with our approval as the university supervisors.

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DEDICATION

This work is dedicated to my parents, Mr. Alexander Ngai and Mrs. Idah Kanyua Ngai for the inspiration, support and commitment to my education.

ACKNOWLEDGEMENTS

I wish to express my special gratitude to my supervisors Dr. G. Adino Onyango and Dr. Festus Muchira, who gently guided me, giving informed and invaluable leadership and advice in research work. Their readiness to walk with me the extra mile will always be remembered and appreciated.

I am also very grateful to the chairman and the staff of the department of Educational Administration, Planning and Curriculum Development, Kenyatta University for their support and guidance in the course of this study.

I wish to extend my very sincere gratitude to Dr. Hellen Nkatha for the support and advice especially with regard to the statistical analysis of the data, data entry and computer analysis. I also thank the teachers and head teachers of the sampled schools in Maara District for the warm welcome and cooperation I received during the collection of data.

I am also very grateful to my husband, Dr. Evans Changamu and our children, Shemaiah and Praise for their love, encouragement and continued support. Special thanks to my colleagues with whom we have been working during the course of this study.

Above all I am grateful to God almighty for giving me grace, life and resources to undertake this study.

ABSTRACT

The purpose of this study was to investigate the effectiveness of the strategies used in managing students' indiscipline in secondary schools of Maara District, Eastern Province of Kenya. The study was conducted in 8 out of the 42 secondary schools found in Maara District. The study sample comprised of 8 head teachers, 48 teachers and 240 form three students. Tools used for data collection included interview schedules for head teachers, and questionnaires designed for teachers and students, respectively. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS for windows) version 11.5 and presented in tables and charts of frequencies, percentages and means. Qualitative data was analyzed qualitatively and organized into themes relevant to the study and discussed.

The study showed that many forms of students' indiscipline exist in Maara District, the most prevalent being reporting late to class, absenteeism, sneaking out of school and refusing to do assignments. It also emerged that the major causes of indiscipline included a combination of inadequately met human needs, family backgrounds of the students, peer pressure, drugs and substance abuse, societal influence, exposure to media violence, excessive and unjustified punishment, among others. Another important finding of the study is that most head teachers among those sampled had little or no formal training in matters pertaining to the management of student discipline/indiscipline. They are, therefore, ill equipped to handle the changing trends in student indiscipline.

It was established that teachers and head teachers in Maara District use many strategies in the management of student indiscipline. These may be grouped into two classes namely, the preventive or behaviour modification techniques and punitive techniques or strategies. Preventive or behaviour modification strategies were considered most effective of the two groups. This class includes strategies such as involving the learners in learning activities, use of learner-centered methods, guidance and counseling, as well as involving parents in solving students' indiscipline cases, among others. In the punitive group the most effective strategies were found to be suspension from school, manual work and the outlawed corporal punishment. From this study it can be recommended that teachers and head teachers be given in service training on management of student discipline/indiscipline, and that the management of student discipline and control of learners while in class should be made integral parts of the teacher training curricular.

ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
DEO	District Education Officer
GOK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
TSC	Teachers' Service Commission
PTA	Parent Teachers Association

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CHAPTER 1: INTRODUCTION

1.1 Background to the study

Discipline is central to the smooth operation of any learning institution. Indeed it is widely accepted that there is a direct and positive correlation between good results and a high level of discipline among students. For example, Mbiti (1974) states that discipline is the basis of classroom control without which no lesson can be a success. Eshiwani (1993) asserts that discipline is paramount for an effective teaching-learning process while Brown (1971) observes that if conducted properly, discipline contributes significantly to the achievement of educational goals in any school. On his part, Griffins (1994) says that discipline brings good results in every field of school endeavour. It promotes academic excellence and in schools where the standards of discipline are low, academic standards are commonly low (Lutomia and Sikolia, 2006).

Learning institutions in Kenya have been facing student indiscipline from as early as 1900. For example, the 1908 strike of Maseno School is clearly captured in the Report of the Taskforce on Student Indiscipline and Unrest (Wangai Report) of 2001. The number of schools experiencing some form of student unrest continued increasing in the seventies” with boys’ schools being most affected, followed by co-educational schools, while girls’ schools were least affected (Kinyanjui 1975; Mwangi 1985). Between 1980 and 1990, the number of schools experiencing student unrest had increased tremendously from 22 (0.9%) to 187 (7.2%) (GOK 2001). These figures comprised the known and the

recorded cases and perhaps the number of schools that had experienced unrest could have been higher.

In the mid 1990's it was reported that mass misconduct by pupils had become so common that it evoked little interest in the press unless there was loss of human life (Griffin, 1994), as it happened in St. Kizito mixed secondary school. On 13th July 1991 male students invaded the girls' dormitory and violently raped a number of them. In the melee that followed nineteen girls lost their lives. The school head teacher stated that,

“The boys did not want to kill the girls; they just wanted to rape them. In the past, they would scare the girls out of their dormitories and in the process they would get to drag them to the bush where they would do “their thing” and the matter would end there with the students going back to their respective dormitories (Daily Nation, June 13, 2003:4).”

The nature of student unrest took a dramatic turn for worse towards the close of 20th century and the beginning of 21st century. The disturbances were characterized by violence and wanton destruction of school property (Table 1.1). In some cases the students were not only violent and destructive but they also premeditated and planned to cause maximum harm to human life. For example, in the cases of Nyeri high school and Kyanguli secondary school unrests, there was a loss of a total of 72 lives to student arsonists' fires (GOK, 2001).

Table 1.1 shows the widespread nature of school unrests by province. It can be seen that Eastern province had 12.4% of all secondary schools going on strike during that period. It

had the second highest number of school unrests with 76 out of a total of 626 going on strike. It is the only province that had loss of human life.

Table 1.1: Number of schools which experienced student unrest by province in the year 2000/2001

Province	Number existing of secondary schools	Number of schools that experienced student unrests	Percentage of schools going on strike	Gravity
Central	630	85	13.5	Violent and destructive
Coast	152	4	2.6	Destruction of property
Nyanza	680	7	1.0	Destruction of property
Eastern	626	76	12.4	Destruction of property and loss of human life
Rift Valley	625	50	8.0	Violent and destructive
Western	408	19	4.7	Minor destruction of property
Nairobi	93	2	0.02	Minor destruction of property
North Eastern	21	7	33.3	Destruction of property

Source: Ministry of Education, Science and Technology

The recent wave of violent student unrests in Kenyan secondary schools shows that even in the 21st century, student indiscipline remains the most common and pernicious issue which educators have to contend with in their day-to-day duties. It also raises questions about effectiveness of the management of student indiscipline in Kenyan secondary schools (Ngare, 2008). Though not unique to Kenyan schools and though not a new phenomenon in Kenya, student strikes of the magnitude witnessed recently is unprecedented in pre- and post-independence Kenya.

Being a learning process, discipline entails a willingness to put forth all the efforts required to achieve a chosen objective (Nyongesa, 2007). However, most learners in Kenyan secondary schools are in their formative years when they do not appreciate the

importance of self discipline in the learning process. Therefore, the management of student discipline/indiscipline is at the core of the teaching and learning processes and is probably more important now more than ever. Accordingly, the strategies employed in the instilling and maintenance of discipline by the teachers and school managers have to be effective and progressive. At the same time the strategies for dealing with cases of indiscipline among learners must equally be effective and proactive rather than reactive.

Student unrests have in the past led to the establishment of task forces and committees to address matters regarding to student discipline and welfare in learning institutions in Kenya. For example, the Task Force on Students Discipline and Unrest in Secondary Schools was set up by the Minister for Education after a wave of student unrest in many learning institutions, the most notable being the Nyeri high school and Kyanguli secondary school unrests that saw the loss of a total of 72 lives to student arsonists' fires (GOK, 2001). A number of important recommendations came up from the report of the task force, some of which have since become policies guiding student discipline and conflict resolution in secondary schools.

In spite of the recommendations of the various task forces and commissions as well as the pursuant government policies on education and in particular school management, student unrest continues increasing in learning institutions and particularly in secondary schools in Kenya. Currently, the main concern has shifted to the frequency and the violent nature of student unrest witnessed in secondary schools. For example, in the month of June 2008 alone, a whopping 300 secondary schools were hit by student unrest that saw disruption

of learning in schools and destruction of property worth millions of shillings (Muindi and Mwai, 2008; Ngare, 2008). This continued relentlessly in the month of July 2008 with loss of a young life being witnessed in one case (Wetangula and Ngirachu, 2008).

A number of studies have been carried out on the factors contributing to student indiscipline and unrest in secondary schools in various parts of Kenya and each has come up with the possible contributing factors and in some cases suggested the possible solutions. For example, Mwikali (2005) carried out an investigation into the factors influencing school strikes in the Central Division of Machakos District. Some of the factors she found include poor and inadequate food, poor relations between students, teachers and head teachers, ineffective communication between students, teachers and head teachers, harsh and unjustified punishments, among others. Similar results were obtained in a study carried out in Kamukunji constituency in Nairobi (Obuto, 2005). Arodi (2005) looked at the methods used by teachers in managing pupil indiscipline in primary schools in Karungu division of Migori District. These were found to include guidance and counseling, rewarding, involving pupils in learning activities, punishments like caning, manual labour like clearing the school compound among others. However, there seems to be no study on the effectiveness of these and other strategies and methods used in the management of student indiscipline in Kenyan secondary schools. There is therefore, a need for such a study if only to sensitize all the stakeholders in education and more especially teachers and school managers on the need to manage student indiscipline and to assess the effectiveness of the methods and strategies used in maintaining discipline in schools.

1.2 Statement of the Problem

Discipline is an integral part of the teaching-learning process in any learning institution, without which no effective teaching or learning occurs. Secondary school students are mostly in the post puberty-adolescent age bracket during which there is greater tendencies to be unruly. Most of them for desire to assert themselves and find identity among their peers tend to want to disobey authority of any form. It is therefore, important that these tendencies are effectively managed in order to avoid disrupting the teaching-learning process and to ensure that the young people do not lose the opportunity to acquire the education they should get at that age.

Many studies which relate to student discipline in schools suggest that the responsibility of changing student behaviour in schools rests in the hands of teachers (Burden, 1995). In the past, the government of Kenya permitted the use of corporal punishment through the legal notice No.4 of 1972 as a strategy of managing indiscipline among learners in schools. This became the most commonly used strategy of managing student indiscipline for over two decades. However, with the advent of the Children's Act and children's rights, the Kenya government banned the use of corporal punishment in schools in April 2001 as a matter of policy under legal Notice No. 56/2001 (The Education School Discipline Amendments Regulation 2001). With the outlawing of corporal punishment, and the advent of the Children's Act of 2001 and children's rights, the teachers have had to embrace other strategies of managing student indiscipline in schools. Contrary to expectation, student indiscipline particularly in secondary schools has reached alarming proportions in the recent past. The wave of student unrests that hit the country in 2008

can attest to this. This raises great concern about the effectiveness of the student indiscipline management methods and strategies employed by teachers and head teachers in our schools. It also raises questions on the level of preparedness on the part of teachers to handle indiscipline among students. There was, therefore, need to carry out a systematic study to establish the effectiveness of the strategies and methods used in the management of student indiscipline in secondary schools especially in view of the rising cases of student unrests in secondary schools.

1.3 Purpose of the study

The challenge of handling undisciplined students in secondary schools is not trivial and as a result teachers have devised various ways and methods to ensure success. However, indiscipline still continues to be an issue in some Kenyan secondary schools and in fact it has recently taken serious forms bordering on criminal activities. This study was, therefore, aimed at investigating the effectiveness of the strategies and methods used by the teachers in managing student indiscipline in secondary school in Maara District, in the Eastern Province of Kenya.

1.3.1 Objectives of the study

The main objectives of this study were:

1. To determine the forms, causes and prevalence of students' indiscipline in secondary schools of Maara District of the Eastern Province of Kenya.
2. To determine the strategies used by teachers and head-teachers to manage the students indiscipline in secondary schools in Maara District.

3. To determine the effectiveness of the strategies used by teachers in managing indiscipline of students in secondary schools in Maara District.

1.3.2 Research Questions

This study sought to address the following questions:

1. What are the forms and causes of student indiscipline in Maara District?
2. What strategies are used to address issues of indiscipline in classes by teachers in secondary schools?
3. What strategies are used to address issues of indiscipline by head-teachers in schools?
4. How effective are the strategies that are currently used by teachers in the management of student indiscipline in secondary schools in Maara District?

1.4 Significance of the Study

The recent resurgence and escalation of cases of student indiscipline and record exclusions that have been much publicized by the electronic and print media have brought forth the mistrust and disconnections that exist among stake-holders in the Kenyan education sector. Every time cases of indiscipline are reported in the media the public reacts by blaming the head teachers and teachers for failing to do their duties. The school managers and teachers respond to such reactions by blaming the indiscipline of students on the parents and breakdown of societal values. It would appear that none of these groups is able to put a finger on the actual cause of student indiscipline. Little or no guidance is given to teachers, who directly bear the brunt of student unrest, on how to

handle indiscipline cases among students instead of blaming them. This study will help all the stake-holders focus on the management of student indiscipline as a means of taming student unrests and unnecessary disruptions to the teaching and learning processes instead of engaging in a blame game.

Head teachers and Teachers Generally

It will sensitize the secondary school head teachers and teachers in general about the need for effective student indiscipline management strategies. It will also help show that ineffective strategies will actually increase indiscipline among students. It may help sensitize teachers on the need for formal training not only on the teaching subject matter but also in student discipline and/ or indiscipline management.

Ministry of Education

The findings and recommendations of this study may also help the policy makers in formulation of policies related to the effective strategies of managing students' indiscipline in secondary schools.

Teacher Training Institutions

The findings will help colleges and universities appreciate the need to incorporate management of student discipline/indiscipline in teacher training curricula. It has been noted elsewhere that in many cases during training, more attention is given to the instructional methods and mastery of content and less attention is paid to the management of student discipline (Farley, 1984).

Parents

This study will help parents appreciate the importance and complexity of student indiscipline management. It may help enlighten the parents on their roles in enforcing and strengthening the measures and strategies employed by school managers and teachers in maintaining student discipline.

1.5 Scope and Limitations of the Study

1. The study was confined to the sampled public secondary schools of Maara District only. This may serve as an indicator of the existing problems but for more conclusive results all secondary schools should be studied. However, this will not be possible in this study due to financial and other logistical constraints.
2. Time was a limiting factor. The time available for the study was short so that it was not possible to involve all the stake-holders like parents, BOG and PTA members and other stakeholders in the district. These may require elaborate arrangements and a significant amount of time than will be available for this project.

1.6 Delimitation

1. The schools selected for the sample were limited to those within Maara District of Eastern Province.
2. The limitation of the study to only one district reduced the generalization of the findings to the other districts in the province and in the republic.
3. The study was reduced further to cater for only a few sampled schools in the

district.

4. The study only dealt with strategies used in managing indiscipline in public secondary schools leaving out the private schools, both primary and secondary, middle level colleges and universities.

1.7 Assumptions

The following were the assumptions of the study:-

- Students' indiscipline of varied kinds exists in secondary schools in Maara District.
- Teachers have developed different strategies of managing different forms of indiscipline among secondary school students.

1.8 Theoretical Framework

The study was guided by the revised edition of the 1976 Assertive Discipline Approach of Lee Canter published in 1992. While the initial approach which was a take-charge approach for teachers to control their classrooms in a firm and positive manner, revised edition of 1992 goes beyond take-charge approach and includes additional management procedures. In this edition, Canter discusses the assertive attitude necessary to deal with management and discipline, the parts of a discipline plans, aspects of teaching responsible behaviour and ways to deal with difficult students. The goal of assertive discipline is to teach students to choose responsible behaviour and in doing so to raise their self esteem and enhance academic success.

According to Canter (1992) teachers have the right and responsibility to:

- (a) Establish rules and directions that clearly define the limits of acceptable students behaviour,
- (b) Teach these rules and directions and
- (c) To ask for assistance from parents and administrators when support is needed in handling students behaviour.

The manner in which teachers respond to students' behaviour affects students' self-esteem and their success in school. Therefore teachers must use an assertive discipline response style to state expectations clearly and confidently and reinforce their words with actions. A discipline plan has three parts:

- (a) Rules that student must follow at all times
- (b) Positive recognition that students will receive for following the rules
- (c) Consequences that result when students choose not to follow the rules

Positive recognition may include praise, positive notes sent home to parents, positive notes to students, special activities or privileges.

Consequences are delivered systematically with each occurrence of misbehaviour. Another part of Canter's assertive plan is to teach responsible behaviour. This includes determining and teaching specific direction, using positive recognition to motivate students to behave, redirecting nondestructive off-task behaviour, and implementing consequences.

Canter further emphasizes that successful teachers need to blend academic and behaviour management efforts into a cohesive whole so that management actions are in apparent. In assertive discipline (Canter and Canter, 1992), recommendations are provided for conducting a one-to-one problem solving conference between the teacher and the difficult student. According to Burden (1995), the goal is to help the student gain insight into the problem and ultimately choose more responsible behaviour. Parents and administrators can offer additional support when dealing with difficult students.

1.9 Conceptual framework

This study was based on the premise that there cannot be good student discipline in school without effective indiscipline management strategies by all stakeholders and most of all the school teachers. Teachers are the primary enforcers of the indiscipline management strategies in the school but they must work in tandem with other stakeholders for the strategies employed to be effective. The strategies include; school rules and regulations, punishment, rewards, guidance and counseling, use of dialogue and student involvement in decision making. These should be applied on a case to case basis. This means that it is upon the person witnessing the indiscipline to determine the suitable strategy or combination of strategies to use in its management. Effective strategies should have the following characteristic.

The school rules should be clearly stated, few and copies given to students and parents. Involvement of students in formulation of school rules is also important. The report of the

Task Force on Students Discipline and Unrest in secondary schools recommended student involvement in the formulation of school rules. This controls the extent to which other stakeholders have power over them (GOK, 2001).

In order for guidance and counseling to be effective, schools should have trained guidance and counseling teachers, a room provided for guidance and counseling, well coordinated guidance and counseling activities etc.

Punishment should be applied immediately, consistently, objectively, fairly, and be impersonal. Lutomia and Sikolia, (2006) assert that punishment should be administered after counseling the offender. The offender must be made to know and understand the reason and the need for taking the punishment.

Involvement of students in school decision making involves consulting students on important issues which concern them. For example, issues to do with the changes of school programme, school prefects, school rules, meals, entertainment, etc. This can be done through open days and students' barazas or through the prefects. When these strategies are effective, there will be improved student behaviour, enhanced school discipline and good academic performance.

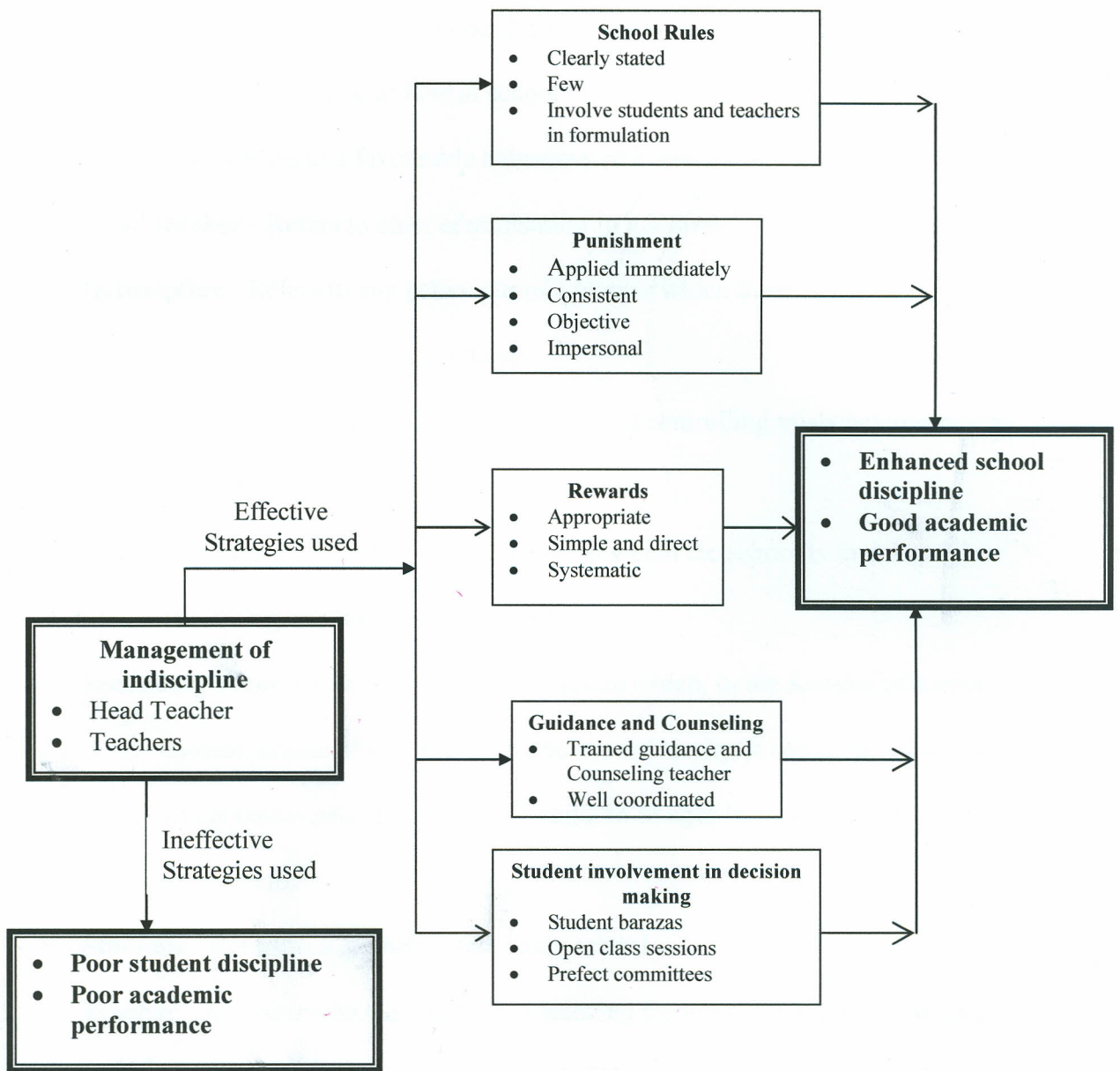


Figure 1.1: Conceptual framework showing the strategies used in managing students indiscipline in secondary schools. Source: Researcher's own (2008)

1.10 Operational Definitions of terms

Corporal punishment- is a strategy in which the teacher inflicts physical pain on the student to punish the later for misbehaving.

Curriculum - Planned activities in school

Discipline - Refers to a favourable behaviour of a learner.

Head teacher - Refers to chief administrator in a school.

Indiscipline - Refers to any behaviour of a learner which threatens teaching and learning activities in the school.

Managing student indiscipline - Correcting and controlling misbehaviour among the students while in school.

School environment - refers to the locality in which the school is found and the prevailing conditions in the school.

Secondary school- This is a learning institution which, in the Kenyan education system, comes after primary and before university. It comprises of 4 years of education catering mainly for children of ages between 14 and 19 years on average.

Students - Refers to a learner in secondary school

Teacher - A person who has the duty of teaching students in a secondary school.

Unrest - A situation where students protest violently over certain unsuitable conditions.

Violence - A situation where there is physical beatings or threat during strikes.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of the literature related to the study. The chapter covers the following key areas:

- a) The concept of discipline
- b) The concept of indiscipline and its manifestation
- c) The causes of indiscipline
- d) Strategies used by the teachers to manage indiscipline in secondary schools.
- e) Challenges encountered by the teachers in their effort to manage indiscipline in schools.

2.2 The Concept of discipline

Discipline is a system of guiding the individual to make reasonable decisions responsibly (Mbiti, 1974; Nyongesa, 2007). It refers to methods of molding character and of teaching self-control and acceptable behavior (Papalia, Wendkos-Olds, and Duskin-Feldman, 2006). It is the basis of classroom control. Griffins (1996), defines it as a system of training the mind and character so that one makes reasonable decisions in a responsible manner.

There are two types of discipline namely, preventive and corrective discipline (Okumbe, 1998). Preventive discipline is the administrative action taken by an educational manager

to encourage employees or students to follow the standards, rules and regulations which prevent infractions. The principle in preventive discipline is to instill self discipline among the students. Teachers should therefore strive to attain self-discipline among the secondary school students since this raises morale and therefore productivity.

Corrective discipline on the other hand is the administrative action which follows an infraction of a rule. This is aimed at discouraging further infringement of the rule. Good discipline should lead to obedience, development of an attitude of co-operation and accountability of ones behaviour.

2.3 Indiscipline and its Manifestation in Schools

Indiscipline is a state of disorder resulting from lack of control according to the Longman Dictionary for Contemporary English. It may also be defined as bad behaviour, or unwillingness to obey orders (<http://www.thefreedictionary.com/indiscipline>). It is a deliberate refusal to do what is right leading to a failure to achieve a stated objective (Cowley, 2001; Nyongesa, 2007).

In a school, indiscipline may be of two types namely individual and collective. Individual indiscipline involves an individual learner whereas collective involves more than one learner. For example, a teacher may ask a student in class to do something but the student refuses to do so thus manifesting, individual indiscipline. On the other hand, a teacher may for example, ask a group of students to clean their class but they refuse collectively. It may also be that one undisciplined student influences others to manifest collective

indiscipline. Thus these two types of indiscipline are closely related especially in a school setting. For example, student unrests and strikes constitute collective indiscipline but most of them, more often than not, start by one or two students inciting others or by a teacher inciting learners. In the month of June 2008 alone there were more than 300 cases of student unrests reported in Kenyan school and in majority of them it was reported that they were started by students inciting one another (Wanzala, 2008).

Individual and collective indiscipline may take two forms namely, negative and positive indiscipline (Nyongesa, 2007). Negative indiscipline occurs when a person willingly refuses to do the right thing out of defiance or spite while positive indiscipline is where a learner willingly engages in an activity but does not fulfill the expected outcome. Again student unrests and strikes are a form of negative indiscipline which results after student refuse to obey the school head teachers or their prefects and teachers. Some forms of indiscipline are triggered by factors external to schools. For example, learners may be abusing drugs, engaging in immoral activities or just copying what their peers in other schools have done as has been reported in some sections of the Kenyan media recently.

Whereas it can be argued that what constitutes indiscipline in a classroom really depends on the individual teacher, some guidelines have been documented. Thus there are a number of ways in which students manifest various forms of indiscipline in the classroom. These may include shyness, suspiciousness, untruthfulness, cruelty, bullying, cheating, truancy, impatient, tardiness, stealing, profanity, boisterousness or showing all sorts of classroom disorderliness (Blair, 1954). Cowley (2001) observes that the test of

whether discipline or indiscipline exists in the classroom involves determining whether or not the behaviour of the group of students permits every learner to work effectively. In a situation where each learner does his or her own things or activities or takes part in a disorderly conversation, there is indiscipline.

2.4 Causes of indiscipline and unrest in secondary schools

There are many factors known to contribute to student indiscipline. For example, according to Ayieko (1988), students will turn unruly and may even cause damage when they lack enough teachers or teachers are incompetent especially in highly esteemed subjects like Mathematics, English language and Sciences (Ayieko, 1988). Some of the other major causes include,

- (a) Lack of communication. For example, in a school setting some privilege may be withdrawn without notice and cause student unrest.
- (b) Idleness in school so that student have so much free time of engagement with wrong characters among the peers.
- (c) Unsatisfied needs. For example if a given teacher is not competent in his/her teaching subject, it may lead to student unrest if not properly handled.
- (d) Conflict between home and school rules.
- (e) Peer influence to indulge in bad behaviour such as abusing drugs.
- (f) Bad examples especially by teachers. For example, students may copy and use bad language from the teachers or other students (Nyongesa, 2007).

Some forms of indiscipline could be due to low levels of learners' mental development, teachers' behaviour, the classroom atmosphere, home background, peer group influence and poor school management. Some causes of indiscipline may be related to economic, social, psychological and intellectual factors. Cowley notes that there is a tendency among people in general and teachers in particular to believe that misbehavior is planned or pre-meditated by the students. It is not true in all cases (Cowley, 2001).

Some lay persons tend to believe that media violence has played some role in the youth violence of recent decade (Walker, Ramsey, and Gresham, 2004). Portrayals of violence in the media and acts of violence that occur in real life are connected to each other, but not in any simple or direct way (Murray, 1997). There is empirical evidence of a documentable relationship between exposure to media violence and the violent attitudes, values and behaviour of children and youths. Societal violence is nearly always multiply determined, and media violence is only one potential cause (Satcher, 2001).

The recent wave of unrest in Kenyan schools elicited varied reactions from leaders of the various sectors of Kenya and the general public, with each group trying to explain it in one way or another. For example, the Minister for Energy, Mr. Kiraitu Murungi, was reported in the Daily Nation newspaper of August 4, 2008:2 to have attributed the current unrest in schools to "too much democracy" which degenerated into chaos. He said there is too much freedom in this country and what we are witnessing in schools is just a reflection of the larger society. According to him another cause of indiscipline in schools could be the "Mass Action" culture introduced by politicians. "This mass action is a

dangerous culture, in that when you want your grievances addressed, you must demand it by force, now it has taken root in our schools”, said Kiraitu (Munyiri and Mwaniki, 2008). Child rights activists, blamed post election violence for the student unrest (Nation Team, 2008). The violent protest in secondary schools speaks volumes of deep seated grievances that need to be addressed.

Some teachers blamed school heads for the recent wave of unrest in secondary schools (Nation Team, 2008). They accused their bosses of running the schools like personal property by sidelining the teachers in the making of decisions affecting their schools. It emerged from some media interviews with teachers that some teachers could have incited the students to sabotage to their principals.

The findings of the Task Force on Student Discipline and Unrest in Secondary School of 2001, had earlier revealed that, issues of administration, living conditions and academic were primarily causes of the student unrest. It also revealed that the “Copy Cat” nature of students also contributed to the unrest experienced in schools in that some students went on strikes because they had received information from the media of other schools going on strike. Thus, they felt that they too had to do the same regardless of whether they had substantive complaints or not. These are some of the same reasons that students cited in the current wave of unrests.

2.5 Ramifications of Student Indiscipline

Indiscipline leads to poor performance in National examinations, high drop out rate, strike where time is wasted, burning and destruction of school property and general low

motivation of teachers. It also retards economic development of the school and the whole region generally (Kisaka, 2005). Maina (2005) adds that fear and tension in school and development of bad tradition in school among others result from student indiscipline. Undisciplined students are more likely to become violent criminals, robbers, prostitutes, drug abusers or traffickers after completing school.

2.6 Managing student indiscipline in secondary schools

Indiscipline in schools and especially in the classroom is a serious problem in the modern times not only in Kenya but also in other parts of the world like Europe and America (Andi and Katie, 2003). This is because the impact has serious implications for schools; teachers have less time to deliver teaching in order to effectively 'manage' classroom disruption, as well as facing many other problems, including lack of morale and job satisfaction.

The management of students' behavior and maintaining discipline in the classroom, means the effort being put to direct events during the learning teaching process (Cowley, 2001). It means controlling the students' behavior without calling a colleague teacher for assistance.

To effectively deal with indiscipline, one needs to be conversant with its causes (Descombe, 1975; Burden, 1995; Nyongesa, 2007). Thus, knowledge on causes of indiscipline or misbehaviour may give teachers insight on the suitable methods to use in order to achieve maximal classroom control or deal with pupils in a way which

minimizes the prospects of control problems. It is widely accepted that success in managing the students' indiscipline needs the active involvement of the teachers, the school head teachers, parents and the general community. It also requires a wide knowledge of behaviour interventions useful during lessons.

2.6.1 Role of Parents in managing students' indiscipline

The report of the National Committee on Educational Objectives and Policies (1976) specially notes the role of parents in managing the students at school given that children are strongly influenced by their parents (GOK, 1976). Parents generally have a strong impact on their children social and academic growth (Walker, *et al.* 2004). What parents talk about the school, head teacher and other teachers has great bearing on the students' attitudes. This will also influence their discipline. Community and parental influences are highlighted in a UK report on the field of violence and indiscipline as having the greatest impact upon pupil behavior within schools (Andi and Katie, 2003). Parental participation in school based intervention efforts is, therefore, essential.

Prof. Christine Mango was reported in the Daily Nation of July 24, 2008:5 to have said that parents should stop pampering their school going children with a lot of money and luxuries. They should instead guide them by regularly talking to them on matters of discipline and monitor their school progress. Some parents give so much money to the students which influence them negatively. The money is some times used in abusing drugs and other immoral practices which contribute adversely to indiscipline of students.

The retired principal of Allidina Visram High School, Mr. Joseph K. Mwangi was quoted by Daily Nation newspaper (July 24, 2008) to have said that, to stem riots, a head teacher must involve parents and community in day-to-day running of the school. Holding regular meetings with parents and students can help stave any disturbances (Mwajefa, 2008:5). Parents have great influence on their children's discipline and therefore should be fully involved in their discipline at school. Besag asserts that parent often know their children best (Besag, 1994). They are aware of their strengths, weaknesses, failures, achievements and hobbies. This will assist in understanding the students better. The teachers must therefore involve the parents in order for them to succeed in managing indiscipline of students in schools.

2.6.2 The Role of teachers in managing Indiscipline

Children spend most of their time in schools especially during the early years of their life. Thus, the schools carry the responsibility of ensuring that those who go through it come out as disciplined members of the society (GOK, 1988). This therefore, means that the head teachers and the other teachers should be well equipped to be able to deal with the management of the students' indiscipline in schools. They should ensure that the students are nurtured well to develop self discipline and become responsible members of the society.

Due to the worrying trends of indiscipline among students in schools, teachers are constantly faced with the task of working towards maintaining discipline among students in school (Griffin, 1994).

Cowley observes that pupils show many behaviour problems but teachers should have some ways of dealing with them (Cowley, 2001). In classroom one must keep order to carry out the teaching-learning process smoothly. Some teachers regard discipline as a means for enabling ordinary classroom work to be carried out while others regard it as an end, a habit to be developed and a consistent character. Docking (1980), sees the latter as more significant since it arises from a mutual understanding between the teacher and his pupils, both accept it is a reasonable condition of school life and life after school.

2.6.3 Strategies employed by teachers in dealing with indiscipline

The strategies used in most schools in the management of indiscipline include guidance and counseling, reward, punishment, behaviour modification, Adequate communication, and having clear set of school rules,

Guidance and Counseling

This is where the teacher takes upon himself/herself to talk to the misbehaving learner in an attempt to find out why they behave the way they do and to counsel him or her on the best way to go. This was introduced in schools as one of the methods for instilling and maintaining discipline in secondary schools. Various reports of committees and taskforces recommended its strengthening in secondary schools. For example, Kamunge report of 1988 asserts that guidance and counseling of the youth in secondary schools is essential in helping the identification of their individual interests, needs and the correction and assistance to enable them to face the realities of life. It further states that each school should have a mature teacher responsible for the co-ordination of the

guidance and counseling programs being carried out by other teachers (GOK, 1988). The Task Force on Students Discipline and Unrest in Secondary Schools, (2001) recommended the strengthening of Guidance and counseling division within the ministry to coordinate all the activities of Guidance and counseling in the country (GOK, 2001).

In many studies it is touted as the method of choice for helping undisciplined learners. For example, Gitonga (2007) in teachers' image volume 13 states that guidance and counseling does not only take care of misbehavior but it helps an individual grow holistically and be well adjusted in the society. The task force on student discipline and unrest of 2001, recommended that the students with disruptive behavior be offered professional services within the school and where disciplinary measures have to be taken, those be taken by the Board of Governors (GOK, 2001).

The Ministry of Education currently insists that guidance and counseling programs ought to be taken seriously to eliminate students' indiscipline and unrest in schools. Indiscipline could be minimized if effective guidance and counseling services are offered (Sitima, 1987). There is however, one problem facing this strategy and that is that there are not enough trained teacher counselors for all Kenyan schools, partly because it is not part of the teacher training curricula. Farley noted that during training more attention is given to the instructional methods and mastery of content and less attention is paid to the management of student discipline (Farley, 1984).

Rewards and punishment

After guidance and counseling the reformed learners may be rewarded. This indicates approval by the teacher or the school head teacher and acts as an incentive for other learners to follow similar examples. Rewarding spurs students to greater achievements. This is in line with the Skinners' behaviorist learning theory which recognizes that rewarding is more effective than punishment in increasing learning effort (Benaars and Njoroge, 1986). There are two types of rewards, intrinsic rewards and extrinsic rewards (Nyongesa, 2007). Intrinsic rewards involve non-materials things such as praise, increased freedom, love and recognition in the school or class etc. On the other hand extrinsic rewards involve material things such as trophies, money, medals which are given on the basis of results rather than the efforts made by the recipient. Cowley (2001:64), asserts that use of rewards can be one of the most effective ways of achieving better behaviour in the classroom.

When counseling and rewards seem not to work teachers often turn to punishment. These take different forms including reproof, suspension or expulsion from school, deprivation of certain privileges, fines, detention, manual work, etc. Punishment has been used for a long time as a disciplinary measure as a means of reform and deterrent to scare others and minimize a possible reoccurrence of the same offence (Mbiti, 1974; Nyongesa, 2007).

Behaviour modification

This is a special technique of discipline which aims at modifying the behavior of a learner. It is executed by following various techniques as follows:

- (i) Knowing each student by name where possible by the teacher. This shows that he/she recognizes the importance of each student in the class or school.
- (ii) Involving as many students as possible in the school activities.
- (iii) Developing student leadership by such things as involving the students in identifying and solving school problems.
- (iv) Motivating students who demonstrate a willingness to learn and not just those who achieve high grades.

Adequate Communication

Maintaining constant communication with students and staff through effective use of prefectorial and committee system is important (Ozigi, 1977:41). Any information which is important should be passed to them. Teachers should take appropriate actions on the issues they raise at their meetings. They should be ready to listen sympathetically to any reasonable complaints and suggestions they may make especially in matters which affect the students' welfare.

In the Daily Nation news paper of 24th July 2008, Professor Christine Mango was quoted thus,

“There is need for tripartite effort by parents, teachers and students to avoid the damage of properties witnessed in the unrest in over 300 schools in the country. Dialogue must also be initiated in secondary schools to allow students and teachers understand each other (Wanzala, 2008:5).”

Sing'ore Girls High School principal supported this when she stated that open session should be encouraged to curb the unrest that has hit schools. She said the approach has enabled them to tell if there is any tension in school and solve issues as they arise. The schools should therefore create open forums between teachers and students where grievances could be addressed without intimidation. Listening to student grievances and avoiding authentic arrogance can avert chaos in learning institutions (Daily Nation July 28, 2008:4). Dialogue has psychological healing power. It gives the students a feeling of power and importance. Any feelings of bottled-up frustration and anger are dissipated in dialogue (Lutomia, G and Sikolia, L, 2006:17)

Rules and Regulations

Nyongesa notes that all organizations must have a set of rules which acts as a code of discipline (Nyongesa, 2007). He further states that regulations are guidelines or standards governing an organization. In a school, these codes of behavior must be adhered to by the staff and students if the objectives of the school have to be achieved. In practice, the head teacher with the help of the staff members draws up these rules. These should be few, stated positively and enforceable (Okinda and Owuor, 1995). The report of the Task Force on Student Discipline and Unrest of 2001 recommended that on administration of schools, the head teachers become more democratic and inclusive in the running of the school by involving teachers and students in the formulation and enforcement of school rules (GOK, 2001). Rules are necessary because the school tend to be large, crowded and this generate certain problems which are characteristic of large organization. Classroom should not be over enrolled. Generally, clear school rules deter pupils from displaying misbehaviour (Cowley, 2001 and Page, 1964).

2.7 Challenges encountered by the teachers and head teachers in their efforts to manage indiscipline in schools

Head teachers and teachers face many problems in managing indiscipline in schools. Wright and Katie (2003) reported that violence has implications in schools; teachers have less time to deliver teaching in order to effectively manage classroom disruption, as well as facing many other problems including lack of morale and job satisfaction. The National committee on educational objectives and policies of 1976 revealed that some influential parents have eroded the power of teachers over the pupils (GOK, 1976).

Ngare (2007:8) observed that teachers are reluctant to punish errant pupils for fear of being sued by parents. He cited a case of upper hill student who was expelled over alleged use of drugs, but won a case in which he had questioned the decision of BOG to expel him. The chairman of the Kenya secondary schools heads association, Mr. Cleophas Tirop was quoted to have said that the ruling has set a bad precedent in schools as it has stripped teachers of the authority they enjoy. This poses a great challenge to teachers in their effort to manage indiscipline (Ngare, 2007).

The school surroundings have negative influence on student behaviour. Students find it hard to accept a teacher's advice against drug abuse, alcohol or promiscuity because these are common in their environment (GOK, 1976).

2.8 Conclusions

There have been a number of studies done on student indiscipline, its causes and effects and solutions in various parts of this country. Some have shown that teachers in secondary schools have adopted alternative strategies for managing student indiscipline especially after the outlawing of the corporal punishment by the government. There has also been a notable increase in cases of student unrests in the Kenyan secondary schools, suggesting that there is an underlying problem. There was need, therefore, for a systematic study to establish the effectiveness of the strategies employed by teachers in the management of student indiscipline. Such a study had not been done in Maara District and it was hoped that this study will bridge the gap.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, the location of the study, target population, the sample and the sampling techniques, the research instruments, data collection procedures and analysis.

3.2 Research design

The study adopted descriptive survey design. It is one of the most commonly used methods of descriptive research in behavioural sciences (Lovell, 1977). It is frequently used for collecting information about people's attitudes, opinions, or habits about any of the education or social issues. It is concerned with the present conditions and relationships which exist, the prevailing practices and beliefs or points of view of a group or groups of people regarding a particular subject of common interest. It involves formulation or construction of questionnaires that will help solicit the desired information, identification of the individuals to be surveyed and the means by which the survey will be conducted (e.g. by phone, face-to-face interviews, etc) (Orodho, 2005). It was therefore, appropriate for this study which sought to obtain information about the prevailing opinions about the practices, methods, and strategies used in the management of students' indiscipline in Kenyan secondary schools as represented by selected schools in Maara District in the Eastern Province of Kenya.

3.3 Location of the study

The research was carried out in Maara District of the Eastern province of Kenya. Maara District is located along the fringes of Mount Kenya. According to the Ministry of Education, the district has 42 secondary schools including nine girls' secondary schools, four boys' secondary schools and twenty nine co-educational secondary schools. Most of the co-educational secondary schools are day schools started by communities around existing public primary schools. It was preferred for this study for the following reasons:

- (i) The district has had many cases of students' indiscipline and unrests reported in the recent past. During the second terms of year 2007 and 2008, students in some schools rioted and destroyed their dormitories and other school properties. Several others in the district had to be closed before the term ended officially because of resulting tension.
- (ii) It has various categories of schools e.g. girls boarding, boys boarding, Mixed-day and Mixed-boarding.
- (iii) It has developed infrastructure and methods of communication and so it is easy to access the schools.

3.4 Target population

The study was confined to public secondary schools in Maara District of Eastern province of Kenya. It targeted 42 head teachers, 438 teachers and 10,000 students.

Head teachers

The head teachers were useful participants in the study because they are the chief school administrators and so they have the responsibility of instilling, controlling and maintaining discipline in their schools. They were also conversant with everything that goes on in school regarding the management of students' indiscipline. They were also best suited to give information on the involvement of parents and teachers in managing students' indiscipline.

Teachers

The teachers were targeted because they spend the most amount of time with the students and therefore they know them well. They interact with students in various forums, i.e. in classroom, in the field, during clubs etc. They gave information on the common forms of indiscipline they experience in the classes, causes of indiscipline, and the effectiveness of the strategies they use in the management of student indiscipline.

Students (Form Three)

Students were used because their indiscipline is the subject of investigation. They could give more accurate information on the strategies used on them by the teachers and to some extent the effectiveness of the strategies used by the teachers to manage their indiscipline. The teachers may be tempted to hide some information on some of the strategies they employ especially on the privacy of the classes they teach for fear of punishment by the Teachers' Service Commission (TSC).

3.5 Sampling Design

Sampling is one of the salient components of research. According to Orodho (2005), sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set. The critical concerns in sampling include choosing the germane sampling strategy and sample size (Onyango, 2001).

For this study, the sample included eight public secondary schools in Maara District which represented 19% of the total number of secondary schools in the district. A sample size of between 10 and 20 per cent of the total population is adequate for a survey study, but the bigger the sample the better (Ary, Jacobs and Razaviah, 1972).

In selecting the secondary schools for the study, the stratified random sampling technique was used to ensure that three categories of school i.e. co-educational secondary schools, girls' and boys' secondary schools were proportionally represented. The sample of schools comprised of five co-educational secondary school, one boys' secondary school and two girls' secondary schools as shown in Table 3.1. Simple random sampling was then used to select the individual schools. The lottery technique was used in this case.

Table 3.1: Sample selection of school

Type of school	Number of schools in Maara District	No. of Schools sample
Co-educational	29	5
Girls'	9	2
Boys'	4	1
Total	42	8

A purposive sampling technique was used to select eight (8) head teachers of the sampled secondary schools. It follows therefore that, the number of head teachers in the sample correspond with the number of selected schools in each category.

Purposive sampling technique was also used to select only form three students of the sampled school to participate in the study. Purposive sampling techniques are mostly used when a research study is interested in a certain specified characteristic (Nkapa, 1974). For example, in this study form three students were preferred because they know their school better than their juniors for they have stayed longer in school and therefore were better placed even in responding to questions. Form fours were too busy preparing for their National examination. Simple random sampling was used to select thirty form three students from each sampled school.

Simple random sampling was also used to pick six teachers from each sampled school to take part in the study as respondents. This approach is regarded as the most practical and free of bias (Kerlinger, 1973). A sample drawn at random is unbiased in the sense that no number of populations has any more chance of being selected than the other. It has also been reported that random samples yields research data that can be generalized to a larger population within margins of error that can be determined statically (Orodho, 2005). Eight head teachers, 48 teachers and 240 students were the respondents (See Table 3.2).

Table 3.2: Sample size determination

Respondents	Population	Sample
Head teachers	42	8
Teachers	438	48
Form Three students	2400	240
Total	2880	296

3.6 Research Instruments

It was important to develop data gathering instruments that would facilitate an objective investigation of the problem. The study used questionnaires and interviews as instruments for data collection. Three data collection instruments were developed for the purpose of the study. These included:

- (i) The School Discipline Questionnaires for Teachers.
- (ii) The School Discipline Questionnaires for Students.
- (iii) The School Discipline Interview Schedules for Head teachers.

3.6.1 School Discipline Questionnaires

The questionnaires were preferred due to their suitability in that each item therein can be developed to address a specific research question of the study and to obtain important information about population (Nkapa, 1974; Mugenda and Mugenda, 1999). They also enable one to collect a large amount of information inexpensively and in a reasonably short space of time (Orodho, 2005). The questionnaires had both open-ended and closed-ended questions. The closed-ended questions provided data that was easy to compute and analyze, while open-ended questions permitted a great depth of response thus adding quality to the data collected.

The School Discipline Questionnaire for Teachers (Appendix III)

The School Discipline Questionnaire for Teachers consisted of 13 items. It was divided into six sections numbered I-VI. Section I sought background information about the teacher which included; gender, qualification, and teaching experience. Section II sought information on the forms of students' indiscipline in secondary schools; Section III sought information on the causes of students' indiscipline in secondary schools, while Section IV sought information on the strategies used in dealing with students' indiscipline in secondary schools. Section V sought information on the effectiveness of the strategies used in dealing with students' indiscipline in secondary schools. Section VI sought information on the challenges that teachers encounter in managing students' indiscipline in secondary schools.

The School Discipline Questionnaires for students (Appendix IV)

The School Discipline Questionnaire for Students consisted of eight items. It was divided into four sections. Section I sought background information about the student which included gender and age of the student. Section II sought information on the forms of students' indiscipline in secondary schools. Section III sought information on the most possible causes of students' indiscipline in secondary schools. Section IV sought information on the strategies used in managing students' indiscipline and their effectiveness.

3.6.2 The School Discipline Interview Schedule for Head teachers (Appendix V)

A face to face schedule was administered on each of the selected head teachers to gather both quantitative and qualitative information. Interviews provide in depth data which cannot be obtained from a questionnaire (Mugenda and Mugenda, 1999). This instrument was designed to address the issues that formed the basis of this study by seeking information concerning forms and causes of students' indiscipline, and effectiveness of the strategies used in managing student indiscipline.

The interview schedule consisted of 18 items (both structured and unstructured items) contained in 3 sections. This arrangement eased classification, analysis of data and also revealed deep and truthful views of the interviewees concerning the causes and forms of indiscipline and effectiveness of the strategies used in managing student indiscipline in secondary schools. Section I consisted of personal and professional information which included; gender, qualifications, experience, and in-service training. Section II sought information on the forms and causes of students' indiscipline in secondary school. It also sought information on the main strategies used in dealing with student indiscipline and their effectiveness. Section III sought information on the challenges that head teachers encounter in managing students' indiscipline in secondary schools.

3.7 Pilot Study

Before conducting the research, piloting was done to test the appropriateness of the questionnaires. Piloting helps in enhancing the reliability and validity of the instruments

(Mugenda and Mugenda, 1999). Kombo and Tromp (2006), state that piloting helps test the feasibility of the study techniques and to perfect the questionnaire concepts and wording. A single school, which was not among the eight schools from which the actual data collected, was used. It represented 2.4% of the target population. Orodho (2005), points out that the number in the pilot study should be small, about 1% of the entire sample. The procedures used in piloting the questionnaire was identical to those used during actual study or data collection. This helped to check whether the items in the questionnaire were clear and relevant.

3.7.1 Validity

Validity of research instruments is the degree to which it measures what it is intended by the researcher (Borg and Gall, 1989). To enhance validity, a pilot study was carried out which helped identify items in the research instruments which were ambiguous in eliciting the relevant information. Nachmias (1976) asserts that the validity of items in the research instruments can be determined by expert judgment. In this case the supervisor examined the questionnaires to determine their content validity.

3.7.2 Reliability

The reliability of a research instrument is its level of internal consistency or stability over time (Borg and Gall, 1989). Therefore, a reliable instrument is the one that consistently produces the expected results when used more than once to collect data from two samples drawn from the population. A Test-retest method was used to establish the reliability of the instruments. This was done by going to the field twice and administering the same instrument to the same group of respondents. By checking and comparing their responses

it was possible to assess the clarity of the items, whether they were correctly worded and ordered and hence free from misinterpretation when administered during the actual study. This was done at intervals of two weeks. A single school which was not among the eight schools from which the actual data was collected was used.

3.8 Data collection Techniques

An introduction letter was obtained from the Department of Educational Administration, Planning and Curriculum Development of Kenyatta University. Permission to carry out the study in selected schools was obtained from the National Council for Science and Technology (NCST).

After testing the effectiveness of the instruments, the sampled schools were visited and an appointment was made two weeks prior to the actual visit. During the first visit, the Head teacher, teachers and students were briefed on the purpose of the visit after which an appointment was secured for the actual collection of the data. The teachers' questionnaires were issued to the sampled teachers during the first visit, so that they could be collected during the second visit. On the agreed date the researcher visited the school to collect the teachers' duly filled questionnaires, administer student questionnaires and interview the head teacher.

The interviewees were assured that the information they gave was solely for the purpose of research and will remain confidential. The researcher personally administered the questionnaires to the sampled students. The administration of the students' questionnaire

took place in the classroom where there was no activities going on in school during lunch break.

3.9 Data Analysis

Data obtained was both qualitative and quantitative. The quantitative data collected through questionnaires designed for teachers and students underwent various stages of preparation for the statistical Package for Social Sciences (SPSS) computer analysis. First, the questionnaires were sorted out to remove any incomplete instruments. It was noticed during sorting that all the instruments were duly completed by the respondents. Secondly, a data code book was prepared by the researcher which facilitated the entry of the data into the computer data entry sheets, i.e. coding the data. Thirdly, the data coded in the computer sheets were directly keyed into the statistical Package for Social Sciences (SPSS) software. Upon completion of the data entry, the data was cleaned up to detect and remove any errors committed during the entry. The cleaned up data were subjected to statistical analysis using the statistical Package for Social Sciences (SPSS for Windows version 11.5). The results obtained are summarized and presented in tables indicating frequency distributions, percentages and means. The quantitative data obtained through interview schedules were analyzed by simple statistics and organized into tables showing frequencies and percentages.

The sections of the questionnaires and interview schedules that could not be analyzed statistically were analyzed qualitatively after organizing into themes relevant to the study and discussed.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the effectiveness of the strategies used in managing students' indiscipline in secondary schools of Maara District. The study had three main objectives as follows:

1. To determine the forms, causes and prevalence of students' indiscipline in secondary schools of Maara District of the Eastern Province of Kenya.
2. To determine the strategies used by teachers and head-teachers to manage the students indiscipline in secondary schools of Maara District.
3. To determine the effectiveness of the strategies used by teachers in managing indiscipline of students in secondary schools of Maara District

It sought to answer the following research questions:

1. What are the forms and causes of student indiscipline in secondary schools of Maara District?
2. What strategies are used to address issues of indiscipline by teachers in secondary schools?
3. What strategies are used to address issues of indiscipline by head-teachers in schools?
4. How effective are the strategies that are currently used by teachers in the management of student indiscipline in secondary schools of Maara District?

Information was gathered by administering questionnaires to the teachers and students and interviewing head teachers of the sampled schools in Maara District. The study was carried out in 8 secondary schools out of the 42 secondary schools. The study sample included 8 head teachers, 48 teachers and 240 students. Data collection instruments included School Discipline Questionnaire for the Teachers, School Discipline Questionnaire for the Students and an interview schedule for the head teachers. All questionnaires were personally administered and collected. The scheduled interviews were also conducted on a one-on-one basis.

The responses to the School Discipline Questionnaires for Teachers', The School Discipline Questionnaires for Students' and the Interview Schedule for Head teachers' were used to determine the following:

1. The forms, causes and prevalence of student indiscipline in Maara District.
2. The strategies used to address issues of indiscipline by teachers in secondary schools.
3. The strategies used to address issues of indiscipline by head-teachers in schools.
4. The effectiveness of the strategies that are currently used by teachers and head teachers in the management of student indiscipline in secondary schools in Maara District

This chapter therefore, presents the results of the study, their interpretations and discussions. The analyzed data are presented in tables, graphs and charts. The areas covered include the following:

- The forms and prevalence of student indiscipline in secondary schools of Maara District.
- The causes of student indiscipline in secondary schools of Maara District.
- The strategies used to address issues of indiscipline in classes by teachers in secondary schools of Maara District.
- The strategies used to address issues of indiscipline by head teachers in schools.
- Effectiveness of the strategies that are currently used by teachers in the management of student indiscipline in secondary schools of Maara District.
- Challenges encountered by teachers and head teachers in managing the students' indiscipline.

4.2 Demographic data of the students, teachers and head teachers

The demographic information was gathered from the teachers, students and head teachers. This information was to help the researcher establish the different characteristics of the respondents which included their gender, age, their level of education, work experience and professional training attended by the head teachers.

4.2.1 Students' profile

The study sought to find out the demographic profile of the students. It was established that of the students sampled, 123 (51.25%) were girls while 117 (48.75%) were boys. The

majority of the sampled students, (59.6%), were between the age brackets of 17-18 years, and only 7.9% were in the age bracket of 19 years and above (See Table 4.1).

Table 4.1: Student age

Age	n	%
15-16	78	32.5
17-18	143	59.6
19 and above	19	7.9
Total	240	100

4.2.2 Teachers and head teachers profile

The total number of respondent was 8 head teachers and 48 teachers. The majority (62.5%) of the head teachers interviewed were males while the females were 37.5%. Similarly, the majority of the teachers (i.e. 62.5%) who participated in this study were males while the females constituted 37.5%. Thus, there were more male respondents than females in the category of head teachers and teachers.

4.2.3 Professional training for head teachers and teachers

Teachers and head teachers were asked to indicate their professional training. Table 4.2 summarizes the results from their responses.

Table 4.2: Professional Training for Head teachers and Teachers

Level of Education/Training	Head teachers		Teachers	
	n	%	n	%
M Ed	2	25	1	2.1
B Ed	6	75	36	75
Diploma	none	0	11	22.9

It emerged that all the teachers and head teachers in the study sample were trained although at different professional levels. It can be seen from the table that most (75%) of the teachers were B.Ed graduates and only 2.1% had a Master of Education degree. It was also observed that 75% of the head teachers in the sample were B.Ed graduates. Only 25% of the head teachers had a Master's degree in Education possessing the highest level of professional credentials.

4.2.4 Work experience of head teachers and teachers

Table 4.3 shows a summary of work experience of head teachers and teachers.

Table 4.3: Years of work experience of head teachers and teachers

Work experience (Years)	Head Teachers		Teachers	
	n	%	n	%
0-2	2	25	6	12.5
3-5	1	12.5	4	8.3
6-8	2	25	4	8.3
9-11	2	25	9	18.8
Over 11	1	12.5	25	52.1

Generally, it was revealed that Maara District has an experienced teaching force given that 79.2% of the teachers had more than 6 years' teaching experience. Similarly, majority (62.5%) of the head teachers had headship experience of more than six years.

4.2.5 Work experience of head teachers and teachers in the current school

The study sought to find out the number of years teachers had taught in their current schools. It also sought to find out the number years that the head teachers had headed their current schools. These data are summarized in Table 4.4.

The findings revealed that most of the teachers (66.7 %) had served in their current schools for more than three years. Only 33.3% had served for two years and below. A bigger proportion (75%) of the head teachers had served in their current schools for over three years. Only 25% of the head teachers had served in their current schools for two years and below as indicated in Table 4.4. Generally the teachers and head teachers had rich and varied experiences in their schools. It was therefore, expected that their opinions and perceptions would be relevant to the study.

Table 4.4: Number of years head teachers and teachers served in their current school

Years spent in current school	Head Teachers		Teachers	
	n	%	n	%
0-2	2	25	16	33.3
3-5	1	12.5	9	18.8
6-8	2	25	2	4.2
9-11	2	25	6	12.5
> 11	1	12.5	15	31.3

4.2.6 Professional Training Attended by Head teachers

The study sought to find out, from the respondents whether they had attended any management course or training on management of students indiscipline. All the respondents admitted having attended a Kenya Education Staff Institute (KESI) management course. However, only a small number (25%) of the respondents said they had attended training on management of students' indiscipline. This may be a pointer to the causes of student unrests experienced in a number of secondary schools in the year 2008.

4.3 Forms of students indiscipline prevalent in secondary schools of Maara District

4.3.1 The students' views on the forms of students indiscipline prevalent in secondary schools of Maara District

The study sought the views of students on the main forms of students' indiscipline experienced in secondary schools in Maara District. They were supplied with a list fourteen forms of indiscipline and asked to select the forms that were experienced in their schools. The results from their responses are summarized in Table 4.5.

Table 4.5: The main forms of indiscipline as perceived by students

Forms of Indiscipline	f	%	Rank
Theft among student	204	85.0	1
Lateness	185	77.1	2
Absenteeism	183	76.3	3
Sneaking out of school	147	61.3	4
Refusing to do assignment	141	58.8	5
other forms of indiscipline	102	42.5	6
Bullying of fellow students	98	40.8	7
Aggression	93	38.8	8
Boycotting classes	92	38.3	9
Refusal to put on school uniform	80	33.3	10
Refusing punishment from teachers	80	33.3	10
Drug and substance abuse	74	30.8	12
Striking	59	24.6	13
Sexual immorality among students	55	22.9	14
Arson activities	13	5.4	15

The total percentage of the responses from the respondents adds to more than one hundred percent (100%) because the question required multi-responses.

It is clear from Table 4.5 that the most rampant forms of students' indiscipline in Maara secondary schools included theft among students, reporting late for classes, absenteeism and sneaking out of school. On the other hand, the least common forms of indiscipline experienced are striking against school administration, sexual immorality among students and arson. The rest of the forms of indiscipline appear to be less common in Maara

District secondary schools. These include refusing to do assignments, bullying of fellow students and aggression among others. These results are further clarified by the bar chart in Figure 4.1.

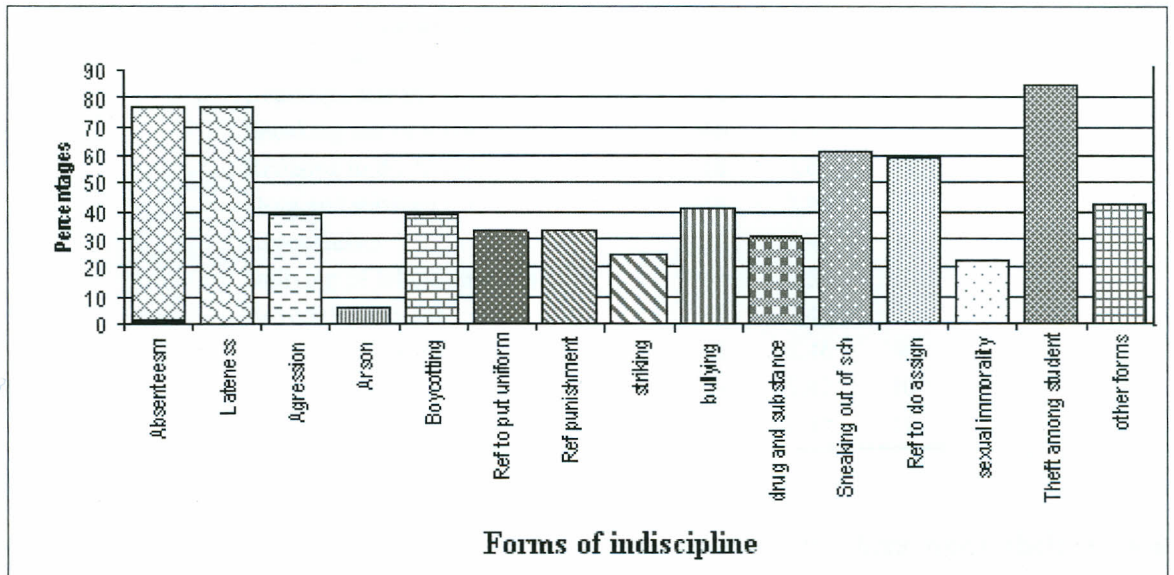


Figure 4.1: The responses of students on forms of students' indiscipline

The students were asked to list any other forms of indiscipline experienced in their schools but not included in the list that was provided. Various forms were listed by 42% of the students. These included noise making in classrooms during preps, vernacular speaking, refusal to do cleaning duties, lack of respect for teachers, laxity among students and rudeness to teachers.

4.3.2 The teachers views on the forms of students indiscipline prevalent in secondary schools of Maara District

The study also sought the views of teachers on the main forms of students' indiscipline experienced in secondary schools in Maara District. They were supplied with a list of

eleven forms of indiscipline and asked to indicate their opinion on the frequency of occurrence of each form. The results from their responses are summarized in Table 4.6.

Table 4.6: Summary of the forms of students' indiscipline experienced in secondary schools according to the teachers

Forms of students indiscipline	n	Mean	Rank
Theft among students	48	3.25	1
Reporting late in class	48	3.10	2
Sneaking out of school	48	3.10	2
Refusing to do Assignment	48	3.06	4
Drug and substance abuse	48	2.96	5
Absenteeism	48	2.92	6
Bullying of fellow students	48	2.56	7
Boycotting classes	48	2.48	8
Refusing punishment from teachers	48	2.46	9
Refusing to put on school uniform	48	2.42	10
Striking against school administration	48	2.37	11

The findings summarized in Table 4.6 indicate that the teachers rated theft among students (mean 3.25), reporting late in class (mean 3.10) and sneaking out of school (mean 3.10) as the most common form of indiscipline in Maara District. On the other hand the least common forms of students' indiscipline in secondary schools of Maara District were refusing to put on school uniform and striking against school administration. The rest of the forms of indiscipline are experienced sometimes in secondary schools in Maara District. These include refusing to do assignments, drug and substance abuse, absenteeism, bullying of fellow students, among others.

The teachers were asked to list any other forms of indiscipline experienced in their schools but not included in the list that was provided. Various forms were listed as including noise making during preps, vernacular speaking, refusal to do cleaning duties,

lack of respect to teachers, aggression, and rudeness to teachers. The teachers concurred with students on other forms of indiscipline not listed in their respective questionnaires.

4.3.3 The head teachers' views on the forms of students' indiscipline prevalent in secondary schools of Maara District

Unlike the teachers and students, the head teachers were not given questionnaires to fill but instead they were interviewed. They were asked to give the forms of students' indiscipline experienced in their schools. Their responses are summarized in Table 4.7.

Table 4.7: The forms of students' indiscipline as perceived by the head teachers

Forms of Students indiscipline	n	%	Rank
Absenteeism	6	75	1
Reporting Late in class	6	75	1
Drugs and substance abuse	5	62.5	3
Theft among students	5	62.5	3
Sneaking out of school	5	62.5	3
Sexual immorality	4	50	6
Aggression	4	50	6
Failure to do assignment	4	50	6
Noise making during preps	4	50	6
Refusing punishment	2	25	10
Striking against the school administration	2	25	10
Boycotting classes	2	25	10
Failure to attend to cleaning duties	2	25	10
Bullying fellow students	1	12.5	14

The total percentage of the responses from the respondents adds to more than one hundred percent (100%) because the question required multi-responses.

The results indicate that head teachers identified fourteen forms of students' indiscipline prevalent in secondary schools in Maara District. The most prevalent forms of students' indiscipline were absenteeism, lateness, drug and substance abuse, theft and sneaking out of school. Sexual immorality, aggression, failure to do assignment and noise making appear to be less serious problems since only 50% of the sampled head teachers acknowledged the problems. Forms of students' indiscipline that seem to be less

prevalent according to head teachers include refusing punishment, striking against the school administration, boycotting classes and failure to attend to cleaning duties.

The three groups of respondents concurred, that theft and reporting late to classes were the leading forms of students' indiscipline in secondary schools of Maara District. Perhaps theft may be related to drug and substance abuse as the abusers may be forced to steal to maintain their vice. It may also be a sign of poverty on the part of students whose parents may not be providing adequately for their needs. Absenteeism and sneaking out of school were recognized as also highly prevalent by the three groups.

4.4 Major causes of students indiscipline in secondary schools

4.4.1 Causes of students indiscipline as perceived by the students

The study sought the views of students on the possible causes of students' indiscipline in secondary schools in Maara District. Table 4.8 shows a summary of the causes of students' indiscipline in secondary schools as perceived by students.

Table 4.8: The causes of students' indiscipline in secondary schools as perceived by students

Causes of students' indiscipline	n	Mean	Rank
Excessive and unjustified punishment	240	2.35	1
Lack of dialogue between students and teachers	240	2.35	1
Drug and substance abuse	240	1.98	3
Poorly defined procedures in the administration of discipline	240	1.96	4
Societal influence on students	240	1.89	5
Shortage of teaching learning resources	240	1.88	6
Laxity and lack of teachers commitment	240	1.84	7
Exposure to all forms of violence in the media	240	1.77	8
Lack of guidance and counseling teachers	240	1.75	9
School mismanagement	240	1.61	10
Incitement by parent	240	1.60	11

It is clear from the table that the most likely causes of students' indiscipline include lack of dialogue between students and teachers, excessive and unjustified punishment, drug and substance abuse and poorly defined procedures in administration of students' discipline. On the other hand, the least possible causes of students' indiscipline are school mismanagement and incitement by parents.

The other possible causes include societal influence on the students, shortage of teaching/ learning resources, laxity and lack of teacher commitment, among others. Generally, it was observed that all the causes identified by the students had their means above 1.5 (>1.5), suggesting that they were likely causes of students' indiscipline.

Communication controls behaviour, clears ambiguity and makes it clear what is to be done thus fostering motivation. If there is no proper communication between teachers and students, there is likely to create a gap. This gap widens with time, and manifests itself as forms of indiscipline highly ranked by students in Table 4.8. If students are not communicated to properly as to make them understand and participate fully in the school programs, they were likely to be frustrated. In the literature reviewed Wanzala (2008), stated that dialogue must also be initiated in secondary schools to allow students and teachers understand each other.

4.4.2 Causes of students' indiscipline as perceived by teachers

The teachers were provided with a list of 13 possible causes of indiscipline among the students and were required to indicate how much they agreed or disagreed on a scale of three. The responses of the teachers are summarized in Table 4.9.

Table 4.9: The causes of students' indiscipline as perceived by teachers

Causes of students indiscipline	n	Mean	Rank
Poor role model by parents	48	2.87	1
Drug and substance abuse	48	2.79	2
Exposure to all forms of media violence	48	2.77	3
Lack of dialogue between students and teachers	48	2.65	4
Unclearly defined Procedures in administration of students discipline	48	2.65	4
School mismanagement by head teachers	48	2.58	6
Societal influence	48	2.54	7
Students punitive behaviours	48	2.46	8
Lack of qualified guidance and counseling teachers	48	2.37	9
Shortage of teaching learning resources	48	2.33	10
Incitement by parent	48	2.29	11
Laxity and lack of teachers commitment	48	2.12	12
Excessive and unjustified punishment	48	2.02	13

According to the teachers, the most likely causes of students' indiscipline include poor role models by parents, drug and substance abuse, exposure to media violence, lack of dialogue between teachers and students as well as unclearly defined procedures for administration of students' discipline. On the other hand, the least likely causes of students' indiscipline are laxity and lack of teachers' professional commitment and excessive and unjustified punishment. These types of responses were not entirely unexpected from the teachers. It's highly unlikely that the teachers would admit to being lax or unprofessional or to meting out excessive and unjustified punishment to the students. It is easier to point fingers at others and not at oneself.

Teachers perceived other possible causes of students' indiscipline such as school mismanagement, societal influence, students' using punitive behaviours they have learnt from parents and teachers to their fellow students, lack of qualified guidance and counseling teachers, among others.

4.4.3 Causes of students indiscipline as perceived by head teachers

The study sought the views of head teachers on the causes of students' indiscipline in secondary schools in Maara District. Table 4.10 shows a summary of the responses of the head teachers.

Table 4.10: Causes of students' indiscipline as perceived by head teachers

Causes of. students indiscipline	n	%	Rank
Poor role models by parents	8	100	1
Societal influence	8	100	1
Peer pressure	8	100	1
Exposure to all forms media violence	8	100	1
Influence from neighbouring schools	7	87.5	5
Laxity and lack of teachers commitment	7	87.5	5
Poverty	6	75	7
Drug and substance abuse	5	62.5	8
Incitement by parents	4	50	9
Shortage of teaching learning resources	3	37.5	10
Lack of qualified guidance and counseling teachers	3	37.5	10

The head teachers identified 11 main causes of students' indiscipline in secondary schools. All the head teachers interviewed identified poor parenting, societal influence, peer influence and exposure to different forms of media violence as the main causes of students' indiscipline. On the other hand, shortage of teaching-learning resources and lack of qualified guidance and counseling teacher were identified by only 37% of the

head teachers interviewed, meaning that they are not considered to be major causes of indiscipline. Again the responses are not unexpected given the tendency to point fingers at others is greater than taking responsibility whether directly or otherwise.

The other causes identified were influence from the neighboring schools, laxity and lack of teachers' commitment, poverty, drugs and substance abuse and incitement by parents. The three groups of respondents, that is, students, teachers and head teachers in the study sample concurred in their views that there existed issues that caused students indiscipline. However their views were varied in certain areas. For example, drugs and substance abuse was ranked number two by the teachers while students ranked it third. On the other hand, the head teachers ranked it position eight. Exposure to media violence was ranked first by head teachers, while teachers ranked it third.

The student on the other hand, ranked it eighth from a list of eleven. Students and teachers concurred on unclearly defined procedures in administration of students' indiscipline as a cause. This was ranked fourth by both groups. However, the head teachers did not recognize it as a cause.

Another noticeable difference was the ranking of the excessive and unjustified punishment as a cause of students' indiscipline by students and the teachers. Students ranked it position one while teachers ranked it last position. This would be expected because one would not expect teachers to accuse themselves.

4.5 Strategies used in managing students indiscipline in secondary schools

A number of strategies are used in the management of student indiscipline in Maara District. This study sought the views of students, teachers and head teachers about the strategies of managing students' indiscipline in the study sample secondary schools

4.5.1 Strategies used in managing students indiscipline in secondary schools as perceived by the students

The students were provided with a list of strategies used in secondary schools and required to state the ones used in their schools. Table 4.11 summarizes the responses of the students about the strategies used in managing students' indiscipline in secondary schools.

Table 4.11: The strategies used in managing students' indiscipline as perceived by students

Strategies used in managing students indiscipline	n	%	Rank
Suspension	232	96.7	1
Giving students a list rules and regulation	213	88.8	2
Clearing bush or grass	211	87.9	3
Physical torture e g kneeling down	210	87.5	4
Guidance and counseling	194	81.8	5
Use of sanction	193	80.4	6
Caning	186	77.8	7
Expulsion	161	67.4	8
Withdrawal of privileges	115	48.9	9
Warning in writing	90	37.7	10
Giving rewards to those who show improvement of behaviours	77	32.1	11
Involving students in choosing prefects and drafting the rules	74	30.8	12
Ignoring students behaviour	55	22.9	13
Any other	35	14.6	14

The total percentage of the responses from the respondents adds to more than 100% because the question required multi-responses.

It is evident from the Table 4.11 that corrective and preventive strategies were ranked highly meaning that they were more popular as perceived by the students. The most

popularly used strategies were suspension, giving students a list of rules and regulations, clearing the bush or cutting grass, physical torture e.g. kneeling down, guidance and counseling, use of sanctions and caning. High percentages (77.8-96.7%) of the students who acknowledged their usage are indicators that these were the most frequently used strategies of managing students' indiscipline. On the other hand, the least used strategies according to students were, involving students in choosing prefects and drafting the rules and ignoring students' behaviour.

The rest of the strategies which include expulsion, withdrawal of privileges, warnings in writing and giving rewards to those who show improvement of behaviours were not in common use according to student.

Those who indicated other types of strategies not mentioned in the School Discipline Questionnaire for students constituted 14.6% of the students' respondents. The other strategies indicated included; summoning parents to school, manual work, sending students outside the classroom while lessons were going on, students sent out to sleep in the assembly ground when caught sleeping in class, prefects caning students and writing apology letters.

4.5.2 Strategies used in Managing Students indiscipline in Secondary Schools as Perceived by the Teachers

The teachers were provided with a list of strategies used in managing students' indiscipline in secondary schools and required to show the frequency of use of each on a scale of four. The results from their responses are summarized in Table 4.12.

Table 4.12: The strategies used to manage students' indiscipline as perceived by teachers

Strategies used by teachers	n	Mean	Rank
Rules and regulation	48	3.81	1
Involving the learners in learning activities	48	3.42	2
Guidance and counseling	48	3.40	3
Improve teaching methodology	48	3.13	4
use of penalty	48	3.08	5
Clearing bush or cutting grass	48	2.98	6
Physical torture e.g. kneeling	48	2.88	7
Suspension	48	2.85	8
Involving students in choosing prefects and drafting school rules	48	2.81	9
Withdrawal of privileges	48	2.67	10
Giving rewards to those who show improvement of behaviours	48	2.63	11
Caning	48	2.38	12
Expulsion	48	2.02	13
Warning in writing	48	1.98	14
Ignoring students' behaviour	48	1.96	15

It is evident from Table 4.12 above, that preventive measures of managing students' indiscipline take the lead according to the teachers' responses. The most frequently used strategy was giving rules and regulation to students while the rarely used strategies were caning, expulsion, warning in writing and ignoring students' behaviour. According to the teachers, the following strategies were only used but some times: involving the learners in learning activities, guidance and counseling, improving on the teaching methodology, use of sanctions or penalty, bush clearing or cutting grass, physical torture, suspension, involving students in choosing prefects and drafting school rules, withdrawal of privileges and giving rewards.

4.5.3 Strategies used in managing students indiscipline in secondary schools as perceived by the head teachers

Unlike the teachers and students, the head teachers were not given questionnaires to fill but instead they were interviewed. They were asked to give the strategies their schools use in managing students' indiscipline involving an individual student, a group of students and a student and a teacher. These are summarized in Table 4.13 below.

Table 4.13: The strategies used in managing students' indiscipline as perceived by the head teachers

Strategies	Individual student n (%)	Group of students n (%)	A student and a teacher n (%)
Guidance and Counseling	8 (100%)	8 (100%)	8 (100%)
Involvement of parents in solving indiscipline cases	8 (100%)	8 (100%)	8 (100%)
Rules and regulation	8 (100%)	8 (100%)	8 (100%)
Use of penalty	7 (87,5%)	7 (87.5%)	7 (87.5%)
Suspension	7 (87.5%)	7 (87.5%)	6 (75%)
Manual work	6 (75%)	6 (75%)	6 (75%)
Withdrawal of privileges	5 (62.5%)	5 (62.5%)	5 (62.5%)
Giving rewards to those who show improvement of behaviours s	4 (50%)	1 (12.5%)	0
Expulsion	2 (25%)	2 (25%)	2 (25%)
Open forums	0	1 (12.5%)	0

The total percentage of the responses from the respondents adds to more than 100% because the question required multi-responses.

Results in Table 4.13 indicate that the main strategies used in managing students' indiscipline in secondary schools are guidance and counseling, involvement of parents in solving indiscipline cases and school rules and regulations. These were used in dealing with indiscipline cases in all the three categories i.e. when dealing with individual students, a group of students and student and a teacher, respectively. The other commonly

used strategies according to the head teachers were use of penalty, suspension, manual work and withdrawal of privileges.

However, there was a variation in the three categories in their response to giving rewards as a strategy. Some of the head teachers (50%) admitted the use of rewards when dealing with undisciplined individuals, 12.5% admitted using rewards when dealing with groups of students and there was no use of rewards at all when dealing with cases involving a student and a teacher. The least used strategies are expulsion and open forums

The head teachers were requested to give a brief explanation on each of the strategies listed below.

Role of students in making of school rules

All the head teachers interviewed acknowledged the importance of school rules in a school set up. They admitted that school rules were used in their schools as a strategy of managing students' indiscipline. All the head teachers interviewed said that school rules were quite effective in administration of students' discipline. However, only fifty percent (50%) of the head teachers indicated that they consult the students while drafting or even changing the school rules. The other fifty percent (50%) of the head teachers said rules were drawn by the teachers during staff meetings.

Involvement of parents in solving indiscipline cases

All the head teachers interviewed said parents were of great importance in solving the indiscipline cases of their children. Parents were involved only when the cases of indiscipline were serious. Some head teachers said parents were called for academic clinics where they discussed the performance of students in both academic and discipline matters.

All the respondents said that students report with parents from suspension. They admitted that it was the most effective strategy of dealing with students' indiscipline. This is in agreement with Besag (1994), who notes that parents often know their children best, being aware of their strength, weaknesses, failures, achievements and hobbies. This kind of information was found to be useful in understanding the students' indiscipline. However, some head teachers felt that some parents side with their children making it very difficult for teachers to deal with such students.

Supporting teachers in all discipline matters

Head teachers admitted that they support teachers in all discipline matters. When asked to expound on the support they give, one of them said "To deal steadily with any case brought forward". The head teachers also said they allow teachers to give reasonable punishment as well as reinforcing their decision on matters of discipline. One of the head teachers said that he gives students extra punishment after teacher's punishment has been done. Another one said he avoids calling teachers as witnesses when handling indiscipline cases.

Ensuring that teaching learning resources are available

All the head teachers interviewed said that they try to ensure that teaching learning resources were available but they also admitted having challenges of inadequate funds. One head teacher was quoted saying, “some times a need of teaching/learning resources is presented and there may be no funds to meet it. In such a case one is forced to prioritize the needs”. “Like now the government funds for tuition free secondary education have not been sent, how do you provide these resources then?” lamented one of the head teachers.

The head teachers were supposed to provide the teaching learning resources, since as Calderhead (1994) puts it, the teachers who lack teaching resources contributes to pupils’ misbehaviour in classroom because they have no way of making the instructions interesting.

Controlling student population in classrooms and dormitories

Some head teachers said they limit the population to forty five per class although at times it is not easy. Like in day schools the enrolment per classroom is very large because of the tuition free secondary education. The parents have not provided enough building facilities in terms of the classrooms.

Appointment of school prefects

The students are involved in the appointment of prefects according to the head teachers. In most schools in the study sample, students propose and then the teachers endorse. “The

teachers have to do vetting of what students have proposed”, said one of the head teachers. The final decision on the appointment of the prefects lies on the teachers. However, one of the head teachers said that the students vote for the head girl or the head boy.

Rewarding students who display good behaviour

Majority (75%) of the head teachers interviewed admitted that the students who displayed good behaviour were rewarded through praising and recognizing them or giving token of appreciation or verbal reinforcement. However, the system of rewarding is not well organized in most schools in the study sample. One head teacher said they do it once a term, another one said once a year for the out going form four students. Majority of schools use verbal appreciation as rewards. Only 25% said they have not established a reward system in their schools. This means that students who demonstrate good behaviour were not rewarded.

Checking teachers' schemes of work

The head teachers interviewed said that the schemes of work, records of work and lesson notes were regularly checked. Majority (62.5%) said they were checked at the beginning of the term by heads of departments. The rest (37.5%) said they were checked regularly. Checking the teachers' preparations was important for the success of the teaching learning process. As Ayot and Patel (1991) state, a new approach in teaching/learning has become a technological process. The new approach requires qualified and dedicated personnel. The teacher as a facilitator plans, prepares and organizes all facts and

procedures he wants to teach. Because of this the head teacher needs to check all the teachers' preparations for the lesson including the lesson plans and the schemes of work.

Checking class registers and dealing with absentees

The head teachers interviewed said that the class registers were checked regularly and those absent are dealt with. Some (50%) said that the registers were checked on monthly basis, 37.5% said they were checked on weekly basis while only 12.5% said they are checked on daily basis.

Strengthening guidance and counseling

All the head teachers interviewed acknowledged the importance of guidance and counseling in a school. All the head teachers said it was an effective strategy of dealing with students' indiscipline. Majority of the head teachers admitted that they were strengthening guidance and counseling through the following ways:

- Appointment of guidance and counseling heads of department.
- Formation of the guidance and counseling committee chaired by Head of Department of Guidance and Counseling.
- Sending guidance and counseling Head of Department (HOD) for professional training.
- Inviting guest speakers to guide and counsel students.
- Encouraging students to seek guidance and counseling from teachers.
- Referring students for guidance and counseling.
- Giving guidance and counseling teachers opportunity to address students' assembly.

However, one of the head teachers said little has been done to strengthen guidance and counseling in his school.

As far as effectiveness is concerned, majority (75%) of the head teachers interviewed perceived guidance and counseling to be effective in their schools while the rest (25%) felt it was not effective in their schools. Those who admitted it was effective said it had assisted in changing the behaviour of students a great deal.

Stake holders involved in the management of students' indiscipline

The head teachers were asked to name the stake holders involved in the administration of student discipline in their schools. Their responses are summarized in Table 4.14.

Table 4.14: The stake holders involved in the management of students' indiscipline as perceived by head teachers

Stake holders	n	%	Rank
Head teachers	8	100	1
Deputy head teacher	7	87.5	2
Teacher on duty	6	75	3
Board of Governors	6	75	3
Class teachers	5	62.5	5
Guidance and Counseling	4	50	6
All teachers	4	50	6
Discipline committee	3	37.5	8
Discipline master or mistress	2	25	9

The total percentage of the responses from the respondents adds to more than 100% because the question required multi-responses.

It can be seen that all of the respondents (100%) recognized the role they played in the management of students' indiscipline. The main stake holders involved in the

administration of students discipline included head teachers, deputy head teachers, the teachers on duty, Board of Governors, class teachers, guidance and counseling and all teachers. All the respondents also said they get support from the parents, teachers and BOG when dealing with students' indiscipline.

It is quite evident from the table that majority of the head teachers were not having disciplinary committees in their schools to manage students indiscipline. In most cases the head teachers said the deputy head teacher was automatically the discipline master or mistress

4.6 Effectiveness of strategies used in managing students indiscipline in secondary schools

4.6.1 The students views on the effectiveness of strategies used in managing students indiscipline in secondary schools

The students were required to list five most effective strategies used in the management of student indiscipline in order of effectiveness. Their responses are summarized in Table 4.15 below.

Table 4.15: The effectiveness of the strategies used in managing students' indiscipline as perceived by students

Effectiveness of Strategies	n	%	Rank
Suspension	115	85.8	1
Guidance and Counseling	95	70.9	2
Caning	90	67.2	3
Physical torture	65	48.5	4
Clearing the bush or cutting grass	62	46.3	5
Expulsion	47	35.1	6
Giving rewards to those who show improvement of behaviours	40	29.9	7
Rules and regulation	38	28.4	8
Withdrawal of privileges	16	11.9	9
Use of sanctions	15	11.2	10
Involving students in choosing prefects and drafting school rules	13	9.7	11
Warning in writing	9	6.7	12

The total percentage of the responses from the respondents adds to more than 100% because the question required multi-responses.

The most effective strategies of managing students' indiscipline as it can be seen on the Table 4.15 are suspension, guidance and counseling and caning while the least effective strategies were withdrawal of privileges, use of sanctions, involving students in choosing prefects and drafting school rules and warning in writing.

The other effective strategies according to students include physical torture, clearing the bush or cutting grass, expulsion, giving rewards and rules and regulations.

4.6.2 The teachers views on the effectiveness of strategies used in managing students indiscipline in secondary schools

The teachers were supplied with a list 18 strategies and asked to indicate their opinion on the effectiveness of each strategy. The results from their responses are summarized in Table 4.16.

It is evident from Table 4.16 that preventive strategies were ranked highly as the most effective. These include involving the learners in learning activities, use of learner-centred methods, giving rewards to those who show improvement of behaviours and guidance and counseling. On the other hand, ignoring student behaviour was perceived to be ineffective strategy of managing students' indiscipline according to the sampled teachers.

Table 4.16: The strategies used in managing students' indiscipline in order of their effectiveness as perceived by the teacher

Effectiveness of Strategies	n	Mean	Rank
Involving the learners in learning activities	48	2.69	1
Use of learner- centred methods	48	2.54	2
Giving rewards to those who show improvement of behaviours	48	2.50	3
Guidance and counseling	48	2.45	4
Involving students in choosing prefects and drafting school rules	48	2.35	5
Rules and regulation	48	2.29	6
Suspension	48	2.21	7
Use of penalty/Sanctions	48	2.19	8
Corporal punishment	48	2.02	9
Clearing bush or cutting grass	48	2.00	10
Manual work	48	1.98	11
Involvement of Parent	48	1.94	12
Withdrawal of privileges	48	1.90	13
Physical torture e.g. kneeling	48	1.83	14
Send students who misbehave out of classroom	48	1.77	15
Warning in writing	48	1.73	16
Expulsion	47	1.66	17
Ignoring students' behaviour	48	1.38	18

The strategies used in managing students' indiscipline that were perceived to be satisfactory include involving students in choosing prefects and drafting school rules, rules and regulation, suspension from school, use of penalty/Sanctions, corporal punishment, clearing bush or cutting grass, manual work, involvement of parent, withdrawal of privileges, physical torture (e.g. kneeling), sending students who misbehave out of classroom, warning in writing and expulsion.

4.6.3 Effectiveness of strategies used in managing students indiscipline in secondary schools as perceived by the head teachers

Table 4.17 shows the views of head teachers on the effectiveness of strategies used in managing students' indiscipline.

Table 4.17: Effectiveness of the strategies used in managing students' indiscipline in order of their effectiveness as perceived by the head teachers

Effectiveness of the strategies	n	%	Rank
Involvement of parents in solving indiscipline cases	8	100.0	1
Supporting teachers in all discipline matters	8	100.0	1
Ensuring that teaching and learning resources are available	8	100.0	1
Controlling student populations in the classroom	8	100.0	1
Checking teachers' schemes of work, records of work and lesson plans	8	100.0	1
Holding students barazas	7	87.5	6
Suspension	7	87.5	6
Use of school rules and regulation	7	87.5	6
Guidance and counseling	6	75.0	9
Involving students in choosing their own prefects	5	62.5	10
Use of penalty/sanctions	5	62.5	10
Involving students in drafting the school rules	4	50.0	12
Rewarding students who display good behaviour	4	50.0	12
Checking class registers and dealing with absentees	4	50.0	12
Manual work	3	37.5	15
Withdrawal of privileges	3	37.5	15
Expulsion	2	25.0	17

The total percentage of the responses from the respondents adds to more than 100% because the question required multi-responses.

According to the head teachers, the most effective strategies of managing students' indiscipline include involving parents in solving students' indiscipline cases, supporting teachers in all discipline matters, ensuring that teaching and learning resources are available, controlling student populations in the classroom, checking teachers' schemes of work, records of work and lesson plans, rules and regulation, holding students *barazas*, suspension and guidance and counseling. Only 25% of the respondents said that

expulsion was an effective strategy and this suggests that it can be considered as the less effective of the strategies.

Involving students in choosing their own prefects and use of penalty, involving students in drafting the school rules, rewarding students who display good behaviour and checking class registers and dealing with absentees were ranked moderately with each receiving support from 50% of the head teachers.

All the three groups of the respondents were in agreement that most of the strategies used in managing students' indiscipline have a degree of effectiveness. All the head teachers said they get support from the parents, teachers and BOG when dealing with students' indiscipline.

4.7 Challenges encountered in managing students' indiscipline

This study sought to establish the challenges faced by teachers and head teachers in their management of student indiscipline.

4.7.1 Challenges encountered by teachers when managing students' indiscipline

Majority of the teachers (75%) said that they receive negative response from students when they attempted to control their behaviour while the rest (25%) said they received positive response.

When asked whether they have been disobeyed by their students, 93.8% of the respondents said they have been disobeyed while 6.3% said they have not. It was established that the disobedience was not rampant. For example, in the year 2008, 85.4%

of the respondents were disobeyed sometimes, 10.4% were disobeyed fairly frequently while 4.2% percent were disobeyed very frequently (see Fig. 4.2).

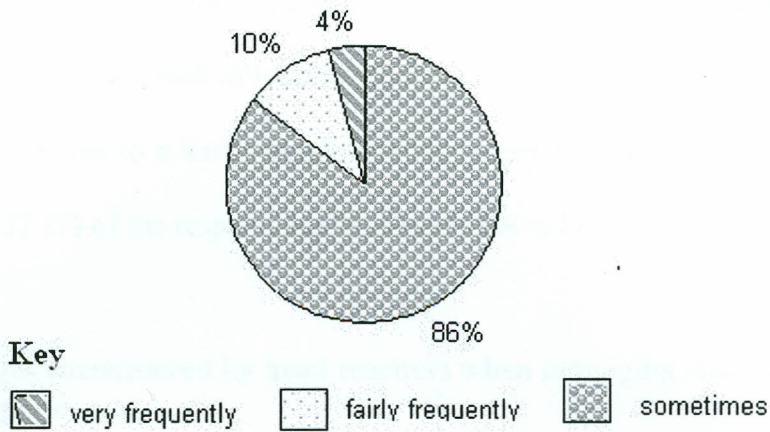


Figure 4.2: Challenges faced by head teachers when managing student indiscipline

When asked whether they had disagreed with a parent over student indiscipline, 43.8% indicated they have disagreed with parents while 56.3% indicated they had not. Those who disagreed with parents said it was because the parents supported their children even when they were in the wrong.

In another question the teachers were provided with a list of possible problems that face teachers while managing student indiscipline and asked to indicate the ones prevalent in their current schools. The results from their responses are summarized in Table 4.18.

Table 4.18: Possible problems encountered in management of students' indiscipline

Possible problems	n	%	Rank
Lack of parent cooperation	39	81.3	1
Over enrolment in school	26	54.2	2
Lack of teaching materials	23	47.9	3
Lack of head teacher cooperation	21	43.8	4
Political interference	13	27.1	5

It can be seen that a large majority of those sampled (81.3%) said that lack of parent cooperation was a problem they encountered in management of students' indiscipline. Over enrolment in school, lack of teaching materials and lack of head teacher cooperation appear to be problems to a small number of the respondents. Political interference was ranked last by 27.1% of the respondents. It appears not to be a problem to many teachers.

4.7.2 Challenges encountered by head teachers when managing students' indiscipline

When asked to comment on their teacher's involvement in the management of student indiscipline, the respondents said teachers were involved fully though there are some challenges faced. For example, some of the respondents said that teachers are not very effective in management of student indiscipline. Some of them apply the wrong strategies that fail and consequently shy away later. Some teachers do not have time or do not create time for guiding students

In relation to involvement of parents, some head teachers said they have disagreed with parents several times over the students' indiscipline. Some parents supported their children even when they were in the wrong thus making it very difficult for a teacher to correct such students. They admitted having problems especially with single parents.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the effectiveness of the strategies used in managing students' indiscipline in secondary schools of Maara District. The following research question guided the study.

1. What are the forms and causes of student indiscipline in secondary schools of Maara District?
2. What strategies are used to address issues of indiscipline by teachers in secondary schools?
3. What strategies are used to address issues of indiscipline by head-teachers in schools?
4. How effective are the strategies that are currently used by teachers in the management of student indiscipline in secondary schools of Maara District?

Eight schools were sampled from a total of 42 schools in the district. Information was gathered by means of questionnaires designed for teachers and students, respectively and through interviews with head teachers. The students' questionnaires were administered to 240 students, while the teachers' questionnaires were administered to 48 teachers. Eight (8) head teachers of the sampled schools were interviewed.

5.2 Summary of the Findings

5.2.1 Forms of Students' Indiscipline in Maara District

The three groups of respondents namely students, teachers and head teachers were in agreement that there are various forms of student indiscipline in Maara District. The forms of students' indiscipline that were prevalent in the district were those directly concerned with the teaching-learning processes and the academic performance which included reporting late to classes, absenteeism, sneaking out of school, refusing to do assignment, noise making in classrooms during preps, use of vernacular and boycotting classes. The other forms of students' indiscipline that were considered prevalent were those directly concerned with moral character such as refusal to put on school uniform while going out of school, striking against the school administration, refusal to do cleaning duties, refusal to do punishment from teachers, bullying fellow students, sexual immorality and failure to respect teachers. The other forms of students' indiscipline which can be put in the category of criminal offences include drug and substance abuse, theft among students, arson activities and aggression.

5.2.2 The Causes of Students' Indiscipline

According to the students, lack of dialogue between teachers and students, excessive and unjustified punishment, drug and substance abuse and poorly defined procedures in administration of students' discipline are the major causes of indiscipline among them. Teachers on the other hand, cited issues like poor role model by parents, drug and substance abuse, exposure to all forms of media violence, lack of dialogue, unclearly defined procedures for administration of students' discipline, school mismanagement by

head teachers and societal influence on the students as the main causes of indiscipline among students.

The head teachers' views were not very different from those of the teachers. They identified poor role models by parents, societal influence, peer influence, exposure to all forms media violence, influence from the neighboring schools and laxity and lack of professional commitment of teachers as the main causes of students' indiscipline. The other causes identified were poverty, drugs and substance abuse, incitement by parents, shortage of teaching learning resources and lack of qualified guidance and counseling teachers.

5.2.3 Strategies used in Managing Students' Indiscipline

The students were asked to list the most frequently used strategies in their respective schools. From their responses, it was noted that the most commonly used strategies include suspension and giving students a list of school rules and regulations. Other strategies in use albeit not very commonly are the corrective punitive disciplinary measures like clearing the bush or cutting grass and physical torture such as kneeling down, among others.

The teachers, on the other hand, said that giving school rules and regulation to students, involving the learners in learning activities, guidance and counseling, improving on the teaching methodology were the most frequently used strategies in the management of student indiscipline.

The head teachers on their part said they mainly used non-physical, corrective and preventive strategies in managing students' indiscipline in their schools. These include guidance and counseling, summoning parents as well as school rules and regulations. They also said that they occasionally used penalty, suspension, manual work, withdrawal of privileges, and giving rewards.

5.2.4 Effectiveness of Strategies used in Managing Students Indiscipline in Secondary Schools

From a pre-designed list of strategies, the students were required to arrange the strategies used in their respective schools in order of effectiveness. The method ranked highest by most students was deemed most effective. From their responses, the most effective strategy of managing students' indiscipline was found to be suspension. This was followed closely by guidance and counseling and the government outlawed caning. Withdrawal of privileges, use of sanctions or penalty, involving students in choosing prefects and drafting school rules and warning in writing were ranked least effective.

The most effective strategy according to the teachers was involving the learners in learning activities. It was closely followed by use of learner-centred methods, giving rewards and guidance and counseling. The other strategies that were effective to some degree included: involving students in choosing prefects and drafting school rules, giving school rules and regulation, suspension, use of penalty/sanctions, corporal punishment and clearing bush or cutting grass, manual work, parent support, withdrawal of privileges, physical torture e.g. kneeling, sending students who misbehave out of classroom, warning

in writing and expulsion. Ignoring students' behaviour was found to be an ineffective strategy of managing students' indiscipline according to the teachers.

All the head teachers interviewed were of the opinion that, involving parents in solving students' indiscipline, supporting teachers in all discipline matters, ensuring that teaching and learning resources are available, controlling student populations in the classroom and checking teachers' schemes of work, records of work and lesson plans were the most effective strategies of managing students' indiscipline. These were followed very closely by rules and regulation, holding students' barazas, suspension, guidance and counseling. Manual work, withdrawal of privileges and expulsion were considered less effective by the head teachers

5.3 Conclusions

- The secondary schools in the study sample from Maara District faced many forms of students' indiscipline, the most prevalent being reporting late to class, absenteeism, sneaking out of school, refusing to do assignment, noise making in classrooms during preps, use of vernacular and boycotting classes, refusal to put on school uniform while going out of school, striking, refusal to do assignment, refusal to do cleaning duties, bullying fellow students, sexual immorality and failure to respect teachers.
- The major causes of indiscipline were a combination of inadequately met human needs, family background of the students, peer pressure influence, drugs and substance abuse, societal influence, exposure to media violence, among others.

Most head teachers had little or no formal training in matters pertaining to the management of student discipline/indiscipline. This may have a bearing in the levels of discipline in the secondary schools.

- Teachers and head teachers in Maara District use many strategies in managing students' indiscipline in its various forms. These may be classified into two classes namely, the preventive or behaviour modification techniques, and punitive techniques or strategies.
- Preventive or behaviour modification strategies were considered most effective. These include strategies such as involving the learners in learning activities, use of learner-centred methods, guidance and counseling, involving parents in solving students' indiscipline cases, supporting teachers in all discipline matters, ensuring that teaching and learning resources are available, controlling student populations in the classrooms and checking teachers' schemes of work, records of work and lesson plans, rules and regulation, holding students' *barazas*. The corrective punitive strategies such as suspension, manual work, use of penalty and corporal punishment were the most effective strategies.

5.4 Recommendations

On the basis of the findings of this study, the following recommendations are made:

1. Most head teachers had little or no formal training in matters pertaining to the management of student discipline/indiscipline. It is, therefore, recommended that

teachers and head teachers be given in service training on management of student discipline/indiscipline.

2. Parents should be encouraged to play their parental roles effectively so as to help teachers with the molding of their children's character.
3. Schools should be encouraged to be holding students *barazas* where students present their grievances without being intimidated or victimized. Minutes of these meetings should be taken, typed well and displayed in class notice boards and filed.
4. The Ministry of Education should consider reintroducing caning in schools with strict guidelines. It featured as a very effective measure of managing indiscipline according to the learners.
5. The Ministry of Education should provide all secondary schools with qualified and mature guidance and counseling personnel who will be able to counsel teachers on how to handle students in class without getting emotionally involved with them.
6. Teachers training institution should include students' indiscipline management in their syllabi.

5.5 Recommendation for Further Research

1. A similar study as this should be conducted in other districts to give a national picture because this study was limited to Maara District, of Eastern Kenya.
2. The study should also be replicated in private schools to establish whether the strategies and their effectiveness are the same as those used in public schools.

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APPENDICES

APPENDIX I: WORK PLAN (August 2008 to May 2009)

Activity	Duration in months				
	Aug-Nov	Dec - Jan	Feb - March	April	May
Problem identification and proposal development					
Draft proposal refinement					
Piloting, refinement and data collection					
Data analysis and writing of project report					
Submission of project report for examination					

APPENDIX II: OPERATIONAL BUDGET

Item	KShs
1 Proposal development	
• Literature review including internet time	12,000
• Typing and printing 60 pages @ KShs 30	1,800
• Photocopying 4x60 @ KShs 2	480
• Binding of proposal 6 copies @ KShs 50	300
2 Production of research instruments	
• Typing 14 pages @ KSh30 each	420
• Photocopying 1415 pages @ KShs 2	2830
• Pilot study	2,000
3 Data collection, Transport and subsistence	
• Fuel for the car for 12 days @1000/= per day	
• Lunch during field work @ 200 per day for 12 days	12,000
• Boarding for 12 days @ KShs. 500 per day	2,400
	6,000
4 Data analysis	10,000
5 Preparation of project report	
• Typing and printing first 100 pages @ KShs30	3,000
• Second draft 100 pages @ KShs 25	2,500
• Third draft 100 pages @ KShs 25	2,500
6 Production and Submission 5x100 copies @ KShs 25	12,500
7 Binding of 4 copies of project report @ KShs 500	2,000
8 Preparation of final 6 copies of project report @ KShs 500	3,000
9 Incidental costs	5,000
Grand Total	80,730

APPENDIX III: THE SCHOOL DISCIPLINE QUESTIONNAIRE FOR TEACHERS

This is an educational research which is being undertaken as part of the requirements for the completion of a Master's degree in education. It is hoped that the findings will help improve student discipline in secondary schools.

Instructions

- i) Do not write your name on the questionnaire
- ii) The information you give will be treated as confidential and will be used for the research purposes only.
- iii) Please respond to all the questions by ticking (✓) in brackets where necessary and briefly writing in the spaces provided appropriately.

SECTION I Personal and professional information

1. Name of the school (**Optional**) _____
2. Gender: Male () Female ()
3. Teaching experience _____ years.
4. State your level of education and training. _____
5. For how long have you been a teacher? _____ Years.
6. For how long have you been teaching in your current school? _____ Years.

SECTION II: Possible forms of student indiscipline

7. The following is a list of some possible forms of students' indiscipline in secondary schools. Indicate your opinion by ticking appropriately.

- | | | | | | |
|-------|--|---------------|------------|-----------|--|
| i) | Absenteeism | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| ii) | Lateness | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| iii) | Boycotting classes | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| iv) | Refusal to put on school uniform while going out of the school | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| v) | Refusing punishment from teachers | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| vi) | Striking against the school administration | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| vii) | Bullying of fellow students | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| viii) | Drug and substance abuse | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| ix) | Sneaking out of school | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |
| x) | Refusal to do assignments or homework | | | | |
| | Frequently () | Sometimes () | Rarely () | Never () | |

xi) Theft among students.

Frequently () Sometimes () Rarely () Never ()

8. In the spaces provided below indicate the forms of indiscipline not mentioned above.

SECTION III: Causes of indiscipline

9. Below is a list of the most possible causes of indiscipline as generally viewed by the teachers and head teachers. Indicate your opinion by ticking appropriately.

(i) Lack of dialogue between teachers and students.

Agree () Undecided () Disagree ()

(ii) School mismanagement by the head teacher.

Agree () Undecided () Disagree ()

(iii) Drug and substance abuse.

Agree () Undecided () Disagree ()

(iv) Unclearly defined procedures in the administration of students' discipline.

Agree () Undecided () Disagree ()

(v) Excessive and unjustified punishment.

Agree () Undecided () Disagree ()

(vi) Shortage of teaching-learning resources.

Agree () Undecided () Disagree ()

(vii) Laxity and lack of professional commitment of teachers.

Agree () Undecided () Disagree ()

(iv) Societal influence on students with the beliefs that striking would make head teachers to listen to them.

Agree () Undecided () Disagree ()

(ix) Poor role models by parents.

Agree () Undecided () Disagree ()

(x) Incitement by parents.

Agree () Undecided () Disagree ()

(xi) Students direct punitive behaviours they have learnt from parents and teachers to their fellow students.

Agree () Undecided () Disagree ()

(xii) Lack of qualified guidance and counseling teachers.

Agree () Undecided () Disagree ()

(xiii) Exposure of students to all forms of violence in the print and electronic media.

Agree () Undecided () Disagree ()

SECTION IV: Strategies used in dealing with students indiscipline

10. Below is a list of the strategies used in dealing with students' indiscipline in secondary school. Put a tick (✓) to show how often a strategy is used in your school.

(i) Guidance and counseling

Frequently () Sometimes () Rarely () Never ()

(ii) Giving rewards

Frequently () Sometimes () Rarely () Never ()

(iii) School rules and regulations and punishing those who infringe on the school rules

Frequently () Sometimes () Rarely () Never ()

(iv) Use of sanctions/penalty for any form of misbehaviour

Frequently () Sometimes () Rarely () Never ()

- (v) Suspension
- Frequently () Sometimes () Rarely () Never ()
- (vi) Expulsion
- Frequently () Sometimes () Rarely () Never ()
- (vii) Involving students in choosing their own prefects and drafting the school rules
which guide the students conduct
- Frequently () Sometimes () Rarely () Never ()
- (viii) Withdrawal of privileges
- Frequently () Sometimes () Rarely () Never ()
- (ix) Physical torture e.g kneeling down
- Frequently () Sometimes () Rarely () Never ()
- (x) Caning
- Frequently () Sometimes () Rarely () Never ()
- (xi) Clearing bush or cutting grass
- Frequently () Sometimes () Rarely () Never ()
- (xii) Warning in writing
- Frequently () Sometimes () Rarely () Never ()
- (xiii) Ignoring students' misbehaviour
- Frequently () Sometimes () Rarely () Never ()
- (xiv) Improving on teaching methodology by use of modern teaching/learning
resources and using appropriate techniques
- Frequently () Sometimes () Rarely () Never ()
- (xv) Involving all the learners in learning activities ()

Frequently ()

Sometimes ()

Rarely ()

Never ()

SECTION V: Effectiveness of the strategies used in the management of student indiscipline

11. The following are the strategies used in managing students' indiscipline. Indicate your opinion by ticking appropriately.

(i) Guidance and counseling

Effective ()

Satisfactory ()

Not effective ()

(ii) Corporal punishment

Effective ()

Satisfactory ()

Not effective ()

(iii) Manual work

Effective ()

Satisfactory ()

Not effective ()

(iv) Suspension from school

Effective ()

Satisfactory ()

Not effective ()

(v) Expulsion from school

Effective ()

Satisfactory ()

Not effective ()

(vi) Giving rewards

Effective ()

Satisfactory ()

Not effective ()

(vii) Giving school rules and regulations

Effective ()

Satisfactory ()

Not effective ()

(viii) Withdrawal of privileges

Effective ()

Satisfactory ()

Not effective ()

(ix) Physical torture e.g kneeling down

Effective ()

Satisfactory ()

Not effective ()

(x) Sending students who misbehave out of classroom

Effective () Satisfactory () Not effective ()

(xi) Clearing bush or cutting grass

Effective () Satisfactory () Not effective ()

(xii) Warning in writing

Effective () Satisfactory () Not effective ()

(xiii) Ignoring students' misbehaviour

Effective () Satisfactory () Not effective ()

(xiv) Involving students in choosing their own prefects and drafting the school rules which guide the students conduct.

Effective () Satisfactory () Not effective ()

(xv) Use of sanctions/penalty for any form of misbehaviour

Effective () Satisfactory () Not effective ()

(xvi) Use of learner-centred methods

Effective () Satisfactory () Not effective ()

(xvii) Involving all the learners in learning activities

Effective () Satisfactory () Not effective ()

(xviii) Involvement of parents

Effective () Satisfactory () Not effective ()

SECTION VI: Challenges teachers encounter in managing the student indiscipline.

The following questions are on the challenges teachers encounter in managing the students' indiscipline.

12. (a) What is the response of students when you attempt to control their behaviour?

Positive ()

Negative ()

(b) Has any of your students ever disobeyed you?

Yes ()

No ()

(c) If yes, how often have you experienced disobedience from your students in the year 2008.

Very frequently ()

Fairly frequently ()

Sometimes ()

(d) (i) Have you ever disagreed with a parent over a student's indiscipline?

Yes ()

No ()

(ii) If yes, indicate why you disagreed

13. Below is a list of the possible problems you may encounter in management of students' indiscipline. Tick the ones that apply to your school.

(i) Lack of head teacher cooperation ()

(ii) Over enrolment in the school ()

(iii) Lack of parents cooperation ()

(iv) Lack of teaching materials ()

(v) Political interference ()

Thank you for your cooperation

APPENDIX IV: THE SCHOOL DISCIPLINE QUESTIONNAIRE FOR STUDENTS

Note: This is not a test. This is a questionnaire on forms, causes and management of student indiscipline in schools.

Instructions

- (i) Do not write your name on any part of this questionnaire.
- (ii) The information given here will be treated with utmost confidentiality and will only be used for purposes of research.
- (iii) Please respond to all questions

SECTION I: Personal information

1. Name of your school (**Optional**) _____
2. Indicate your gender: Male () Female ()
3. Age: _____ years

SECTION II: Forms of indiscipline among students in your school.

4. The following are some forms of indiscipline among students in your school. Tick (√) against the ones experienced in your school and put a cross (x) against the ones not experienced in your school.

- i) Absenteeism ()
- ii) Lateness ()
- iii) Aggression (fighting, Vandalism, short temper) ()
- iv) Arson activities e.g. burning of dormitory ()
- v) Boycotting classes ()

- (iv) Poorly defined procedures in the administration of students' discipline
 Agree () Undecided () Disagree ()
- (v) Excessive and unjustified punishment
 Agree () Undecided () Disagree ()
- (vi) Shortage of teaching-learning resources
 Agree () Undecided () Disagree ()
- (vii) Laxity and lack of professional commitment of teachers
 Agree () Undecided () Disagree ()
- (viii) Societal influence on students with the beliefs that striking would make head-teachers to listen to them
 Agree () Undecided () Disagree ()
- (ix) Incitement by parents
 Agree () Undecided () Disagree ()
- (x) Lack of qualified guidance and counseling teachers.
 Agree () Undecided () Disagree ()
- (xi) Exposure of students to all forms of violence in the print and electronic media.
 Agree () Undecided () Disagree ()

SECTION IV: Strategies used in dealing with student indiscipline in secondary school

6. Below is a list of the strategies used in dealing with students' indiscipline in secondary school, tick (√) against the ones used in your school and put a cross (x) against the ones not used in your school.

- (i) Guidance and counseling ()
- (ii) Giving rewards ()

- (iii) Giving a list of rules and regulations and punishing those who infringe on the school rules ()
- (iv) Use of sanctions/penalty for any form of misbehaviour ()
- (v) Suspension ()
- (vi) Expulsion ()
- (vii) Involving students in choosing their own prefects and drafting the school rules which guide the students conduct ()
- (viii) Withdrawal of privileges ()
- (ix) Physical torture e.g kneeling down ()
- (x) Caning ()
- (xi) Clearing bush or cutting grass ()
- (xii) Warning in writing ()
- (xiii) Ignoring students' behaviour ()

Add any other strategies not mentioned above.

8. Of the strategies listed above, list five of them that are very effective, starting with the most effective one.

Thank you for your co-operation

- (i) Individual students
- (ii) A group of students
- (iii) A student and a teacher

10. Which strategies of managing students' indiscipline do you consider to be effective?

11. In your honest opinion, what do you think are the major causes of students' indiscipline in your school if any?

12. Apart from you who else is involved in the administration of student discipline in your school?

13. Kindly explain how you address each of the following in your school

- i) Making of school rules (role of students if any)
- ii) Involvement of parents in solving indiscipline cases.
- iii) Supporting teachers in all discipline matters.
- iv) Ensuring that teaching and learning resources are available.
- v) *Controlling student populations in the class rooms and dormitories.*
- vi) Appointments of the school prefect body.
- vii) Rewarding students who display good behaviour.
- viii) Checking teachers' schemes of work, records of work and lesson notes.
- ix) Checking class registers and dealing with absentees.
- x) Strengthening guidance and counseling

14 a) Do you get support from the following when dealing with students' indiscipline?

- | | | |
|----------|---------|--------|
| Parents | Yes () | No () |
| Teachers | Yes () | No () |
| BOG | Yes () | No () |

b) If your answer for 15a is No give reasons.

15 Do you think guidance and counseling team in your school is effective.

Yes ()

No ()

Please support your answer.

16 (a) Do you hold students' barazas? Yes () No ()

b) If your answer above is Yes, are they effective?

SECTION III: Problems head teachers face in managing student indiscipline

17. Comment on your teachers' involvement in the management of students' indiscipline

18. Have you disagreed with parents over the students' indiscipline?

Yes ()

No ()

If yes how many times? Once, twice, more than three times?

Thank you for your co-operation



KENYATTA UNIVERSITY
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
POLICY AND CURRICULUM STUDIES

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E-mail: [currku.@yahoo.com](mailto:currku@yahoo.com).

Date: 9TH FEBRUARY 2009

The Permanent Secretary
Ministry of Educ. Science & Technology
P.O. Box 30040-00100
Nairobi

Ref: LETTER OF INTRODUCTION - KAGENDO DINAH ALEXANDER
REG. NO. E55/10520/07

This is to certify that **KAGENDO DINAH ALEXANDER - REG. NO. E55/10520/07** who is a student in the Department has completed her coursework and examination in the area of Educational Administration. She is in the process of writing her project entitled: **"EFFECTIVENESS OF THE STRATEGIES OF MANAGING STUDENT INDISCIPLINE IN SECONDARY SCHOOLS - A CASE OF MAARA DISTRICT"**.

She requires a research permit to this end. Any assistance accorded her will be highly appreciated.

Thank

Dr. S.N WAWERU
Chairman,
Educ. Mgt. Pley. & Curr. Studies.



SNW/vmm

REPUBLIC OF KENYA



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Our Ref:

REF: NCST/5/002/R/167/2

Date: **23rd March 2009**

Dinah Kagendo
Kenyatta University
P.O.Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, ***Effectiveness of Strategies of Managing Student Indiscipline in Secondary Schools: A Case of Maara District'***

I am pleased to inform you that you have been authorized to carry out research in Secondary Schools in Maara District for a period ending 30th April 2009.

You are advised to report to the District Commissioner, the District Education Officer, Maara District before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report to this office.

A handwritten signature in black ink, appearing to read 'Prof. S. A. Abdulrazak'.

PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:

The District Commissioner
Maara District

The District Education Officer
Maara District

NCST/5/002/R/167

Research Permit No.
Date of issue 23.3.2009
Fee received SHS.1000

THIS IS TO CERTIFY THAT: DINAH KAGENDO
Prof./Dr./Mr./Mrs./Miss.....
KENYATTA UNIVERSITY
of (Address) P.O.BOX 43844 NAIROBI

has been permitted to conduct research in.....

Location: MAARA District,
EASTERN Province,

on the topic: EFFECTIVENESS OF THE
STRATEGIES OF MANAGING STUDENT
INDISCIPLINE IN SEC. SCHOOLS: A
CASE OF MAARA DISTRICT

for a period ending 30TH APRIL, 2009



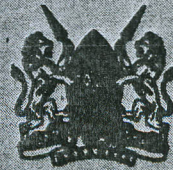
SECRETARY GENERAL FOR SCIENCE AND TECHNOLOGY

Dinah Kagendo
Applicant's Signature

[Signature]
Secretary
National Council for
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT